

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



Monte Vista Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Monte Vista Elementary School
Vision Statement**

The vision of the school staff and parents is to work together to establish an excellent foundation for life-long learning, while developing respectful, responsible citizens that are prepared to make a positive contributions to the local and global community.

**Monte Vista Elementary School
Mission Statement**

Monte Vista Elementary School staff, parents, and community are committed to developing a positive school culture wherein we will collaborate to provide a well-rounded, rigorous learning experience utilizing high quality curricular and instructional programs that will prepare our students for college and career. We are focused on raising the achievement of all students as we engage, inspire and challenge them to become productive and positive citizens and ethical leaders in the 21st century.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	129	125	107
1	121	118	115
2	124	107	108
3	104	120	102
4	99	97	110
5	98	86	95

Percent Actual Attendance

2012-13	2013-14	2014-15
97.34	97.32	97.95

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	1 (0.15%)	1 (0.2%)
Asian	10 (1.53%)	9 (1.4%)
Pacific Islander	5 (0.77%)	6 (0.9%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	635 (97.24%)	617 (96.9%)
African American	2 (0.31%)	2 (0.3%)
White (not Hispanic)	0 (0%)	1 (0.2%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	653	637

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: In the Monte Vista Elementary Community all stakeholders maintain high expectations by following a clear vision for student success in college and career, guided by State Standards. Monte Vista will foster student learning in a safe, healthy, secure, inviting and orderly learning community where all teachers are caring and well qualified to ensure productive citizens of the 21st century. We will ensure that all students have access to the core curriculum and 21st century technology and students will be working towards a college and career path by exemplifying respect, responsibility, and safety. The vision of the school will be the guide to school-wide student success visions as articulated by LCAP and board regulations. Evidence of a positive school culture are the focused goals in every classroom as we work with PBIS and GRIP at Monte Vista. Parents are invited to participate in all school activities to work in unison with staff and community, in order to build relationships and encourage partnerships based on trust and respect between the district, community and the school. We will continue to bridge a respectful relationship with parents by providing education and English classes for parents.

Monte Vista prepares 21st century learners that are college and career ready by focusing on and adhering to the LCAP goals in Language Arts and Mathematics. MV will continue to create a climate of high expectations and implement and refine instructional strategies for student success including interventions, with the support of MTSS and district Curriculum Specialists, PBIS, and GRIP. Analysis of student data will guide instruction and we will consistently monitor students in order to celebrate all academic success at awards assemblies. 21st century technology practices and innovative instructional techniques will further engage learners. Student engagement and motivation will include school wide reading and math campaigns.

- MV will create a climate/culture of high expectations from all stakeholders. The final goal is for our students to be college and career ready in a competitive 21st century. Student goals will be directed by teacher-student-parent collaboration, based on state standards and results of assessments. Our school vision will be guided and implemented by all stakeholders in order for students to be successful in attaining goals.
- Teachers will utilize data from Illuminate and analyze MAP, ADEPT, CELDT, DIBELS and other assessment results in collaborative teams and with administrators to inform instruction. Data will be reviewed with admin at data chats and goal setting meetings. These results will be used to allow for equitable student access to a rigorous, standards-based, instructional program that includes, but is not limited to high-quality instruction, standards-aligned instructional materials, academic supports, and technology based resources. Full implementation of the new CA State Standards and assessments will help prepare MV students for their future.
- Teachers will: implement progress monitoring and growth based assessments for all academic programs; engage in professional learning opportunities to promote a growth mindset; support the review of grading practices and establishing of common criteria; continue to implement district approved curriculum and provide for instructional materials to support the curriculum. Teachers will turn in and implement weekly lesson plans that reflect standards based instruction.
- Teachers, parents and students will work collaboratively to support student learning and ensure access for the core instructional program by increasing early literacy and reading intervention programs.
- Leadership team will attend monthly meetings to obtain data regarding student achievement and support the school's core goals and mission by providing support to students and staff. TOSA will attend meetings to obtain information regarding the implementation of district and state assessments. Categorical funds additional staff members to support and administer student programs. TOSA/ELD coordinator will support in developing/implementing programs in order for students to achieve academic success. This will include data analysis, site data chats to inform instruction, staff development on ELD strategies for EL's. TOSA will work with student placement, reclassification, testing, and supplemental instruction and/or assessment as needed. Participation in site leadership committees and or parent advisory meetings.
- Classified staff will support student achievement under the direction of credentialed staff with small group and one to one support.
- In order to provide consistent collaboration including staff planning time, two staff/professional development meetings and two grade level collaboration meetings will be held monthly. The focus of collaboration will be standards based instructional best practices.
- School Site Council meetings with staff and community members to discuss national, state, district, and school issues affecting school environment, student academic progress, budget/funding, and curriculum guided by LCAP goals.
- Positive Behavior Intervention and Supports Program (PBIS) will be daily practice to improve behavior and academic achievement and to establish a safe, positive climate driven by the core values of respect, safety, and responsibility. Each stakeholder will be involved in the implementation of years one-two systems, including the school rules, action flow charts, Check-in Check out system, and an Office Discipline Referral system SWIS.

- Admin meetings to develop and support district initiatives and students achievement will be attended by admin as required.

Extended Learning Opportunities (Afterschool program -Engage 360, Playworks, before & after school tutoring & interventions) will be offered for ELA to support and guide student promotion to college and career pathways.

- An afterschool program is provided for our MV community and serves 115 students. The curriculum is aligned with grade level expectations. Engage 360, an enrichment program, will be offered for SAUSD students and provide support in homework, enrichment, and PE classes.
- Staff will provide classroom intervention during workshop to targeted students to increase academic success.
- Targeted students will engage in push-in intervention groups for academic success by the TOSA using MTSS model for ELA, ELD, or Math. Teachers will collaborate with administration, staff, and TOSA to review all data (progress monitoring) necessary to provide purposeful, effective, targeted instruction. TOSA will also ensure all newcomers needs are met to ensure academic success.
- Substitutes will provide staff opportunities and support for collaboration with administration and students for data chats and DRT's with MTSS specialists.
- Standard based field trips are provided for students to support grade level standards and offer extended learning opportunities for all students. Hands-on experiences and grade level projects also attribute to extended learning opportunities.
- In addition to services provided to SED students, students receiving special education services will receive services such as, but not limited to, services and supports as listed in Individualized Educational Plans (IEPs).

Increased access to technology is provided to ensure students meet/exceed state standards and are prepared for the ever changing technology they will face for their future expectations and success. Technology will be utilized for MAP, SBAC, and district measurements. Implementation of 21st skills utilizing technology and a variety of devices will prepare students for success in future endeavors in college and career.

- Professional development activities will be provided to build expertise, ensure change in practice, monitor impact on student learning and allow for continual communication, monitoring, and adjustment by administration, TOSA, and computer lab tech. Staff will be encouraged to lead change for student improvement and readiness for college and or a career. Participation in site-driven and/or district-supported staff development, concentrating on research-based English Language Arts, Mathematics, Writing and Science strategies utilizing technology and blended learning.
- Computer hardware/software purchased and allocated to meet needs of all students. All students will have access to all educational technology. Software site licenses are reinstated and/or upgraded as necessary. (Ex. LEXIA, Smartysants, AR, and ST Math).
- A Computer Lab technician is hired to ensure all technology on site offers full, efficient availability. Technology and devices used in classrooms are: document cameras, LCD projectors, IPADS, computers, laptops, responders, smart boards, Mobis, voice enhancers, and Chrome Books.
- Technology training opportunities will be provided for all stakeholders.

MV staff will continue to building working relationships with families in order to promote student achievement. We will in turn value each employee of MV and create and implement an innovative vision as we enter 21st century education and higher academic expectations.

- Grade Level Academic Parent meetings and language arts and math standards meetings to analyze and discuss student data, intervention, and grade level standards will be provided. An updated Single Plan realigned to LCAP goals will be revised as indicated and reviewed by SSC as needed. The district needs assessment survey will be distributed annually to solicit input from all school community and staff members.
- An annual vision statement, family/school compact, and school-wide focus, based on state, local and national standards, driving all curricular and instructional activities, staff development, and outlining the literacy focus for the school site, and this will be developed by parents and school community members to keep up with 21st century expectations. Parents of English Learners will be encouraged to attend all pertinent meetings including School Site Council.
- Professional development for teachers will be guided by ongoing assessments and student needs to implement best first instruction by: Collaboration, Common Core Units of Study, Academic Language, ST Math, Thinking Maps, Extended Response, MAP/SBAC, and standards based grading strategies. TOSA will support instruction in classrooms.

School Safety, PBIS, GRIP, Padres Unidos and PLAYWORKS : A safe, clean, healthy and organized environment is provided for all students. Positive Behavior Intervention and Supports (PBIS), and research warranted framework, including GRIP (Gang Reduction Intervention Program) are integrated to assist behavioral practices and high expectations for all students.

- A Safety School Plan is revised annually to include input from staff, parents, students, and community.
- Parent Greeters program sponsored by GRIP engages parent volunteers to kindly welcome the community at the start of each learning day, to include guarding the students and the campus. Safety vests will be purchased as needed.
- Custodial staff maintains a clean, safe, and organized campus.
- A PBIS Leadership Team meets regularly to develop a plan so PBIS is implemented with fidelity school wide.
- As part of the goal to implement PBIS, a Recess Coach from PLAYWORKS will create a positive environment with structured games, junior coaches, and interscholastic games to improve the school climate and increase student performance.

PLAYWORKS:

- provides a coach to organize games and activities during recess, provide individual class game times and run a leadership development program during school hours
 - improves the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play
 - provides an opportunity to foster the physical, social and emotional development of students
 - provides quality recess and playtime which also helps children return to the classroom more focused and ready to learn
 - serves as a tool for improving school climate.
- Padres Unidos (United Parents) is a parent program stemmed from training that invites parents to learn new parenting strategies.

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:

Students will be proficient readers by grade 3.

- Implement SIPPS with fidelity in grades 1-2 and SPED
- Offer extended learning opportunities
- Utilize and monitor blended learning tools including Smarty Ants, Lexia Core 5, Explode the Code
- Assess, analyze, and progress monitor utilizing MAP, STAR and DIBELS
- Implement differentiated small group, targeted literacy instruction in all classrooms
- Extend library hours
- Implement two Reading Campaigns
- Implement Learning Together with fidelity in grades 3 and 5
- Develop and implement professional development plan for staff members
- Implement goal setting for teachers, classes, and individual students
- Implement Vocabulary Builders curriculum with fidelity
- Increase library catalog to engage and motivate readers

Adhere to a continuity of instruction, strategies, and materials with content standards, particularly addressing the Common Core Standards in ELA.

- A differentiated, comprehensive, standards-aligned curriculum for all students (K-5) in Reading/Language Arts utilizing Open Court, the district adopted reading program mirrored with CCSS (Common Core Standards). Curriculum Specialists will do site observations and mentoring with new staff & staff to a new grade level.
Write from the Beginning and a variety of standards-aligned, research-based methods, will be implemented by the instructional staff to meet the instructional needs of all students, and provide a balance between independent, collaboration, teacher-directed, and student-centered work
Grade Level collaboration to analyze data and plan instruction and intervention using Common Core Standards.
K-5 district-developed, grade level CCSS Aligned Curriculum Maps for Open Court instruction will be used by classroom teachers
DIBELS data
Academic Language
Literacy Strategies
Innovative Strategies mirrored with best practices of student engagement
Kindergarten- 2.0 hours, Grades 1-2 , 2 hours and Grades 3-5, 2.5 hours
- Early literacy instruction will be supplemented by SIPPS pilot in grades 1-2 and SPED.
- English Language Arts supplemental curriculum units/journals/mini assessments will be utilized to enhance district elected curriculum. Materials will enhance and promote ELA best practices and collaboration. Instructional materials will allow for equity and access to all students.

- All students reading below third grade levels will participate in Smarty Ants reading program as a blended learning model. Students in grades 3-5 will utilize Lexia as a blended learning opportunity.
- Analysis of grade level anchor papers for grading Extended Response in order to inform and drive instruction and set goals.
- Vocabulary instruction will be systematic across grade levels.

Extended opportunities will be provided for students reading skills development.

- Students in grades TK-5 working below their potential on assessments will be provided with classroom interventions before, during, and after the school day. During workshop differentiation will be implemented through small groups and blended learning to meet personalized needs of students.
- High quality literature books will be purchased to enhance the classroom libraries and add to the school library. This will expand the exposure and access to all genres for all the school community. Books especially designed to compliment the Accelerated Reader, and high interest titles will be added to school and classroom libraries. Two reading campaigns will be implemented to promote daily reading of informational text, non-fiction and fiction books as an incentive program.

Increased Access to Technology will be provided to support reading success.

- Computer hardware, software and technology will be upgraded and repaired to effectively integrate and utilize technology in instruction, and to allow students access to technology in their classroom and around campus.
- Computer lab technician provides technology support/instruction to support reading standards and curriculum.
- All students will have access to technology throughout the day and all students sub-groups will have equal opportunities to participate in technology-assisted blended learning activities ranging from skills practice through project-based learning
- Technology will be utilized to further enhance and facilitate direct instruction, blended learning and student achievement.
- Site Licenses will include LEXIA, Brain Pop, Smartyants and other licenses as needed.
- Librarian will ensure students select leveled AR literature and ensure all students have access to AR program.

MV staff will participate in staff development, collaboration, and data analysis. Teachers will participate in professional development of researched based practices in reading instruction.

- Grade level collaboration meetings will focus on English Language Arts standards, student achievement and data, and best first teaching instructional practices to support student achievement.
- MV Instructional Leadership Team will meet monthly to discuss Language Arts instructional practices, Academic Language Strategies, Extended Response results, Early Literacy skill development, collaborative conversations, and Blended learning implementation.
- Admin and staff will utilize Student Study Team meetings to support those students who are at risk and in need of academic and emotional support.
- Teachers will participate in 20 hours of self-selected staff development.
- Teachers will utilize technology for blended, personalized, and direct instruction to increase student achievement as measured by SBAC/MAP assessments.
- Each trimester, staff will discuss ELA standards, research based instructional strategies in reading, Units of Study, pacing and determine personalized learning goals for reaching RIT levels on the MAP assessment.

Involvement of Parents and Community:

Involve parents and the community members in the support of students reading abilities.

- Mid-Trimester reports for the first 6 weeks, and 6 weeks after the first report card to update parents on reading performance with follow up additional conferences as needed.
 - Academic Intervention Plan for all under performing students each trimester
 - Review of DIBELS/Renaissance Learning and Benchmark results during parent conferences and at parent meetings throughout the year
 - Parents participation in developing an intervention program for their under performing child (AIP)
 - Family learning activities focused on helping parents know how they can support their child's learning in the home.
 - English Language Learner report /CELDT results sent home.
- Padres Unidos parent academy and pre K program to engage parents in supporting student achievement.
Introduce No Excuses University to develop parents as partners in college and career readiness.
- Classified staff through extra duty hours will provide translation in English/Spanish for Monte Vista parents. These conferences will concentrate in their child's reading progression for the report card and mid-trimester reports.

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: Monte Vista students will insure a 10% minimum increase in proficiency each trimester on District Writing Proficiency and extended response. Writing will occur across the curriculum as exhibited by extended response assessments. In order to achieve this goal, all classrooms will implement the district adopted Write From the Beginning (WFTB) program, utilizing Thinking Maps, along with lessons from the District Writing Binder which include direct instruction, curriculum maps, and rubrics that are aligned with the Common Core units of study and state standards and Making Meaning Through Writing. District Writing Assessments will be used to monitor progress and inform instruction. Teachers will also use technologies to instruct the writing process within the classrooms and engage in 21st century professional development. Students will be supported on their path to college and career readiness as indicated by the Measures of Academic Performance (MAP) growth. Support services will be provided to designated special education students as directed by their IEP's.

Alignment of Instruction, Strategies and Materials with Content Standards, referring to the Common Core Standards in ELA scaffold into writing.

- A differentiated, comprehensive, standards-aligned curriculum to all students (English Learners, Economically Disadvantaged, Hispanic, GATE, Special Education and Migrant Education) in writing, using WFTB strategies, District Writing Binder lessons, district curriculum maps, district developed grade level rubrics and district developed writing prompts.
- MV staff will continue to work with Curriculum Specialists, administrators, support staff to promote the quality of our writing program.
- Use of district grade level writing rubrics aligned to Common Core State Standards to analyze student writing at collaboration meetings.
- Analysis of student work samples that include weekly writing, writing on demand, guided writing, journal writing and the Response to Literature section of the standards-based Mini Assessments assist in instruction.
- Use of WFTB pre-writing, writing maps and guided writing that incorporate peer editing and culminate with a monthly published writing piece that prepare students for district writing assessments by domain.

Extended Learning Opportunities will be presented for students to develop grade appropriate writing skills.

- Thinking Maps and Write From the Beginning strategies used as a tool to create and develop grade level writing. Students identified as below proficient on district writing assessment in grades TK-5, will participate in small group intervention provided by the teachers during workshop or in extended day tutoring. Curriculum Specialists will provide support in classrooms with writing instruction.
- Engage 360 program will provide academic support to 115 students in the after school program.

Increased Access to Technology will be provided to enhance writing skills.

- Electronic writing support materials for all writers in order to ensure that sufficient materials are available for all students at appropriate levels as they develop college and career writing skills.
- Hardware and software will be provided that will allow students to create final writing products utilizing 21st century skills.
- Computer hardware, software and technology will be upgraded and repaired (computers, audio enhancement, alpha-smarts, ELMOS, Smart Boards, etc.) to effectively integrate and utilize technology in instruction and allow students and staff the access to technology to support student learning.
- All students will have access to technology throughout the day and all student sub-groups will have equal opportunities to participate in technology-assisted activities ranging from skills practice through project-based learning for writing.

Staff Development and Professional Collaboration are provided to enable teachers to support student writing skills.

- Making Meaning through Writing and Academic Language strategies will be supported by district and site professional development opportunities. Key staff members will attend and share additional writing training from UCI Writing Project and other sources.
- Student Success Team process will be utilized for students who are most in need of writing support.
- Writing standard outcomes discussed across grade levels, during monthly grade level articulation meetings. Collaborative writing scoring will inform instruction.
- Staff members will participate in site-driven staff development, district-supported staff development, and seminars concentrating on research-based writing strategies.
- Grade level collaboration to analyze student writing samples and of different genres revising, editing and evaluating.

Involvement of Parents and Community- Involve parents and community in supporting the students as they develop their writing skills.

- Provide a calendar of events for parents to include dates for assessments.

- Classified staff through extra duty hours will provide translation in English/Spanish for Monte Vista parents. These conferences will concentrate in their child's writing progression for the report card and mid-trimester reports.
- Family meetings to analyze and discuss disaggregated student data and grade level standards
- Mid-Trimester reports for the first 6 weeks and 6 weeks after the first report card to update parents on writing performance with follow up additional conferences as needed.
- Academic Intervention Plans for all under performing students each trimester. School's monthly newsletter highlighting writing activities.
- English language classes provided for parents so they can better support their children in writing.

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:

English Learners will be reclassified within five years of entering program

- Analyze CELDT data to offer extended learning opportunities and differentiated instruction
- ELAC meetings educate parents regarding reclassification criteria and goal setting for ELs
- Utilize and monitor blended learning tools including Smarty Ants, Lexia Core 5
- Implement differentiated small group systematic ELD instruction in all classrooms K-5
- Implement “Making Meaning through Writing” and “Academic Language” instructional methodology
- Implement CCSS and student collaboration
- Professional Development and analysis of ELD Standards
- Continued implementation and training of Thinking Maps

To proceed with the alignment of instruction, strategies and materials with ELD standards to ensure that all students are succeeding according to their grade level in English proficiency. Staff will use new ELD Standards aligned to the ELA framework.

- A differentiated, comprehensive, standards-aligned curriculum for all students in English Language Development (English Learners, students who are Economically Disadvantaged, Gifted and Talented, Students with special needs and Migrant Education students), using district curriculum provided by all K-5 teachers
Instruction of Newcomers Language!
CELDT assessment
ADEPT assessment 2 times per year to assess student progress and drive ELD instruction
- 4th/5th grade students performing two grade levels below on the ELA may be placed in Language! and receive their ELD instruction through the program.
- All English learners will receive ELD instruction at the appropriate level during workshop instruction.
Teachers will use a variety of supplemental strategies such as GLAD, Front Loading, SDAIE and Focused Approach.
Supplemental materials will be used to enhance student engagement aligned with the Common Core Standards.

Extended Learning Opportunities are provided for students to develop their English language proficiency. Small group instruction and Newcomer support will be provided for students not making gains in ELD and to ensure all students make one level growth per year.

- 30 minutes of systematic/explicit ELD instruction for homogenous groups
Grade level collaboration for data analysis, planning and intervention.
Newcomer students will be provided with an additional 30 minutes of vocabulary and grammar instruction using Language for Newcomers
Language! for 4th - 5th grade students two years below grade level will be supported by ELD instruction.

Increased access to technology will be provided to enhance students in their English language development.

- Online devices, software, and technology will be updated to assist students in ELD.
All student will have access to technology throughout the day and all student sub-groups will have equal opportunities to participate in technology-assisted activities ranging from skills practice through project-based learning

EL students will read and comprehend a variety of media

Site License:support EL students in ELD: LEXIA and Smartyants

Monte Vista staff will utilize technology to improve ELD instruction through the use of computer, laptops, IPADS, Smartboards, and audio enhancement equipment to engage student learning.

Staff Development and Collaboration are provided to support teachers in effectively developing their students' English language proficiency.

- Teachers will collaborate at grade level meetings to plan differentiated ELD instruction
ELD standards and outcomes discussed across grade levels, during monthly grade level articulation meetings focused on data and growth measures.
cross grade level meetings.
CELDT training for all staff.
ADEPT training for all staff.
Teachers will establish ELD groups and differentiate instruction.
Teachers will receive training (Curriculum Specialists) in the use of supplemental materials and CCSS in order to enhance student engagement during ELD lessons.

Involvement of Parents and Community: is defined as an involvement in supporting the students' English language development proficiency.

- Calendar of events for parents to include dates for assessments
CELDT results sent to each parent/guardian in the mail
Teacher will share ELD progress with parents during conferences
TOSA will share CELDT results information including interpretation of the CELDT reports at ELAC meetings and SSC meetings
The TOSA will share information on the reclassification process
Reclassified students will receive a certificate of accomplishment at an ELAC meeting.
- ESL Classes offered for MV community four days a week for 3 hours a day through a partnership with Santa Ana College.
- A monthly newsletter with parent activities calendar will be provided.

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: High quality, personalized math instruction that is focused on conceptual understanding, procedural fluency and applied knowledge will increase student achievement by at least one years growth in math skills as measured by MAP in all grades TK-5.

A progression of alignment of instruction, strategies and materials with Content Standards will address the Common Core Standards in Mathematics.

- Staff will:
Analyze assessment measurements from MAP, ST Math, and extended response
Conduct differentiated instruction using innovative practices and blended learning, including ST Math and Sumdog..
Teachers and students will develop personal goals toward math achievement.
Students will develop math fact fluency
Attend IMP training and SAUSD training to improve student achievement and professional depth of understanding. Teams will collaborate on new strategies learned.
STEM materials and lessons will be utilized to increase student engagement in math instruction.
- School wide math facts campaign will encourage and motivate math fluency.

Extended learning opportunities will be presented for students to be successful at meeting grade level standards inclusive of a development of mathematical reasoning.

- MV Staff will identify students who are in need of math fluency strategies. Students will be provided with intervention from available staff /TOSA and rewarded with incentives.

- Students will receive additional support in learning their math facts, parents will receive training in successful strategies at home to support fluency.
Engage 360 program will serve 115 students.

Increased Access to Technology is provided to increase the students development of their mathematical skills.

- ST Math (Jiji) is a self-paced, blended learning system aligned with Common Core Standards and builds conceptual understanding and problem solving skills delivered in a variety of learning environments. Along with providing students with engaging, individualized and differentiated instructional support, teachers and administrators utilize the detailed reporting of student learning patterns provided through the ST Math learning program to identify trends in student achievement and provide instructional interventions to improve academic achievement and close the achievement gap for students struggling with grade level mathematics and math concepts. MV staff has students working with ST Math daily with fidelity and promotes school-wide engagement as well as an integral incentive for all students.
ST Math provides a home access and connection in order to have families be part of student success.
- Mathematics software programs for each grade level will be implemented (Site License: MIND Institute)
Computer hardware, software and technology will be upgraded and repaired (computers, visual and audio enhancement and other technology tools including license fee for classrooms) to effectively integrate and utilize technology in instruction, and to allow students access to technology in their classroom
All student will have access to technology throughout the day and all student sub-groups will have equal opportunities to participate in technology-assisted activities ranging from skills practice through project-based learning

Staff Development and Professional Collaboration will be provided with opportunities to collaborate and to attend professional development in order to enhance their teaching strategies in math concepts.

- An analysis of the Student Success Team process, and the students who are most in need of mathematics support

Mathematics standard outcomes discussed across grade levels, during monthly grade level articulation meetings.

Staff members will participate in site-driven staff development, district-supported staff development, and seminars concentrating on research-based math strategies.

4th/5th Grade Staff is being trained for full implementation on Common Core State Standards in math.

Involvement of Parents and Community: Opportunities will be provided for parents and the community to support the students' development of mathematical skills.

- A calendar of events for parents to include dates for assessments

Family Standards Meetings to analyze and discuss disaggregated student data and grade level standards

Mid-Trimester reports the first 6 weeks, and 6 weeks after the first report card to update parents on math performance with follow up additional conferences as needed

Academic Intervention Plans for all under performing students each trimester

- Benchmark results discussed at conference time

- Classified staff through extra duty hours will provide translation in English/Spanish for Monte Vista parents.

These conferences will concentrate in their child's math progression for the report card and mid-trimester reports.

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: Monte Vista will strengthen parent and community partnerships to contribute to student achievement and create a healthy, safe, and secure environment. By way of routine and effective communication among school staff, parents, students, and community members, all

stakeholders will be engaged participants in the decision making process, volunteering in the school learning opportunities will be given for home. Monte Vista will grant programs that facilitate parental involvement such as: parent conferences, ELAC meetings, and School Site Council Meetings. Including parent requested programs such as Padres Unidos, and English and Computer Classes. Monte Vista will continue to promote a strong parent partnership involvement policy where parents are regarded as partners in school planning, problem solving, and decision making. The GRIP program which includes parent greeters and PBIS offer such opportunities for the school site. Monte Vista will also continue to afford partnerships with local agencies and businesses in order to support our students, parents, and community.

Building on parenting strengths

Provide Parenting Classes for parents to learn to engage in home activities and support for their students' acquisition of reading skills.

- Family Learning Activities focused on helping parents support their child's learning (ELAC) (Phoenix House) (GRIP)

Partnership with the community through committee meetings

Parents participating in developing an intervention program (AIP) for their under performing child/children

Academic Parent meetings (ELAC)

Referrals for Intercession Tutoring for support in learning

Conferences in English/Spanish mid-trimester reports the first 6 weeks, and 6 weeks after the first report card to update parents on reading performance with follow up additional conferences as needed

Pre-Conference Parent Training to promote academic discussions between parents and teachers at parent conferences (ELAC)

Parent Conference at district level

Parent education/training opportunities

- Santa Ana College instructed English classes for parents of the community.

Communicating effectively

Opportunities will be provided for parents to support their child's acquisition of math skills.

- A calendar of events for parents to include dates for assessments, parent meetings, parent trainings, meetings

Families routinely receiving information about grade level standards, assessments and assessment results.

Families of English Learners will receive information in their primary language

Conferences in English/Spanish mid-trimester reports the first 6 weeks, and 6 weeks after the first report card to update parents on reading performance with follow up additional conferences as needed based on district benchmarks.

MAP results will be shared with students and parents

Academic Intervention Plans for all under performing students each trimester

- Santa Ana College instructed English classes for parents of the community.

Organizing opportunities for volunteering

Parents will engage side by side with community resource staff, administration, and community resources to ensure that all aspects of the students academic success in education, health, and well-being are fully addressed.

- Attendance at parent conferences, school wide events and students programs.

Parents volunteers in classroom, library and playground and office

Field trip supervision

Annual Parent Conference

GRIP Year 3

Greeters

Back to School Night

Report card conferences

Open house event

Monthly meetings/education topics

- Regular SST meetings will be scheduled with families of students referred due to concerns in attendance, behavior, academic or health issues.
- GRIP, a gang intervention reduction partnership program, is utilized to improve students behavior by guiding and motivating students in making decisions which will engage them in positive outcomes. GRIP team meetings are held with families as needed. At risk students and families receive support and services including mentors, mental health, extracurricular opportunities, and parenting support.
- PBIS (Positive Behavior Intervention & Supports Program) will be implemented to engage students to meet positive behavior including academic expectations at school. Parents will be informed of the purpose, implementation, and benefits of the PBIS program. Parents will be receive written and/or verbal notification of ongoing or significant behavior concerns and the consequences of their child's actions. Monte Vista Elementary encourages, teaches, models, and expects respectful, responsible and safe behavior of all stakeholders at all times and in all locations.
- Caring School Communities- is a program that will help us expand the culture of kindness and respect. Class meetings will improve school climate and classroom management.

Learning at home

Family and community involvement are strengthened by providing many opportunities for participation and leadership in school activities.

- Motivate parents to become a part of the decision making process. Ensure participation of parents for SSC and ELAC. Schedule on a bimonthly basis for SSC and ELAC meetings. Ensure representation in DAC and DELAC. Copy of the Family/School compact to guide parents and support learning will be encouraged. A copy of the AIP goals and activities to guide parents as partners in learning will be given out to families.
- Invite parents and community to academic awards and recognition programs.
- Child care will be provided to allow parents to participate in various parent workshops and meetings without interruption.
- Provide written/oral translation to ensure that all families fully understand what is being pertinent information. Segerstrom HS bilingual students support parent conferences and Back to School Night as translators.
- Continual bilingual communication is provided for the Monte Vista parents via: newsletters, Edu-link telephone messages, fliers, outdoor bulletin board, posters-signs, and the school marquee, and website of all events, and parent greeters distributing info.

Involving in decision making

Decision Making: Community and staff will be invited to assist in making important school decisions.

- Allocation of state, federal and categorical budget funds SSC. An annual vision statement, family/school compact and school wide focus:
 - The Single Plan For Student Achievement
 - Parent Needs Assessment Survey
 - English Language Advisory Committee
 - Participation as DAC/ DELAC Representatives,

Collaborating with the community

Community Collaboration: Local Community will work hand in hand with neighborhood associations to provide specific needs for the community including Monte Vista families.

- Townsend Neighborhood Association monthly meetings
 - Townsend/Raitt Task Force
 - Kid Works Participation
 - Collaboration with Latino Health Access
 - Newport Church: Food with Love
 - Jerome Center
 - Padres Unidos

Building relationships**Time will be offered for MV community to build bridges in order to achieve student success.**

- MV will offer awards assemblies with ample time to invite family members to attend assemblies.
- MV will offer more events in order to build trusting relationships and the wish is for the MV community to feel more welcome on campus. Events will be Winter Program, Engage 360 performances, Dr. Seuss Day, Parent-Child reading time, and Success/Career Day.
- MV stakeholders will work in a healthy and more secure community that supports student achievement. This will be measured by surveys and LCAP meetings. PBIS data to be included.
- Coffee/chocolate with administration once a month. MV community will be invited to share coffee/chocolate with admin to discuss pertinent issues at hand involving student achievement.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Tutoring, professional development, data review, collaboration, lesson design	1000-1999: Certificated Personnel Salaries	Title I, Part A	25,158.00
Classified subs salaries	2000-2999: Classified Personnel Salaries	Title I, Part A	230.00
Benefits for employees supporting the academic achievement of the disadvantaged	3000-3999: Employee Benefits	Title I, Part A	3,478.00
Instructional materials, library books, supplemental materials, technology	4000-4999: Books And Supplies	Title I, Part A	48,230.00
Playworks, site software licenses, parent support programs, mental health programs, field trips	5000-5999: Services And Other Operating Expenditures	Title I, Part A	54,211.00
Positive Behavioral Interventions and Support (PBIS)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	2,289.00
Total			133,596