

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



**James Monroe 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 Monroe Elementary  
Vision Statement**

The Monroe Elementary School educational program is dedicated to the achievement of academic excellence that prepares students to become citizens of the 21st century. Students are prepared to be ready for college and career readiness, coupled with the development of a desire among all students to enthusiastically pursue the acquisition of knowledge throughout their lives. Teachers and support personnel are dedicated to actively engaging students in meaningful learning activities through direct, systematic, and purposeful standards-based instruction that is driven by ongoing assessment of progress. Assessment results are analyzed regularly to foster improvement of both group and individual student performance. Professional development sessions for certificated staff, paraprofessional training, and parent education are concentrated on assisting children with reaching or exceeding National Common Core Standards. The school's academic focus is on: Reading Comprehension, with an emphasis on proficient readers by the end of 3rd grade and the redesignation of English Learners within 5 years of entering program.

**James Monroe Elementary  
Mission Statement**

It is the mission of Monroe Elementary School to build a population of lifelong learners who will strive to achieve their highest academic potential in a safe educational environment. Students will have access to a high quality curricular and instructional program that utilizes rigorous standards and research based curriculum derived from the National Common Core Standards for all students. Supported by a highly qualified certificated and classified staff, parents, business partners, and community members, students will acquire the necessary knowledge, high level thinking ability, character attributes, and social/personal skills that will enable them to become productive, contributing members of society in the 21st century.

**School Profile**

**Enrollment/Demographic Data**

**School Enrollment Trends**

Grades	2012-13	2013-14	2014-15
<b>K</b>	78	87	91
<b>1</b>	106	64	74
<b>2</b>	77	91	71
<b>3</b>	92	76	92
<b>4</b>	57	86	76
<b>5</b>	74	56	86

**Percent Actual Attendance**

2012-13	2013-14	2014-15
96.51	96.77	97.00

**Student Demographic  
by Ethnicity**

	2013-14	2014-15
<b>American Indian or Alaska Native</b>	1 (0.22%)	4 (0.8%)
<b>Asian</b>	5 (1.09%)	11 (2.2%)
<b>Pacific Islander</b>	0 (0%)	0 (0.0%)
<b>Filipino</b>	3 (0.65%)	2 (0.4%)
<b>Hispanic or Latino</b>	440 (95.65%)	455 (92.9%)
<b>African American</b>	0 (0%)	2 (0.4%)
<b>White (not Hispanic)</b>	9 (1.96%)	11 (2.2%)
<b>Multiple or No Response</b>	0 (0%)	0 (0.0%)
<b>Total Enrollment</b>	460	490

## 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:** At Monroe 100% of stakeholders, which includes, students, staff, parents, and the community will follow a clear vision that includes a welcoming and committed learning environment where all students will be motivated, enthusiastic about learning, and meeting or approaching grade level standards by June 2016. Administration will empower the staff; ensure community, parent, and student participation; and encourage ongoing communication, assessment analysis, and scholastic improvement. Based on data analysis, Monroe will adopt an instructional focus that promotes the SAUSD LCAP goals of proficient readers by 3rd grade, Algebra readiness by 4th grade; reclassification of English Learners to Fluent English Proficient by 5 years in program, extended learning through access to technology both at home and at school, and build skills necessary for college/career readiness, producing students who are productive citizens in the 21st century. Monroe Elementary will ensure that all teachers are caring, competent, and highly qualified. We have a school wide culture that encompasses high expectations and capacity to build diversified leadership based on strengths and expertise.

**To enable Monroe Elementary to meet its high standards and expectations for student achievement, Monroe will continue to implement and refine: schoolwide reform strategies, PBIS, RTI, and SST procedures throughout all grades, and "best practices" that address student needs in all areas of development--academically, socially, and behaviorally. To meet this objective, the following support personnel will be funded for the 2015-2016 school year either by the District or LCAP funding, as sufficient funds become available: TOSA, 1 Computer Technician, and 1 School Counselor. Monroe will adopt a school-wide instructional focus on reading comprehension that includes academic language development that promotes proficient readers by 3rd grade, systematic ELD instruction that targets student growth and re-designation after 5 years of program, and encourages college readiness. We will strengthen our core instruction through the use of Common Core Strategies of Instruction that promote collaborative student interaction that includes the use of technology. Analysis of student data will continue to drive instruction while staff regularly screens students for potential and academic difficulties as well as exceptional behaviors.**

- Staff will continue to incorporate and refine "Best Practices" (e.g. student engagement strategies, collaborative conversations, differentiating instruction for all students, academic language strategies and skills, use of technology for classroom learning etc) throughout the instructional day and continue to implement and refine the strategies of Common Core implementation.
- The TOSA will support the school's core goals and mission.
- Monroe staff will analyze and post test scores from District MAP and Extended Response assessments, classroom assessments, ADEPT/CELDT, and DIBELS, in grade level teams and conduct data chats with students and parents. Along with Common Core Standards, will drive instruction with additional focus on bundled standards. Teachers will utilize Learning Continuum to form instructional groups, strategies will be implemented based on data gathered. Common Core Strategies will be used to improve comprehension. Academic language will include collaborative conversations, close reads, front loading content-specific vocabulary practice, and use of the Common Core Units of Study.
- Results from student assessments (both local and State) will be discussed in Staff, Grade Level meetings, ILT, SSC, ELAC, and Title I parent meetings as information becomes available.
- All stakeholders will be informed in a timely manner, have valued input, and be an integral part of decision making process to continue to increase student achievement.
- Programs such as Illuminate, DIBELS, and MAP allow sites the ability to analyze state, 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. Teachers will participate in trainings that increase their knowledge of the use of this data. Data will be analyzed in grade level teams and instructional strategies will be modified to facilitate student success.
- Subs will be provided to cover classroom teachers for assessing and analyzing student data and attending Student Success Meetings.

### **Monroe will provide student and parents learning opportunities to improve student achievement.**

- Teachers will monitor student progress through MAP/ DIBELS/RTI and will provide differentiated instruction to accommodate all levels of academic achievement.
- Monroe will provide intervention support; raise academic levels of students in grades K-5 for students who are below Proficiency. In addition, classroom teachers will implement District approved classroom interventions using PALS, 6 Min. Solution, SIPPS, I-Ready, Smarty Ants and Phonics for Reading programs.

- Monroe will provide 60 hours of After School Tutoring and Intervention to enable students in grades K-5 to meet grade level standards.
- School Site Council (SSC) members will discuss and be informed regarding district and school issues affecting academic progress, budget/funding, and curriculum on a regular basis.
- In understanding that parents play a key role in student achievement, parent participation will continue to be encouraged. The school will continue to send notices home, post reminders at the school site, and through phone calls, school marquee, teacher contacts, and newsletters, enabling parents to become better informed. Parents will also be informed regarding committee membership opportunities, events occurring at the school and within the community, have input on school functions, and relevant local, state, and national policies regarding their school-aged children. All effort will be made to send home information in their home language as well.
- Parent Training opportunities will be available for all parents including, but not limited to, SSC/ELAC members, Title I parents, and the community at large. Parent trainings will be ongoing throughout the school year, conducted by various organizations as well as Monroe's staff
- Students and staff will participate in "University Starts Now" program that encourages students to set high academic goals and continue their education beyond the High School Level.
- Monroe's Extended Learning Program will offer one hour daily of academic enrichment in all curricular areas including Language Arts, Math, ELA, Science, and Writing.
- A group of parent leaders will participate in the program "Padres en Accion" They will receive training in the effective use of recreational games and cooperative play in order to encourage students to be physically active during lunch recess
- Computer lab will offer after school workshops to prepare parents with basic computer skills and to assist them with technology. In addition the School library will offer after-school workshops for parents to assist them with reading strategies to support their children

**Students will have access to 2 Computer Labs, classroom computers, and laptops, to increase academic achievement through technology software that is accessible at both home and school using programs such as Mind Institute, I-Ready, Smarty-Ants, and Accelerated Reader. Technology devices like Learn Pads and Chromebooks will be used in classrooms to enable students to access technology skills for classroom research and in support of the units of study.**

- A Computer Lab Technician will support the school's goals for Math and Language Arts using technology software such as Mind Institute and Accelerated Reader programs. In addition to Monroe's licensed programs I-ready and Smarty Ants
- Students in 5th grade will have available 1:1 chrome book-student technology to support student's academic progress in all academic areas. Students will have access to Mind Institute, I-Ready, Accelerated Reader and countless Google based programs and applications. Students will have access to these programs from both home and school.
- Students in 4th grade will have access to 72 individual technology tools Learn Pads to practice technology skills with units of study for blended learning.  
In addition every 4th grade classroom has 4 desktops that support student access Mind Institute, I-Ready, Accelerated Reader. Students will have access to unlimited internet websites that will help them conduct research and increase academic achievement.
- Students in 3rd Grade will have access to a class cart of 32 chrome books to practice technology skills with units of study for blended learning, support student access to Mind Institute, I-Ready, Accelerated Reader and Smarty Ants.
- Students in grades K-2 will have access to IPADS, laptops, and chrome books in their classrooms to increase students performance in Language Arts and Math using Mind Institute, Smarty-Ants, and Accelerated Reader. Students will have access from both home and school.
- Monroe's Extended Learning Program will support the academic achievement of students after school through 30 minute sessions in the Computer Lab using Mind Institute, and Word Processing.

**TOSA/ILT/Classroom Teachers, Parents, and SSC/ELAC members will be trained in data analysis to enable them to provide input to improve student achievement. Staff will participate in District/School Staff Development opportunities to implement Common Core Lang. Arts/Math instructional strategies.**

- Principal/TOSA/ILT/Teachers/SSC/ELAC members will attend district trainings MAP, CAASPP, Illuminate, etc, that promote data analysis and content area instruction.
- Teachers and staff will participate in District training in the implementation of Common Core State Standards and strategies.
- Staff will participate in site training for further implementation and data analysis of the following programs: Accelerated Reader, I-Ready, Lexia, Smarty-Ants, and Mind Institute.
- ELAC and SSC members will attend Parent trainings related to student data offered by the School District

**Students will attend a safe, clean and orderly school that promotes productive citizenship and academic excellence.**

- The Safety Committee and PBIS team will meet monthly to monitor maintenance of a clean, safe and orderly site and to implement

components of PBIS.

- The school will purchase new furniture, materials, tools and supplies as needed to maintain a safe, clean and orderly campus.
- Activity supervisors will be hired as needed to ensure a safe and orderly environment for all students, They will be trained in PBIS implementation procedures, and will provide child care services during parent meetings.
- Students will be given trimester awards and incentives for citizenship, attendance, academic improvement and academic excellence. Blue and Eagle Ticket Incentives for all students/classes recognizing students who have demonstrated Monroe's PBIS behavior goals. Beat the Bell program will provide incentives for perfect attendance without tardies. Students in the CICO Club will receive motivational awards for demonstrating positive behavior towards goals. Movie day and recreational room time will be awarded to classes and students who demonstrate Monroe's expectations
- PBIS team will work with staff to implement positive behavior strategies that decrease negative student behaviors, allowing students to be focused and engaged in the classroom learning. PBIS strategies will include: Behavioral Expectations Matrix Goals, Behavioral Lesson Plans and implementation, positive behavioral classroom, CICO Club, mentoring program, Zones of Regulation and school-wide incentives.
- The program "Padres en Accion" They will implement recreational games and cooperative play to encourage students to be physically active and safe during lunch recess

### **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:** In accordance with Monroe's school wide goal of having all students be proficient readers by 3rd grade, all students will participate daily in challenging, standards based learning experiences based on Common Core Standards for ELA, utilizing the Open Court Reading language arts program and Common Core Units of study as the primary sources of instruction. The Instructional Leadership Team and grade level teams will meet to discuss strategies and resources to plan standards based lessons and units of study that reflect the Common Core Standards. These lessons will actively engage students and help them succeed in the development of meaningful comprehension, high levels of academic language, and effective communication skills that will enable students to be successful citizens of the 21st century. Monroe students will meet or exceed MAP projected goals in ELA, along with data from computer generated learning (i.e.: I-Ready, Smarty-Ants, and AR) that will be analyzed regularly by grade level teams and appropriate instructional strategies will be implemented for student success. Students who do not meet proficiency goals will increase by a 10% growth above the baseline on the DIBELS/MAP assessments each Trimester.

### **Monroe will align Instruction, Strategies and Materials with Common Core Content Standards by implementing the following:**

- Under the direction of the Instructional Leadership Team and Administration, Grade level teams will plan, implement, and modify standards based lessons that actively engage students and promote literacy and academic success, as measured by ongoing teacher observation and assessments provided by publishers of core curriculum, the district, and the state. The Open Court Reading 2002 language arts program and Common Core Units of Study will be fully implemented, incorporating grade level standards, bundled standards, technology, and differentiation of instruction to meet the needs of all students. Workshop intervention Strategies will be implemented 30 min.daily at all grade levels. Research Based Strategies are utilized by all teachers to promote student engagement. Strategies include: GLAD Strategies, SIOP, Thinking Maps, Common Core Strategies, collaborative conversations and blended learning.
- Teachers will monitor student data from District, State, and classroom assessments using data walls, Blueprints of Common Core standards, and identified bundled standards per grade level to ensure alignment to the Language Arts curriculum.
- Data Chats with students will take place every trimester. TK-5th grade teachers will assess students every 6-8 weeks.
- Supplemental materials and incentives for Language Arts will be purchased as needed.
- Instructional Strategies such as Sheltered Instruction Observation Protocol (SIOP), Common Core Units of Study, Instructional groups collaborative conversations, and Thinking Maps will be utilized to promote student access to content grade level standards.
- Classroom intervention programs will include: PALS, 6 Minute Solution, Smarty Ants, I-Ready, STAR, Phonics to Read, RTI and DIBELS will be used to progress monitor students participating in intervention programs.
- Additional Library books will be purchased to supplement/enrich Language Arts instruction at all grade levels.
- Students in 3-5 will access internet educational websites such as Read Theory, NEWSLA, and Read works to increase reading comprehension and fluency
- With the assistance of the District, classroom teachers will plan and implement integrated units of study based on Common Core State Standards.

### **Monroe will provide students with the following extended learning opportunities**

- with the goal of reading proficiency by 3rd grade and re-designation of English Learners by 5th year in program. Before and after

school academic tutoring opportunities will be offered by certificated staff in reading comprehension/academic language development. Emphasis will be on students who are below proficient. During the school day, intervention workshop by classroom teachers will assist students working below proficiency levels to improve academic achievement. In addition, Monroe will provide:

RTI/DIBELS Monitoring in grades TK-3

SST interventions

Technology Intervention Programs TK-5

- A library media technician is available up to 4 hours daily to support the development and maintenance of literacy for students, parents and the community.
- Monroe's Extended Learning Program will offer one hour of academic enrichment to supplement reading comprehension strategies to students after school.

**Monroe will provide the following to students in order to increased access to technology both at home and at school.**

- Teachers will utilize technology to improve instruction in Language Arts and will include the use of: computers, projectors, smartboard, digital cameras, document readers, and individual student devices such as Learn Pads/Chrome books or lap tops to promote student engagement in the learning.
- 2 computer labs will be available weekly for classroom instruction. 34 Outdated computers will be replaced to be used in the computer lab 1. Students will have internet access to help them further their educational studies and interactive activities. Keyboarding programs, Smarty-Ants, I-Ready and Accelerated Reader intervention and enrichment software will be utilized throughout the day, at home, and during the After School Program by all students TK-5.
- In grades K-3, laptops and chrome books will be available in each classroom with 1:3 device-student ratio. In grades 4 and 5, students will have access to 1:1 device-student ratio (Chrome book/Learn Pads) to enable students engage in blended learning activities that promote 21st century skills. In addition, four desktop computers will be available in each classroom. These computers are for additional student access to Word, Power Point and printing software.

**Monroe will provide the following staff development and professional collaboration opportunities:**

- Monthly ILT meetings and regular teacher collaboration will facilitate data analysis meetings. Monroe's School wide goal is to have proficient readers by 3rd grade, focusing is on reading comprehension and academic language development.
- I-Ready, Smarty Ants and Accelerated Reader Training will be attended by all classroom teachers, TOSA, and principal.
- Materials such as binders, copies of instructional strategies, Common Core units of study dvds/cds, etc. will be provided for staff.
- To promote team building and increase staff morale, refreshments and lunch will be served at Staff Development Day Trainings.
- K-3 Teachers will attend District sponsored Reading Academy training sessions

**Monroe will involve the parents and community by:**

- Training for SSC/ELAC members on MAP, DIBELS, and CELDT data. Monthly parent meetings will focus on curriculum and learning and provide training materials, educational articles, academic games, etc.
- Bilingual monthly newsletter contains parenting ideas and curricular updates.
- Computer Technician and librarian will conduct parent workshops on working with students at home using the technology programs available.
- Parents will attend 40 Developmental Assets workshop to better equip them support their children at home

**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:** Monroe Elementary will insure that a minimum of 60% of the students will reach proficiency in grade level writing standards by spring 2016. All students will be involved in Common Core standards based learning experiences utilizing the Open Court Reading, Common Core Units of Study, Thinking Maps, and Making Meaning Through Writing programs. Instructional Leadership Team and grade level teams will meet to discuss strategies and resources to plan Common Core Standards based lessons that will actively engage students and help them succeed in written communication while applying different writing formats and styles. Students will reach or exceed grade level proficiency by achieving a passing score of 3 or 4 on District writing assessments and Extended Response assessments. Data from District Writing Proficiency Assessments and Extended Response will be analyzed by grade level teams and appropriate instructional strategies implemented. Students who do not reach grade level benchmark proficiency target for writing will improve at least one proficiency level.

**Monroe will facilitate the alignment of curriculum, materials, instruction, strategies and content standards by implementing the following:**

- Grade level teams will plan, implement, and modify standards based lessons that actively engage students and promote thoughtful written responses to literature, clear and organized narrative, and expository writing. Students will demonstrate effective informal written communication; and an understanding of how reading, writing, listening, and speaking are interrelated, as measured by ongoing teacher observation and assessment rubrics provided by publishers of core curriculum, the district, and the state.
- Integrated implementation of the writing component of Open Court Reading, Thinking Maps graphic organizers, making Meaning Through Writing, Write From the Beginning, Sheltered Instructional Observation Protocol (SIOP), and Common Core Units of Study will ensure that all students are taught writing in all domains, with skills and lesson content aligned to grade level standards. District Writing Rubrics are used to score writing in each domain.
- School wide focus on proficient readers by 3rd grade, with the emphasis on reading comprehension and academic language development, complements writing instruction and assists with the improvement of student writing.
- In grades 3-5, the structured, systematic ELD instruction will focus on reading and writing components of the ELD standards.

**At Monroe, Extended Learning opportunities will be provided by the following:**

- After school tutoring in reading and writing will be conducted by classroom teachers. The main focus of these intervention sessions is on reading and writing
- Monroe's Extended Learning Program will incorporate student writing assignments through the monthly themes/activities after school.
- Writing to a prompt and extended responses will be part of homework assignments.
- 2 Computer Labs will be open before school and throughout the school day for student access to research and word processing of assignments/projects. 3rd-5th grade classrooms will have access to desktop computers and individual devices that promote blended learning opportunities that enhance writing. K-2nd grade classroom will have access to laptop and chrome book computers for writing assignments/projects.

**Monroe will provide students with increased access to technology by the following:**

- Both Computer Labs are available for weekly classroom instruction in the use of keyboarding and word processing programs for composing, proofreading, editing, revising, and publishing student writing.
- In grades 3-5, individual devices will be available to students for keyboarding and word processing writing projects/assignments. In addition each classroom has up to 4 desktop computers with printing capabilities
- Smart Boards and document readers are available in each classroom for hands on editing and proofing of student drafts.
- In grades 1st-2nd laptops and chromebooks will be available in classrooms for keyboarding and research/word processing assignments/projects.
- TK and Kinder students will have access to iPads with a variety of applications that support reading and writing instruction.
- In grades 3-5 Teachers will integrate the use of Google Docs, typing program, power point presentation to enhance required district writing and orally present them collaboratively and individually.

**Monroe will provide the following opportunities for staff development and professional collaboration:**

- Monthly data analysis grade level meetings will be held to broaden understanding of the writing curriculum and modify instructional strategies that promote writing proficiency.
- Teachers will have opportunities to attend District/site trainings on Thinking Maps, Extended Response, Making Meaning Through Writing and the use of technology with writing.
- Staff will continue to be trained on the implementation of writing using the Common Core Units of Study.
- Teachers will collaboratively score trimester Extended Response assessments in grade level teams and discuss implications for instruction.

**Monroe will provide the following opportunities for parent and community involvement:**

- Students will be encouraged to enter writing contests sponsored by the community. (i.e Why mom deserves a diamond)
- Parent training on the writing process will be presented by SAUSD staff and other professionals.
- Students will write to community service providers and partners.
- Parents will receive information regarding writing progress by:
  - Review student writing during parent conferences
  - Participate in family literacy events and parent trainings
  - Keeping updated on their child's progress through progress reports
  - Sending work home for review
  - Book recommendation forms



## **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:** All English Learners will acquire higher levels of English, including listening, speaking, reading, and writing skills using Carousel of Ideas and Front-loading vocabulary and following the English Learner Common Core Standards. The Instructional Leadership Team and grade level teams will meet to discuss strategies and needed resources to plan Common Core Standard-based lessons in incorporating ELD standards that will actively engage students and help them succeed in achieving the next ELD level.

### **Monroe will provide the following activities in order to align instruction, strategies and materials with state content standards.**

- All English learners will participate daily in challenging, ELD standards based experiences utilizing the Carousel of Ideas program of systematic, specific English language development to advance levels of English proficiency, and components of the Open Court Reading series to acquire literacy.
- Grade level teams will plan, implement, and modify standards based lessons that actively engage students in the timely acquisition of English language proficiency and promote second language literacy and academic success, as measured by ongoing teacher observation and assessments provided by publishers of core curriculum, the ADEPT assessment, and the CELDT assessment.
- Monroe staff members will deliver systematic ELD instruction to homogeneously grouped EL students during an uninterrupted, school wide 30 minute block of time at the beginning of the school day. Carousel of Ideas, paired with the Focused Approach to Systematic English Language Instruction and Sheltered Instructional Observation Protocol (SIOP), is the core curriculum for ELD.
- Instructional Strategies will include: GLAD strategies, Front loading, Focused Approach, Sheltered Instructional Observation Protocol (SIOP), Language Frames, Thinking Maps, Common Core Units of Study, and collaborative conversations to provide comprehensible input for English Learners.
- ADEPT will be administered 2 times per year to monitor progress of EL students. Teachers and TOSA will analyze the results, will change ELD groupings, and will make instructional changes to ensure student progress.
- Grades K-2 will focus on Listening and Speaking components of ELD during structured, systematic ELD instruction.
- Grades 3-5 will focus on reading and writing components of ELD during structured, systematic ELD instruction to better prepare Monroe's English Learners for re-designation.
- Differentiated content instruction using a variety of strategies such as GLAD, Front loading, Focused Approach and Thinking Maps will be offered throughout the day to support the faster acquisition of academic English

### **Monroe will provide the following opportunities for extended student learning.**

- Monroe will offer a quality After School Program that provides English Language Development opportunities through homework help, academic enrichment, fitness, and club activities.
- English Learner students in grades 3-5 who are below the proficient levels in ELA in grades 3-5 will receive tutoring after school from a certificated teacher. The same level of students in grades K-2 will receive tutoring by their classroom teacher.
- Supplemental instructional materials, (English to a Beat, Vocabulary Builders and sentence frames) will be purchased as needed to support the ELD program.
- Small Group/individualized Instruction for Beginners/Newcomers will be offered

### **Monroe will offer the following opportunities that increase access to technology to enhance ELD instruction.**

- Access to Technology - Teachers will utilize technology to improve instruction in English Language Development and will include the use of: computers, projectors, smart boards, digital cameras, document readers, individual student devices such as Learn Pads, Chrome books, lap tops and other equipment to promote student engagement in the learning.
- Supplemental instructional software, such as Mind Institute/Accelerated Reader, Smarty-Ants, I-Ready, and other audiovisual materials that support ELD instruction will be used.
- English learners have equal access to the Computer Lab during weekly classroom visits.
- Monroe's Extended Learning Program will offer 30 minute time blocks in the computer lab 2-3 times per week during after school for all students in the program.



- TK-1 classrooms will be provided with earbuds with microphones that allow students to effectively interact with web-based reading program. Grades 2-5 will also receive earbuds to help them interact with the programs avoiding external distractions

**Monroe will provide time for staff development and professional collaboration in ELD.**

- All teachers will attend yearly training in the administration of CELDT and ADEPT instruments.
- Teachers work together to monitor student progress and adjust ELD groupings as students progress during the year.
- Teachers will attend District and site trainings on new ELD standards as they relate to Common core.

**Monroe will provide the following opportunities for parents and community involvement in ELD.**

- Parent Notification Letters are sent home to notify parents of their child's performance on the CELDT. During ELAC and DLAC Meetings parents will provide input into the school's program for ELs and make recommendations to the SSC.
- Monroe will promote the attendance of parents to the English classes at the Delhi Community Center through parent meetings and trainings.
- Parent-teacher conferences will assist parents with understanding educational needs of English learners and program requirements for the SEI program.
- Special recognition will be given to students who reclassify from EL to FEP at student assemblies.
- Monroe will conduct parent informational meetings to explain English proficiency levels, identification and placement process, types of instructional programs available, CELDT assessment, reclassification process, notification of school-wide performance on CELDT assessment.
- Students will demonstrate their level of self-efficacy, pride and self-confidence in their acquisition and use of their oral English language skills by engaging in presentation of cultural events, academic research projects, readers' theater and other language based performances in front of a large audience (parents, students)

**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:** All students will receive Common Core Standards based learning experiences utilizing the Houghton Mifflin Mathematics program, the Mind Institute and I-Ready Technology Programs. Based on results, the Instructional Leadership Team and grade level teams will ensure that collaboration meetings will include discussion of strategies and needed resources to plan standards based lessons that will actively engage students and help them succeed in attaining high levels of mathematical skills and thinking. Students at Monroe Elementary will demonstrate a 10% gain from the baseline of students performing at or above the mean RTI scores. In the 2015-2016 school year, teachers will continue training on integrating Common Core instructional strategies to ensure higher level thinking skills. Monroe students will meet or exceed grade level standards on the trimester Math MAP Assessments according to the new 2015 norms. Assessment data will be analyzed by grade level teams and appropriate instructional strategies implemented that encourage students success. Students who do not achieve proficiency will increase progress by a minimum of 8% growth on the MAP assessment each year.

**Monroe will align instruction, strategies and materials with content standards utilizing scientifically research-based instructional strategies and school wide reform strategies that will be implemented to improve students achievement in the area of mathematics.**

- Grade level teams will plan, implement, modify, and supplement lessons as needed to actively engage students in the acquisition of the computational and procedural skills, conceptual understanding, and problem solving abilities required to achieve timely mastery of the Common Core standards, as measured by ongoing teacher observation and assessments provided by publishers of core curriculum, the district, and the state. Instructional staff will utilize Houghton Mifflin and supplementary programs and materials to ensure all students are taught the grade mathematics content standards.
- Alignment - Teachers will follow curriculum maps and will keep records of standards taught to students in the class to ensure alignment to the mathematics curriculum.
- All teachers use the Common Core Blueprint and curriculum map document to align instruction to Common Core standards.
- All teachers provide remediation, acceleration, and enrichment as needed. Teachers help students to make connections among mathematical ideas and between mathematics and other cross-curricular disciplines, through Common Core Math Units of Study.
- MAP assessments will be given to all students 3 times a year to evaluate student progress. Students who do not achieve a RIT score at 50 percentile or higher will show 10% growth on end of year MAP assessment. Materials to support and supplement math instruction will be purchased as necessary.

- Staff will utilize Mind Institute and I-Ready Data, Data Walls, and Data Chats, to monitor/discuss student progress.
- Math Manipulative tools will be utilized by grade level in classrooms and After School Program Interventions to facilitate student learning of grade level concepts/standards.
- Students in grades K-5 will be given additional opportunities to engage in extended responses activities that will enhance their understanding of mathematical concepts.
- All grade levels will implement "Math Talks" lessons on a daily basis

**Monroe will offer the following extended learning opportunities in the area of mathematics:**

- Monroe's Extended Learning Program offers math instruction through Math Blast program and homework assistance as needed.
- Teachers in Grades 4 and 5 offer flexible, homogenous math groupings to accelerate and enrich mathematics instruction for GATE and academically talented students.
- Students who are not proficient on MAP will receive small group tutoring by classroom teachers before or after school hours. In addition I-ready intervention program will be used in grades 3-5
- Students will utilize ST Math at home to increase knowledge of grade level math concepts and standards.

**Monroe will offer the following opportunities to students to increased access to technology.**

- Teachers will utilize technology to improve instruction in Mathematics and will include the use of: computers, projectors, smartboards, digital cameras, document readers, individual student devices such as Learn Pads, Chrome books, Lap tops and other equipment to promote student engagement in the learning.
- 2 Computer Labs are available for weekly classroom instruction to extend students' mathematical comprehension, reasoning, and problem-solving skills beyond what is possible with traditional print resources by using computer software and Internet applications.
- Mind Institute, I-Ready intervention, enrichment software and Keyboarding programs will be utilized throughout the day and during the After School Program by all students K-5. This standards-based digital curriculum maximizes student achievement by providing individualized math instruction targeted to each learners needs.
- In grades K-5, additional classroom computers will provide students with World Wide Web access to to work on programs such as Khan Academy and Math games. Additionally Keyboarding programs, I-Ready and Mind Institute software programs will strengthen student's math skills
- Transitional Kinder classes will have 8-10 IPADS each available for student's use. Students will be given direct instruction on the IPADS utilizing a variety of mathematics applications with follow-up activities throughout the year.
- In grades 3-5, students will use individual Learn Pads and chrome books for blended learning experiences with Common Core Curriculum.

**Monroe will offer the following ongoing professional development and collaboration in the area of mathematics.**

- All teachers have opportunities to attend district, county, and other professional training in effective mathematics instruction.
- Weekly data analysis grade level meetings provide teachers time to discuss student performance, interventions, and instruction.
- Selected Teachers in 3-5 grades will attend the Irvine math project developed by the University of California Irvine UCI

**Monroe offers the following opportunities for Involvement of Parents and Community with mathematics.**

- Training at SSC/ELAC/Title /Parent Workshops explain assessment data. Monthly parent meetings focus on curriculum and learning.
- Monroe Elementary Administrator will provide the monthly Newsletter highlighting mathematics activities and a calendar of events for parents, which includes Mathematics assessment dates.
- Parents will be invited to attend classroom presentations in the areas of math and science
- Classroom teachers will review student's mathematic performance during parent conferences, mid-trimester report conferences, and Student Study Team meetings to update parents on Mathematics performance with additional conferences as needed. 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.*

---

**School Goal:** At Monroe Elementary, parents and the community are an integral part of our students' academic achievement. Communication

will take place on a regular basis between school staff, students, parents and the community to promote the new Common Core standards and academic growth in the 2015-2016 school year. All stakeholders will be involved in the decision making process. The school will provide programs that promote a minimum of 50% parental involvement throughout the school year. Programs such as Think Together pre-School, monthly Parent Meetings, Parent Trainings, Community Events, School Site Council, PTO, Nutrition Network, 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**

**Parents are partners in the education of Monroe students. Monroe will offer the following opportunities to parents to help improve students' Reading:**

- Parents will be invited and encouraged to participate in all activities and attend training as needed in the areas of Language Arts, Science, ELD and mathematics. Incentives and training materials will be distributed such as cds, flashcards, educational games, etc.
- Parents attend SST meetings and teacher conferences to discuss student progress for Reading and English Language Arts. Support Paraprofessionals will be available when needed for translating for parents.
- Kinder and 1st grade parents have access to High Frequency Words CD's that support Reading and Language Arts Instruction.
- School library will be open after school. parents will be invited to check out books and attend reading comprehension workshops on reading comprehension, and AR goal setting/progress

### **Communicating effectively**

**Monroe will offer the following opportunities to parents to help improve students' Math Skills:**

- Parents will be invited and encouraged to participate in all activities and attend training as needed in the area of Mathematics. Incentives and training materials will be distributed such as cds, flashcards, educational games, etc.
- Parents attend teacher conferences to discuss student progress in Mathmatics. Support Paraprofessionasl will be available when needed for translating for parents.
- Students will have access to technology programs for Math at home such as ST Math and I-Ready Math.

### **Organizing opportunities for volunteering**

**Monroe offers the following opportunities to assist parents in addressing student needs in attendance, behavior, social/emotional and health.**

- Parent Trainings/Workshops are available monthly that address parenting skills, discipline, interpretation of assessment scores, graduation goals, Parent University, College and Career Readiness, and motivational techniques for students.
- The 40 Developmental Assets program will continue school wide to assist in the development of positive experiences, attitudes and characteristics that young people need and should cultivate.
- Healthy Tomorrows and Turning Point counseling services will provide two social workers two days a week to work with students and families on social needs and issues.
- Monroe provides student counselor that works with individual students or in small groups on social/emotional/behavioral objectives. In addition, the student counselor provides parent training on PESA, PET, Parent Leadership Training, Strengthening Families, and Parent University.
- The Bar Association and the OC District Attorney's Office work with 5th grade students teaching civic awareness and informing them about the judicial system.
- A team of Santa Ana Police officers work with Monroe's parents, students, and staff informing about pedestrian safety, parents rights and responsibilities.
- Monroe's Extended Learning Program offers a pre-school class that includes parent educational classes in the areas of child development, discipline/structure, and Kinder readiness.
- Monroe parent Greeters will welcome families in the morning before entering on campus
- "Padres en Accion" volunteers will work physical education and recreational games during lunch recess 3 times per week

### **Learning at home**

**Parents will be partners in the school wide and district decision making process. Monroe offers the following opportunities to parents to strengthen family and community involvement:**

- School Site Council Members are chosen to sit on the board for at least 2 years. School Site Council Members receive training in interpretation of MAP, DIBELS, ADEPT, and CELDT assessments and make decisions on needed programs and materials for student success.
- The ELAC Committee provides EL parents training and an opportunity to participate in the school wide decision-making process.

- The Parent Room Program is an opportunity for parents to work directly with students in the classroom and to chaperone on field trips.
- The DAC/DELAC representatives are given the opportunity to attend meetings and participate in the SAUSD decision-making process.
- Parents receive a monthly bilingual bulletin, providing ongoing communication between school and home.
- The VIP Brunch is an end of year celebration honoring school volunteers, including site parents and community members.
- The PTO is designed so parents can support the school with raising funds for special projects and school wide needs.
- The Delhi Community Center, located adjacent to the school, provides parents with counseling services, day care training, senior citizen services, small business counseling, and various referrals as needed by families.

### **Involving in decision making**

#### **Parents of Monroe's students will participate in decision making activities that promote school and district goals.**

- Parents will participate ELAC Parent Survey and the California Parent Survey (CPS). Data from the survey will be analyzed by school staff and results will be used to implement/modify academic as well as behavioral programs for students.
- School Site Council and ELAC members will meet monthly to monitor/discuss student achievement data and plan academic programs.
- Monroe's parent leadership groups will contribute in the development of the annual vision and mission statements through the principal-teacher-parent-student compact, and school wide focus

### **Collaborating with the community**

- Monroe Elementary will establish partnerships with different organizations, such as Spoons restaurant, Horace Man Insurance, etc, in order to offer in kind donations that will help in the support of student achievement
- Family learning activities, student incentive events and assemblies, will focus on helping parents learn how to help their children improve academically in mathematics.

### **Building relationships**

### **Funding**

<b>State and Federal Funding</b>			
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Expenditure Type</b>	<b>Funding Source</b>	<b>2015-16 Budget</b>
Tutoring and Professional development	1000-1999: Certificated Personnel Salaries	Title I, Part A	21,280.00
Extra student and parent support	2000-2999: Classified Personnel Salaries	Title I, Part A	4,000.00
Certificated and Classified	3000-3999: Employee Benefits	Title I, Part A	3,034.16
Software licenses, printing materials for Language Arts, Math and science	4000-4999: Books And Supplies	Title I, Part A	38,906.08
	5700-5799: Transfers Of Direct Costs	Title I, Part A	6,200.00
Support programs, P. E. Equipment, Padres en Action and incentives for students	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	17,300.00
<b>Total</b>			<b>90,720.24</b>