

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



Remington Elementary

Superintendent
Rick Miller, Ph.D.

Board of Education

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**Remington Elementary
Vision Statement**

The administration, parents, and staff of Remington Elementary School are committed to promoting academic excellence and developing lifelong learners through the implementation of research and standards-based curriculum, provided by highly qualified professionals, with parents as active participants, in a cooperative and supportive learning environment that promotes safety, teamwork, achievement, and respect.

**Remington Elementary
Mission Statement**

The Remington Elementary staff and the community believe that all students should have a sense of purpose that will lead them to achieve success by attaining goals that will provide them an opportunity to work toward their maximum potential and ensure all students are college and career-ready.

The goal of the Remington staff is to offer all students access to a school climate that has a high quality, rigorous, research and standards-based curriculum to help all students meet State and National Standards by promoting critical thinking skills and accelerating academic progress in all areas. We believe in incorporating the valuable resources available from parents and the community to foster each person's unique talents and abilities. Our purpose is to provide a safe and positive environment that promotes high academic achievement and supports all students in reaching academic and career goals.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	58	62	62
1	63	59	44
2	57	63	49
3	41	70	62
4	60	37	66
5	57	59	36

Percent Actual Attendance

2012-13	2013-14	2014-15
96.61	97.19	97.76

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	1 (0.29%)	0 (0.0%)
Asian	3 (0.86%)	3 (0.9%)
Pacific Islander	0 (0%)	1 (0.3%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	344 (98.29%)	312 (97.8%)
African American	0 (0%)	1 (0.3%)
White (not Hispanic)	1 (0.29%)	2 (0.6%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	350	319

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:

Remington Elementary School will create a high quality, safe and healthy environment that fosters the values necessary for students to become productive citizens in the 21st century. At Remington Elementary School, staff, parents, and community members will work together to continuously improve student performance and achievement so that all Remington students achieve academically at their highest potential and develop a personal responsibility for their education. Remington will provide the skills, based on California State Standards, which are required for students to be college and career-ready. Teacher accountability and transparency are a positive part of the school culture, in which teachers share data results and effective instructional strategies. All stakeholders' input is an integral part of the decision-making process to increase student achievement, which is aligned to the District LCAP's goals.

Support and facilitate efficient and effective classroom instruction and grade level collaboration with daily learning goals and clear objectives that meet State and National Standards for increased student success towards early literacy and college readiness.

Remington Elementary will implement data-driven planning and decision-making for instruction and school programs.

- Remington School will implement and strictly adhere to the District-adopted Open Court Reading program [English Language Arts] and the Houghton Mifflin California Mathematics program and ensure that all students are taught the Language Arts reading skills and Mathematics skills and concepts listed on grade-level standards. Remington Elementary will comply and monitor implementation of instructional time for the adopted programs for reading/language arts and mathematics. Remington Elementary will comply with and monitor implementation of instructional time providing additional time for reading/language arts and mathematics interventions.

Every teacher will follow the District's Open Court grade-level curriculum maps, ensuring that the required reading standards are met. Teachers will implement district Common Core units this year. Teachers will follow the grade-level specific Standards and English Language Arts and Mathematics curriculum maps to ensure all the required reading and mathematics standards are met. Kindergarten teachers will administer the Basic Phonics Skills Test (BPST), Results, and GRI Phonemic Awareness Assessments and input results into Illuminate.

In grade-level meetings and on grade-level planning days, Remington teachers and administration will analyze assessment results and base instructional strategies and interventions on student academic needs. Remington teachers will administer Open Court lesson and unit assessments (grades 1-5) as scheduled in the curriculum maps to monitor student progress and continuously align classroom instruction to individual student needs based on grade-level skills and concepts.

Teachers will administer the Houghton Mifflin California Mathematics chapter/unit assessments at appropriate intervals per district curriculum maps. In grade-level meetings, staff meetings, and on grade-level planning days, Remington teachers and administration will analyze assessment results and base instructional strategies and interventions on student academic needs. Teachers will administer the Santa Ana Unified School District Language Arts and Mathematics Extended Response and review results on Illuminate in grade-level meetings and on grade-level planning days to ensure the required reading standards are met. Teachers and grade-level teams will use assessment and curriculum maps to develop grade-level team instructional plans to implement in the classroom. Remington School will set a determined ELD block and teachers will team-teach according to ELD levels. All students will receive Systematic ELD instruction in their designated ELD group using the Carousel of Ideas and ELD supplemental materials - Vocabulary Builders Kit, English to a Beat, and Explorations. Teachers will integrate strategies and materials from the Guided Language Acquisition Design (GLAD), Open Court English Learner Support Guide, Thinking Maps, Write from the Beginning, and the Focused Approach to Language Instruction in order to make the curriculum more accessible to all students.

Teachers will work with the Principal, TOSA and their grade level team to provide intervention support to students who are working below grade level. Teachers will develop an Academic Improvement Plan for students who are performing below proficient in reading, writing, English Language Development, and/or mathematics, and work with parents and administration to develop intervention strategies in the Student Success Team. As funding becomes available, students will have the opportunity to extend the learning beyond the walls of the classroom by participating in thematically appropriate field trips.

Provide and maintain the availability of all school, grade level, teacher, and student instructional materials (especially core materials)

to meet all Goals (I-III), objectives, and school mission.

Funding will be utilized to supplement the core curriculum.

- Under the direction of the principal, the Teacher on Special Assignment (TOSA) will provide direction to ensure quality teaching in support of eliminating the achievement gap, coordinate language assessment activities, monitor compliance issues, maintain support documents, assist in the development of Remington School's Single Plan for Student Achievement, staff inservices, assist in curriculum development, assist in school improvement programs, organize and supervise testing procedures, schedules, test administration and disseminate and analyze results to ensure alignment of instruction to students' needs.
Specific TOSA responsibilities and duties include but are not limited to:

- Testing Coordinator (CELDT, ADEPT, MAP, CAASPP, District Extended Response, Writing Proficiencies, PFT)
- Support site in core and supplementary materials distribution and usage
- Update the SPSA and Executive Summary
- Attend district meetings
- Organize, maintain, support, and oversee initial identification and placement of EL students, reclassification of EL students and monitor progress
- Oversee implementation of Title I programs
- Participate in School Site Council (SSC), English Language Acquisition Committee (ELAC)
- Student Success Team coordinator (SST), coordination of services (COST)
- Site Homeless Designee (McKinney Vento)

School administrator and TOSA will provide technical assistance, planning opportunities, leadership and direction on the school's goals and provide opportunities in staff meetings, Instructional Leadership Team meetings and Grade-Level Team meetings to analyze data and discuss the successful implementation of instructional programs.

As funding permits, administration and TOSA will attend district recommended meetings (on and off site locations).

- At Remington Elementary School, student performance data will be at the center of all instructional planning and decision-making. Teachers will administer the appropriate school, District, and State assessments for each grade level and academic subjects. Weekly modified days for grade level team meetings will focus on instructional planning guided by data and analysis of student work. At grade-level collaboration meetings, staff meetings, release days and staff development days, teachers will analyze student performance data to plan instruction and strategies to support and enhance the academic success of their students.
- Remington will acquire materials, equipment, classroom and computer lab technology, and/or software needed to meet all objectives in Goals I - III, supporting implementation of all LCAP goals and State and National standards.
- School administrator and TOSA will attend district-recommended meetings, to include Principal's and Management Team meetings, TOSA meetings, Title I meetings, Homeless Liaison meetings, CELDT trainings, MAP trainings, CAASPP and VCAALPS trainings, and other trainings as needed.
- Illuminate is a district-wide data management system which provides teachers and administrators with tools needed to access the results of state and local assessment data, teacher-created tests, as well as important student demographic information together in one location. Administrators and teachers analyze the data accessed through Illuminate in regularly scheduled data chats to:
 - Identify trends in student grade-level academic achievement
 - Pinpoint specific areas in need of intervention
 - Target and prioritize students most in need of academic support
 - Develop plans for improving achievement based upon the analysis of these results

Remington Elementary will analyze student progress and integrate best practices in the delivery of core and supplemental curriculum. Remington will support the implementation of State and National standards, Response to Intervention (RtI), and ELD level teaming. Remington will monitor student progress through the SST process and provide interventions through after school tutoring, and the after school program to ensure all students' success. Remington will implement Multi-Tier System of Supports (MTSS) with a focus on creating a positive school environment and addressing the needs of at-risk students.

- The Principal and TOSA will use assessment data to identify students needing interventions. The Principal, TOSA and teachers will use assessment data and grade level team feedback to coordinate interventions during and after the school day. Teachers and staff will analyze student progress in the Basic Phonics Skills Test (BPST), Results, GRI Phonemic Awareness Assessments (TK-Kindergarten), Open Court assessments (grades 1-5), DIBELS assessments (grades TK-3), Renaissance Learning (grades 3-5), Standards-Based Mini-Assessments (grades 2-5), district-adapted Open Court writing assessments (TK-5), MAP ELA assessments (grades 4-5), and district

Language Arts Extended Response Assessments (grades TK-5). Students who are performing below Proficient in English Language Arts will secure additional academic support in small groups and one-on-one instruction during the Open Court workshop time. Remington Elementary will comply with and monitor implementation of instructional time providing additional time for reading/language arts interventions. All TK through third grade students will be assessed on DIBELS Universal Screening benchmarks. students who are performing at the strategic or intensive levels will receive additional academic support through Response to Intervention (RtI) and the implementation of Touchphonics, the English Learner Support Guide, The Six Minute Solution Reading Fluency Program, Peer Assisted Learning Strategies, and other district-approved intervention programs. At-risk students will be monitored every other week to evaluate progress and guide instruction. Third, fourth and fifth grade students will be assessed on Renaissance Learning three times a year. At-risk students will receive support within the classroom through The Six Minute Solution Reading Fluency Program, Peer Assisted Learning Strategies, Rewards, and in the after school grade level tutorial. Remington School will set a determined ELD block and teachers will team-teach according to ELD levels. All students will receive Systematic ELD instruction in their designated ELD group using the Carousel of Ideas and ELD supplemental materials - Vocabulary Builders Kit, English to a Beat, and Explorations. Using the Carousel of Ideas program and other district-approved supplementary materials to aid English language acquisition, newcomer and low-performing students in Structured English Immersion will receive assistance in English Language Development within the classroom, English Language Development groups, and after school grade level tutoring.

Teachers and staff will analyze student progress in the Mathematics Extended Response, MAP mathematics assessments, and Houghton Mifflin Mathematics assessments. Students who are performing below Proficient in Mathematics will secure additional academic support in small groups and one-on-one instruction during the math intervention time. Remington Elementary will comply with and monitor implementation of instructional time providing additional time for mathematics interventions.

School Wide Behavioral Intervention and Support (PBIS) will work with County and District personnel to train teachers to implement a PBIS system of discipline.

Substitutes will be provided for teachers to administer assessments such as ADEPT and DIBELS, and to analyze data to guide instruction.

Funding will be utilized to provide substitute teachers for release days for individual assessments, data analysis, and to plan for appropriate alignment of instruction and interventions.

- Special education teachers may provide instruction to non-disabled students, as appropriate, in accordance with our school's system of instructional delivery.
- As funds allow, students who are performing below core on MAP assessments, DIBELS, district Extended Response assessments, Renaissance Learning, or identified as strategic or intensive on other assessments will receive additional support in the after-school grade-level tutorial program and/or summer school program. The program will focus on fluency, vocabulary development, and reading comprehension. Students who are performing below proficient on Houghton Mifflin California Mathematics assessments, MAP assessments, or below proficient on the district mathematics Extended Response assessments will receive additional academic support in the after-school grade-level tutoring program and/or summer school. The Student Success Team Coordinator will facilitate, organize, and schedule Student Success Team meetings between parents and teachers in a prompt, timely manner in order to monitor student achievement. The Student Success Team Coordinator in conjunction with the teacher and parent will continue to monitor for differentiated instruction, individual student monitoring, and classroom and after school interventions.

Funding will be provided for an SST Coordinator stipend.

- Students will receive homework assistance and academic tutoring in the after school program.

Remington Elementary will extend learning opportunities for all students providing equitable access to technology at home and at school. Every classroom will have working computers, projectors, ELMOs and smartboards, in order to maintain school wide cutting-edge educational programs, as well as to facilitate teacher access to data, collaboration, and communication with parents and staff. All students will have access to computers in the classroom and/or the computer lab to support English Language Arts, writing, and mathematics, through programs such as LEXIA, Smarty Ants, and Accelerated Reader. All Remington students will participate in the Mind Institute ST Math Program.

- With the assistance of the computer lab technician, TK - fifth grade teachers will participate in the Mind Institute Program, ST Math, and implement successful strategies to assist students in attaining mathematics proficiency.

With the assistance of the computer lab technician, students will participate in the Smarty Ants Reading intervention program (TK-2), LEXIA reading intervention program (TK-5), and Accelerated Reader.

Students in grades 3-5 will have weekly access to the computer lab to develop word processing, presentation, and computer skills.

Teachers and students will utilize computers equipped with internet access in the classroom to aid student learning in all areas of the curriculum. Computer lab technician will investigate ways to offer continued mathematics, reading, and word processing support with technology tools and updates and maintain existing equipment and technology.

Funding categories:

4300 - Instructional Materials

5800 - LEXIA Site License

- Remington will fund state of the art technology - computers, tablets, and software - to increase student and parent access to technology.

Funding category:

4400 - Non-Cap Equipment (Technology)

Administration, TOSA, and classroom teachers will participate in ongoing staff development based on teacher needs and as per district recommendations. Staff development will include training on Common Core implementation, PBIS training, Thinking Maps training, RtI meetings and trainings on intervention programs, ST Math training, and technology training. Based on school and teacher needs, staff will attend additional staff development.

- Remington's Teacher on Special Assignment will act as the district English Language Development liaison and attend monthly ELD liaison trainings and informational meetings. Remington's Teacher on Special Assignment (TOSA) will attend monthly Homeless Liaison meetings. Remington's Principal, and all certificated staff on the PBIS Committee will continue to participate in PBIS training. TK through fifth grade teachers, TOSA, and special education teachers will participate in staff development sessions on the successful execution of the Response to Intervention (RtI), which will provide an overview of program implementation and training on DIBELS universal screening and monitoring system, Touchphonics, The Six Minute Solution Reading Fluency, PeerAssisted Learning Strategies, Rewards, and other district approved intervention programs. Transitional Kindergarten through fifth grade level representatives will attend monthly Response to Intervention (RtI) meetings. Special education teachers will participate in Language! training as needed. Transitional kindergarten through fifth grade teachers will attend Mind Institute trainings which will provide an overview of the ST Math Program and successful implementation strategies to assist students in attaining mathematics proficiency. Teachers will have the opportunity to attend grade-level district writing trainings in the implementation of effective writing techniques using Thinking Maps and Write from the Beginning. Remington's principal, Teacher on Special Assignment (TOSA), and classroom teachers will be instructed in Aeries navigation, report cards, Illuminate, and new programs and applications as needed. Based on school and teacher needs, staff will attend additional staff development as funds are available.

Substitutes will be provided for teachers to attend staff development toward improving instruction.

Funding Categories:

1103 - Certificated Subs - Release Days

1104 - Certificated Subs - Staff Development

3000 - Benefits

Involvement of Parents and Community: Remington Elementary will work in partnership with parents and the community and maintain open and ongoing communications with parents. Remington will maintain effective Instructional Leadership Team (ILT), English Language Advisory Committee (ELAC), School Site Council (SSC), and grade level teams that support Goals I - III and analyze student achievement data and comprehensive needs assessments.

- Remington School will welcome parents and maintain open and ongoing communication with parents. Remington School will involve parents in the education of their children and in the decision-making process of the school.

A bilingual monthly parent newsletter will be sent home to inform parents of school activities and other school news.

As funds allow and as approved by SSC, parents will be invited to participate in classes that will encourage their involvement in their child's education. Classes will focus on strategies to improve student learning and increase student achievement.

Remington School will foster relationships with community and business partners.

Remington teachers, school staff, and parents will be informed in a timely manner regarding upcoming school events, program implementation, curriculum, community events, and tutoring opportunities.

Remington School will organize parent meetings to inform and instruct parents on data analysis and application and how to apply it in planning and supporting their children at home.

Remington School will purchase and maintain technology hardware, software, and supporting supplies that facilitate ongoing staff and parent collaboration and communication.

Remington School will hold monthly parent meetings and the required SSC and ELAC meetings. Childcare and translation services will be provided for all parent meetings.

Funding categories:

4300 - Instructional Materials

5810 - Parent Set-Aside - Padres Unidos

Remington will maintain a safe, clean, and orderly environment: All stakeholders will be an integral part of maintaining a welcoming and well-maintained environment.

- All school personnel, parents, and students will help maintain a clean and orderly campus and report issues to the custodial staff as needed. Custodial staff will maintain a clean and orderly campus. Deep cleans take place during non-instructional days. All visitors and volunteers enter through the front office, are scanned on the Raptor Security System, and wear a visitor's pass. School gates remain closed during instructional time. Concerns may be brought directly to the custodial staff and/or administration as they arise. Parental concerns may also be brought up in parent meetings, ELAC, or School Site Council.

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:

Through the implementation of the District-adopted Open Court Reading Program and school-wide reading interventions, Remington Elementary School will ensure that all students achieve early literacy benchmarks and are proficient readers by the end of third grade. All of Remington's students have access to a high quality academic Language Arts program, engage in collaborative conversations, and are exposed to appropriate academic language and complex text.

All students will improve their reading skills levels on the Basic Phonics Skills Test (BPST), Results, and GRI Phonemic Awareness Assessments (TK-Kindergarten), Open Court assessments (grades 1-5), DIBELS assessments (grades TK-3), Renaissance Learning (grades 3-5), Measures of Academic Progress (3-5), and Standards-Based Mini-Assessments (grades 2-5). Students in grades TK-5 will show increased mastery of grade-level Language Arts standards on the district Extended Response assessments given each trimester.

Remington will implement and adhere to the District-adopted Language Arts program, ensuring that the required reading State and National standards are met. Remington teachers will monitor student performance on an ongoing basis by administering Basic Phonics Skills Test (BPST), Results, and GRI Phonemic Awareness Assessments (TK-Kindergarten), Open Court assessments (grades 1-5), DIBELS assessments (grades TK-3), Renaissance Learning (grades 3-5), Measures of Academic Progress (3-5), and Standards-Based Mini-Assessments (grades 2-5). Students in grades TK-5 will show increased mastery of grade level Language Arts standards on the trimester district Extended Response assessments to measure students' instructional and individual reading levels, plan classroom instruction, individualize instruction according to student needs, and provide intervention and remediation support.

- Remington School will implement and strictly adhere to the District-adopted Open Court Reading program and ensure that all students are taught the Language Arts/reading skills and concepts listed on grade-level standards. Transitional kindergarten teachers will implement the District-adopted Award Program. Remington Elementary will comply and monitor implementation of instructional time for the adopted programs for reading/language arts, providing additional time for reading/language arts interventions. Every teacher will follow the District's Open Court grade-level specific curriculum maps, ensuring that the required reading State and National standards are met. Teachers will implement district Language Arts Common Core units this year.

TK-Kindergarten teachers will administer the Basic Phonics Skills Test (BPST), Results, and GRI Phonemic Awareness Assessments and input results into Illuminate. In grade-level meetings and on grade-level planning days, Remington teachers and administration will analyze assessment results and base instructional strategies and interventions on student academic needs.

Remington teachers will administer Open Court lesson and unit assessments (grades 1-5) as scheduled and monitor student progress and continuously align classroom instruction to individual student needs based on grade-level skills and concepts.

Teachers will administer the Santa Ana Unified School District Language Arts Extended Response Assessments and review results on Illuminate in grade-level meetings and on grade-level planning days to ensure the required reading state standards are met. Teachers and grade-level teams will use assessment data to develop grade-level team instructional plans to implement in the classroom. The principal will meet with each student to review goals and to check progress based on results from multiple assessments. Teachers will integrate strategies and materials from Guided Language Acquisition Design (GLAD), Thinking Maps and the Focused Approach to Language Instruction in order to make the curriculum more accessible to all students.

Teachers will work with the TOSA and their grade level team to provide intervention support to students who are working below grade level. Teachers will develop an Academic Improvement Plan for students who are performing below proficient in reading and work with parents and administration to develop intervention strategies in the Student Success Team. The Student Success Team Coordinator will facilitate, organize, and schedule Student Success Team meetings between parents and teachers in a prompt, timely manner in order to monitor student achievement. The Student Success Team Coordinator in conjunction with the teacher and parent will continue to monitor for differentiated instruction, individual student monitoring, and classroom and after school interventions.

Students will have the opportunity to extend the learning beyond the walls of the classroom by participating in thematically appropriate field trips. Library media tech supports reading and content standards by selecting appropriate reading and resource materials, audio/video equipment, and teacher resources. Computer lab technician will provide technology instruction to support reading standards and curriculum. Remington will acquire materials, equipment, classroom and computer lab technology, supplies, furniture, and/or software needed to support the reading program and reading standards.

Funding will be provided for an SST Coordinator stipend, for materials to supplement the core curriculum, and for field trip admissions and transportation.

Remington will provide extended learning opportunities according to student needs. Students performing below proficiency will secure additional academic support during the school day through RtI, and district approved intervention programs. Students who are performing below proficiency will receive additional support in the after-school grade-level tutorial program, summer program, and the district after school program.

- Teachers and staff will analyze student progress in the Basic Phonics Skills Test (BPST), Results, and GRI Phonemic Awareness Assessments (TK-K), DIBELS assessments, Renaissance Learning, MAP assessments, and Open Court lesson and unit assessments. Students who are performing below proficient in English Language Arts will secure additional academic support in small groups and one-on-one instruction during the Open Court workshop time.

All TK through third grade students will be assessed on DIBELS Universal Screening benchmarks. Students who are performing at the strategic or intensive levels will receive additional academic support through Response to Intervention (RtI) and the implementation of Touchphonics, The Six Minute Solution Reading Fluency Program, Peer Assisted Learning Strategies and other district-approved intervention programs. At-risk students will be monitored every other week to evaluate progress and guide instruction. Third, fourth, and fifth grade students will be assessed on Renaissance Learning three times a year. Fourth and fifth grade students will be assessed on MAP three times a year.

At-risk students will receive support within the classroom through The Six Minute Solution, Peer Assisted Leadership Program (PALS), Rewards. Students who are performing below grade level will receive additional academic support in the district after school program.

First grade students performing below proficiency will receive support through TutorMate, and online volunteer reading tutoring program.

As funds allow, students who are performing below grade level will receive additional academic support in the after-school grade-level tutoring program and summer school.

Funding will be utilized to provide substitute teachers for release days for individual assessments, data analysis, and to plan for appropriate alignment of instruction and interventions.

Remington Elementary will extend learning opportunities for all students providing equitable access to technology at home and at school. Every classroom will have working computers, projectors, ELMOs and smartboards, in order to maintain school wide cutting-edge educational programs, as well as facilitate teacher access to data, collaboration, and communication with parents and staff. All students will have access to computers in the classroom and/or the computer lab to support English Language Arts through programs such as LEXIA, Smarty Ants, and Accelerated Reader.

- Students will attend the computer lab and engage in instructional computer activities. Teachers and students will utilize computers equipped with Internet access in the classroom to aid student learning in all areas of the curriculum. Computer lab technician and teachers will offer continued reading support with technology tools and updates and maintain existing equipment and technology.

Students in grades 3-5 will have weekly access to the computer lab to develop word processing, presentation, and computer skills.

With the assistance of the computer lab technician, students will participate in the Smarty Ants Reading intervention program (TK-2), LEXIA reading intervention program (TK-5), and Accelerated Reader.

Teachers and students will utilize computers equipped with internet access in the classroom to aid student learning in all areas of the curriculum.

Computer lab technician will investigate ways to offer continued mathematics, reading, and word processing support with technology tools and updates and maintain existing equipment and technology.

Funding will be utilized to supplement the core curriculum and to purchase a LEXIA Site License.

Administration, TOSA, and classroom teachers will participate in ongoing staff development based on teacher needs and as per district recommendations. Staff development will include Common Core training (Collaborative Academic Conversations, Common Core unit implementation, Text Complexity, Performance Assessments, etc.), Thinking Maps training, RtI meetings and trainings on intervention programs, and technology training. Based on school and teacher needs, staff will attend additional staff development and technology training. Based on school and teacher needs, staff will attend additional staff development.

- First through fifth grade teachers, TOSA, and special education teachers will participate in staff development sessions on the successful execution of the Response to Intervention (RtI), which will provide an overview of program implementation and training on DIBELS universal screening and monitoring system, Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS), Touchphonics, The Six Minute Solution Reading Fluency Program, Peer Assisted Learning Strategies, and other district approved intervention programs. Two teachers will attend monthly district Response to Intervention (RtI) meetings. Special education teachers and the Teacher on Special Assignment (TOSA) will participate in Language! training as needed. TK through fifth grade level representatives will attend monthly Response to Intervention (RtI) meetings. Remington teachers will implement advanced ELD Focused Approach techniques that shelter instruction for English Learners. In weekly grade-level meetings teachers will analyze ongoing student performance and the Basic Phonics Skills Test (BPST) and GRI Phonemic Awareness Assessments (TK-Kindergarten), Open Court assessments (grades 1-5), DIBELS assessments (grades TK-3), DIBELS fluency assessments (grades 3-5), Renaissance Learning assessments (grades 3-5), MAP assessments (grades 3-5), Standards-Based Mini-Assessments (grades 2-5), district Extended Response assessments (grades TK-5), and develop lessons, instructional strategies, and interventions for the following Open Court instructional week. All teachers will collaborate in identifying the strengths and needs of Remington's Language Arts instructional program. Remington's Principal, Teacher on Special Assignment (TOSA), and classroom teachers will be instructed in Illuminate navigation and applications, and Smarty Ants and LEXIA reports.

Remington's Principal, Teacher on Special Assignment (TOSA), and classroom teachers will be instructed in Aeries navigation and new programs and applications. Based on the school and teacher needs, staff will attend additional staff development.

Funding will be utilized to provide substitute teachers for staff development.

Involvement of Parents and Community:

Remington will encourage parent involvement in the school and in the academic success of their children through various parent education classes that will strengthen their ability to support their children academically. Parents will be invited and encouraged to attend monthly parent meetings and school site and district sponsored parent meetings and workshops, parent conferences, and SST meetings.

- As funds allow and as approved by SSC, parents will be invited to participate in family classes where they will learn how they can be involved in their child's education. Family classes will focus on strategies to improve student learning and increase student achievement. Examples of programs previously conducted at Remington are:
 - Padres Unidos School Readiness and Parenting, a program to educate parents about childrearing skills, provide a guided path to support students from home, teach how to identify the earlier signs of dangerous behaviors, model and provide information of socio-emotional growth and how to nurture it, foster parent and school support, increase parent resilience, and increase parent involvement.
 - 40 Developmental Assets, a training designed for parents who are interested in enhancing their parenting skills and improving their children's academic achievement.

- PAIRS - Communication for Successful Relationships Workshop, a program to improve communication in relationships.
- The Ten Education Commandments for Parents, a program that teaches parents how to advocate for their children in the U.S. school system.

The computer lab tech will invite parents to attend weekly computer classes in the computer lab. Parents will be invited and encouraged to attend trimester awards assemblies and monthly writing award assemblies. Parents will be updated on their child's progress through progress reports, report cards and parent conferences, CELDT results, CAASPP results, individual district Extended Response results, and SST meetings. Monthly parent meetings will include parent information on how to help students be successful in school. A bilingual monthly parent newsletter will be sent home to inform parents of school activities and other school news. Remington will organize parent meetings to inform and instruct parents on data analysis and applications to help parents understand student performance and how to support their children.

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:

Through the implementation of the District-adopted Open Court Writing Program and school-wide writing interventions, Remington Elementary School will ensure that all students demonstrate writing proficiency across a variety of genres. All students will work towards reaching, at a minimum, proficiency in grade-level standards.

- Measures of Academic Progress (MAP) baseline data in English Language Arts will be collected for all students in grades 3-5.
 - 75% of students will score proficient or advanced on the 3rd trimester writing proficiency assessment.
- All students will improve their writing skills levels on the district-adapted Open Court writing assessments.

Remington will implement and adhere to the District-adopted Language Arts program, ensuring that the required writing State and National standards are met. Remington teachers and staff will analyze and monitor student performance on an ongoing basis by administering the SAUSD writing assessments. Teachers and staff will analyze writing assessments, district Extended Response assessments, trimester district writing proficiency, and other classroom writing projects to measure students' writing progress and implement instructional strategies and interventions that will support and increase student writing levels.

- Teachers will implement the SAUSD writing program and ensure that all students are taught writing skills and content aligned to grade-level standards. Remington Elementary will comply and monitor implementation of instructional time for the adopted programs for English Language Arts. Teachers will follow the grade-level English Language Arts curriculum maps ensuring that the required writing standards are met. Every grade level will utilize grade-level specific student rubric and anchor papers to ensure consistency with grade-level writing expectations. Teachers will present the writing rubric for each assignment so students can learn to self-evaluate. Teachers will conference with students to discuss how they scored on writing assignments and how they could improve. Teachers will administer the district writing assessment and input results into the Illuminate.

The Principal, TOSA, and classroom teachers will analyze assessment results and implement instructional strategies and interventions designed to increase students' writing skills and ability. Teachers will integrate strategies and materials from Guided Language Acquisition Design (GLAD), Thinking Maps and the Focused Approach to Language Instruction into the Open Court Writing program to provide students with a strong skills and content base that will help them become successful writers. Teachers will work with the TOSA and their grade-level team to provide intervention support to students who are working below grade level.

Library media tech will support students in gathering resources for research/inquiry projects. Teachers will develop an Academic Improvement Plan for students who are performing below proficient in writing, implementing a plan designed to support and improve the student's writing.

Computer lab technician will provide technology instruction to support writing standards and curriculum.

Remington will acquire materials, equipment, classroom and computer lab technology, and/or software needed to support the writing program and writing standards.

Students will have the opportunity to extend the learning beyond the walls of the classroom by participating in thematically appropriate field trips.

Funding will be utilized to supplement the core curriculum.

Remington will provide extended learning opportunities according to student needs. Students performing below proficiency will secure additional academic support during the school day through RtI, and district approved intervention programs. Students who are performing below proficiency will receive additional support in the after-school grade-level tutorial program and the district after school program.

- Teachers and staff will analyze the ELA Extended Response results and identify and provide support to students performing below proficiency in writing. Teachers and staff will analyze student writing progress in the district writing assessments, district writing proficiency, and other writing samples.

Students who are performing below proficient in writing will receive additional academic support in small groups and one-on-one instruction during the Open Court Workshop time.

Students who are performing below grade level in writing will receive additional academic support in the after-school tutoring program.

Students who are performing below grade level in English Language Arts will receive additional academic support through after-school grade-level tutoring program and district after school program.

Funding will be utilized to provide substitute teachers for release days for individual assessments, data analysis, and to plan for appropriate alignment of instruction and interventions.

Remington Elementary will extend learning opportunities for all students providing equitable access to technology at home and at school. Every classroom will have working computers, projectors, ELMOs and smartboards, in order to maintain school wide cutting-edge educational programs, as well as facilitate teacher access to data, collaboration, and communication with parents and staff. All students will have access to computers in the classroom and/or the computer lab to support writing standards.

- Students will attend the computer lab and engage in instructional computer activities. Teachers and students will utilize computers equipped with Internet access in the classroom to aid student learning in all areas of the curriculum, including research and writing reports.

Computer lab technician and teachers will offer continued writing support with technology tools and updates and maintain existing equipment and technology.

Students in grades 3-5 will have weekly access to the computer lab to develop word processing, presentation, and writing skills.

Teachers and students will utilize computers equipped with internet access in the classroom to aid student learning in writing.

Computer lab technician will investigate ways to offer continued writing and word processing support with technology tools and updates and maintain existing equipment and technology.

Maintain and upgrade school wide technology and computer hardware toward a 1:1 goal ratio.

Funding will be utilized to purchase materials that supplement the core curriculum and to update and improve technology.

Administration, TOSA, and classroom teachers will participate in ongoing staff development based on teacher needs and as per district recommendations. Staff development will include Common Core training (Collaborative Academic Conversations, Common Core unit implementation, Text Complexity, Performance Assessments, etc.), Thinking Maps training, RtI meetings and trainings on intervention programs, and technology training. Based on school and teacher needs, staff will attend additional staff development.

- At weekly grade-level meetings, each grade level will review student writing using grade-level specific student rubric and anchor papers.

At weekly grade-level planning meetings, teachers will analyze on-going student progress and performance in the district-adapted Open Court unit writing assessments, Extended Response assessments, and trimester district writing proficiency to inform instruction.

Special education teachers and the Teacher on Special Assignment (TOSA) will participate Language! training as needed.

Teachers will attend district trainings which will provide instruction in teaching successful strategies to assist students in attaining writing proficiency.

Teachers will have the opportunity to attend grade-level district writing trainings in the implementation of effective writing techniques using Thinking Maps and Write from the Beginning.

All teachers will collaborate in identifying the strengths and needs of Remington's instructional writing program.

Based on the school and teacher needs, staff will attend additional staff development.

Funding will be utilized to provide substitute teachers for staff development.

Involvement of Parents and Community: Remington will encourage parent involvement in the school and in the academic success of their children through various parent education classes that will strengthen their ability to support their children academically. Parents will be invited and encouraged to attend monthly parent meetings and school site and district sponsored parent meetings and workshops, SSC meetings, ELAC meetings, parent conferences, and SST meetings.

- As funds allow and as approved by SSC, parents will be invited to participate in family classes where they will learn how they can be involved in their child's education. Family classes will focus on strategies to improve student learning and increase student achievement. Examples of programs previously conducted at Remington are:
 - Padres Unidos School Readiness and Parenting, a program to educate parents about childrearing skills, provide a guided path to support students from home, teach how to identify the earlier signs of dangerous behaviors, model and provide information of socio-emotional growth and how to nurture it, foster parent and school support, increase parent resilience, and increase parent involvement.
 - 40 Developmental Assets, a training designed for parents who are interested in enhancing their parenting skills and improving their children's academic achievement.
 - PAIRS - Communication for Successful Relationships Workshop, a program to improve communication in relationships.
 - The Ten Education Commandments for Parents, a program that teaches parents how to advocate for their children in the U.S. school system.

The computer lab tech will invite parents to attend weekly computer classes in the computer lab. Parents will be invited and encouraged to attend trimester awards assemblies and monthly writing award assemblies. Parents will be updated on their child's progress through progress reports, report cards and parent conferences, CELDT results, CAASPP results, individual district Extended Response results, and SST meetings. Monthly parent meetings will include parent information on how to help students be successful in school. A bilingual monthly parent newsletter will be sent home to inform parents of school activities and other school news. Remington will organize parent meetings to inform and instruct parents on data analysis and applications to help parents understand student performance and how to support their children.

Funding will be provided for an SST Coordinator stipend.

Goal III: 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:

Through the full implementation of school-wide English Language Development groups and Systematic ELD instruction, Remington Elementary will ensure that all English Learners are reclassified within 5 years of entering the SAUSD program.

Remington School will implement the District's Systematic English Language Development plan. Teachers and staff will monitor students' English Language Development (ELD) performance in the California English Language Development Test (CELDT) assessment, the Developmental English Proficiency Test (ADEPT) assessment, and on an ongoing basis through the Carousel of Ideas

lesson assessments. Teachers will group students according to ELD levels and team-teach. Teachers will measure students' ELD progress and implement instructional strategies and interventions that will support and increase student ELD levels, including: SDAIE, Focused Approach , the OCR English Learner Support Guide, and Carousel of Ideas.

- Following the District's Systematic English Language Development plan, all students will be assigned to ELD groups based on their ADEPT assessment performance level.

Remington teachers will implement advanced ELD Focused Approach techniques that shelter instruction for English Learners.

Remington School will set a determined ELD block where teachers will team-teach according to ELD levels.

All students will receive Systematic ELD instruction in their designated ELD group using the Carousel of Ideas and ELD supplemental materials - Vocabulary Builders Kit, English to a Beat, and Explorations. Remington's administrator and TOSA will monitor ELD teaming implementation and program fidelity.

Teachers will assess students' ELD progress and once students reach proficiency at their current performance level, they will advance to the next performance level. Teachers will utilize strategies from the Carousel of Ideas, district-approved supplemental ELD materials, and the English Learner Support Guide from the Open Court reading program to frontload vocabulary and linguistic patterns, making the Open Court language arts program more accessible to English Learners.

Teachers will utilize the Open Court Intervention Guide to differentiate instruction for English Learners.

Remington will acquire materials, equipment, classroom and computer lab technology, and/or software needed to support ELD standards.

Students will have the opportunity to extend the learning beyond the walls of the classroom by participating in thematically-appropriate field trips.

Funding will be utilized to purchase materials to supplement the core curriculum.

Remington will provide extended learning opportunities according to student needs. English Learners performing below proficiency will secure additional academic support during the school day through RtI, and district approved intervention programs. Students who are performing below proficiency will receive additional support in the after-school grade-level tutorial program, summer school, and the district after school program.

- Students who are not making adequate ELD progress will receive additional academic support in small groups and one-on-one instruction during workshop time. English Learners who are performing below grade level in English Language Arts will receive additional academic support in the after-school grade-level tutoring program and the district after school program.

Newcomer students will receive assistance the after-school grade-level tutoring program, summer school, and district after-school program.

Remington Elementary will extend learning opportunities for all students providing equitable access to technology at home and at school. Every classroom will have working computers, projectors, ELMOs and smartboards, in order to maintain school wide cutting-edge educational programs, as well as facilitate teacher access to data, collaboration, and communication with parents and staff. Teachers and students will utilize computers equipped with internet access in the classroom and implement programs that support and facilitate English Language Acquisition.

- Students will attend the computer lab and work on computer software programs that will expand their English Language Development. Students will utilize web-based technology to engage English Language Arts instruction. Computer lab technician will offer continued ELD support with technology tools and updates and maintain existing equipment and technology.

Funding will be utilized to purchase materials to supplement the core curriculum and to update and improve technology.

Administration, TOSA, and classroom teachers will participate in ongoing staff development based on teacher needs and as per district recommendations. Staff development will include Collaborative Academic Conversations, Common Core unit implementation, Text Complexity, Performance Assessments, etc.), Thinking Maps training, RtI meetings and trainings on intervention programs, and technology training. Based on school and teacher needs, staff will attend additional staff development.

- Remington's TOSA will act as the district English Language Development liaison and attend monthly ELD liaison trainings and informational meetings. The Principal, TOSA, and teachers will continue to attend ELD training as a resource for increasing the effectiveness of instruction for English Learners. In weekly grade-level meetings, teachers will analyze student ELD performance data and plan lessons, strategies, and interventions based on student needs. Remington will provide ongoing workshops on English Language Development teaching strategies, supplemental ELD lessons, and English Learner support strategies during staff and grade level meetings. Based on the school and teacher needs, staff will attend additional staff development.

Funding will be utilized to provide substitute teachers for staff development, release days for individual assessments, data analysis, and to plan for appropriate alignment of instruction and interventions.

Involvement of Parents and Community: Remington will encourage parent involvement in the school and in the academic success of their children through various parent education classes that will strengthen their ability to support their children academically. Parents will be invited and encouraged to attend monthly parent meetings and school site and district sponsored parent meetings and workshops, SSC meetings, ELAC meetings, parent conferences, and SST meetings.

- As funds allow and as approved by SSC, parents will be invited to participate in family classes where they will learn how they can be involved in their child's education. Family classes will focus on strategies to improve student learning and increase student achievement. Examples of programs previously conducted at Remington are:
 - Padres Unidos School Readiness and Parenting, a program to educate parents about childrearing skills, provide a guided path to support students from home, teach how to identify the earlier signs of dangerous behaviors, model and provide information of socio-emotional growth and how to nurture it, foster parent and school support, increase parent resilience, and increase parent involvement.
 - 40 Developmental Assets, a training designed for parents who are interested in enhancing their parenting skills and improving their children's academic achievement.
 - PAIRS - Communication for Successful Relationships Workshop, a program to improve communication in relationships.
 - The Ten Education Commandments for Parents, a program that teaches parents how to advocate for their children in the U.S. school system.

The computer lab tech will invite parents to attend weekly computer classes in the computer lab. Parents will be invited and encouraged to attend trimester awards assemblies and monthly writing award assemblies. Parents will be updated on their child's progress through progress reports, report cards and parent conferences, CELDT results, CAASPP results, individual district Extended Response results, and SST meetings. Monthly parent meetings will include parent information on how to help students be successful in school. A bilingual monthly parent newsletter will be sent home to inform parents of school activities and other school news. Remington will organize parent meetings to inform and instruct parents on data analysis and applications to help parents understand student performance and how to support their children.

Funding will be provided for an SST Coordinator stipend.

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:

Through the implementation of the District-adopted Houghton Mifflin California Mathematics program and school-wide mathematics interventions, Remington Elementary School will ensure that all students work towards reaching, at a minimum, proficiency in grade-level standards towards algebra 9th grade readiness.

Remington Elementary will analyze student progress and integrate best practices in the delivery of core and supplemental curriculum. Remington teachers and staff will monitor student performance on an ongoing basis by administering the Houghton Mifflin California Mathematics assessments as required by the program. Teachers and staff will analyze these test results, Measures of Academic Progress (MAP) results, Mathematics Extended Response reports, and performance data to plan classroom instruction, individualize instruction according to student needs, and provide intervention and remediation support.

- Remington School will implement and strictly adhere to the District-adopted Houghton Mifflin California Mathematics program and ensure that all students are taught the Mathematics skills and concepts listed on grade-level standards. Teachers will implement

mathematics Common Core units this year as scheduled in the curriculum map. Remington Elementary will comply with and monitor implementation of instructional time for the adopted program for mathematics, providing additional time for mathematics interventions. Every teacher will follow the District's mathematics grade-level specific curriculum maps, ensuring that the required mathematics State and National standards are met. Teachers will administer the Houghton Mifflin California Mathematics chapter/unit assessments at appropriate intervals per the curriculum maps. In grade-level meetings and on grade-level planning days, Remington teachers and administration will analyze assessment results and base instructional strategies and interventions on student academic needs. Teachers will administer the Santa Ana Unified School District Mathematics Extended Response Assessments and review results on Illuminate in grade-level meetings and on grade-level planning days to ensure the required mathematics standards are met.

Teachers and grade-level teams will use assessment and curriculum maps to develop grade-level team instructional plans to implement in the classroom. Students will track their assessment scores, as well as other grade level appropriate achievement goals, i.e. math facts, fluency, etc. Teachers will develop an Academic Improvement Plan for students who are performing below proficient in mathematics and work with parents and administration to develop intervention strategies in the Student Success Team. The Student Success Team Coordinator will facilitate, organize, and schedule Student Success Team meetings between parents and teachers in a prompt, timely manner in order to monitor student achievement. The Student Success Team Coordinator in conjunction with the teacher and parent will continue to monitor for differentiated instruction, individual student monitoring, and classroom and after school interventions. Computer lab technician will provide technology instruction to support mathematics standards and curriculum.

Remington will acquire materials, equipment, classroom and computer lab technology, and/or software needed to support the mathematics program and mathematics standards.

Funding will be utilized to purchase materials to supplement the core curriculum.

Remington will provide extended learning opportunities according to student needs. Students performing below proficiency will secure additional academic support during the school day during math intervention time, and the Mind Institute ST math program. Students who are performing below proficiency will receive additional support in after-school grade-level tutorial program and the district after school program.

- Teachers and staff will analyze student progress in Mathematics Extended Response and the Houghton Mifflin Mathematics assessments. Students who are performing below proficient in Mathematics will secure additional academic support in small groups and one-on-one instruction during the math intervention time. Students who are performing below grade level in Mathematics will receive additional academic support in the district after school program. Students who are performing below grade level in Mathematics will receive additional academic support in the after-school grade-level tutoring program.

Funding will be utilized to provide substitute teachers for release days for individual assessments, data analysis, and to plan for appropriate alignment of instruction and interventions.

- MIND Research Institute's ST Math is a scientifically research-based integrated and individualized instructional software system proven effective in helping close the achievement gap for struggling students in attaining math proficiency, and providing engaging enrichment activities for students who are ready to move beyond mastery of grade-level concepts and delve deeper into higher levels of math and math concepts. It is a self-paced, language independent instructional system aligned with Common Core Standard 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 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.

Remington Elementary will extend learning opportunities for all students providing equitable access to technology at home and at school. Every classroom will have working computers, projectors, ELMOs and smartboards, in order to maintain school wide cutting-edge educational programs, as well as to facilitate teacher access to data, collaboration, and communication with parents and staff. All students will have access to computers in the classroom and/or the computer lab to support the mathematics standards. All Remington students will participate in the Mind Institute ST Math Program.

- Students will attend the computer lab and engage in instructional computer activities. Teachers and students will utilize computers equipped with Internet access in the classroom to aid student learning in all areas of the curriculum. Computer lab technician and teachers will offer continued mathematics support with technology tools and updates and maintain existing equipment and technology. With the assistance of the computer lab technician, students will participate in the Mind Institute ST Math Program. Teachers and students will utilize computers equipped with internet access in the classroom to aid student learning in all areas of the curriculum. Computer lab technician will investigate ways to offer continued mathematics support with technology tools and updates and maintain existing equipment and technology.

Funding will be utilized to purchase materials to supplement the core curriculum.

Administration, TOSA, and classroom teachers will participate in ongoing staff development based on teacher needs and per district recommendation. Staff development in math will include implementation of Common Core standards units, Measures of Academic Progress (MAP), ST Math training, and technology training. Based on school and teacher needs, staff will attend additional staff development.

- In weekly grade-level meetings, teachers will analyze ongoing student performance and the Houghton Mifflin math assessments and collaboratively develop lessons and instructional strategies that will increase student achievement in mathematics. In grade-level meetings and release days, all teachers will collaborate in identifying the strengths and needs of Remington's Mathematics instructional program and align the district curriculum maps to the Houghton Mifflin California Mathematics program to ensure timely instruction of all mathematics State and National standards.

Remington will provide workshops on effective teaching strategies as it relates to various Mathematics standards.TK through fifth grade teachers will attend Mind Institute trainings which will provide an overview of the ST Math Program and successful implementation strategies to assist students in attaining mathematics proficiency.TK through fifth grade teachers will attend Measures of Academic Progress (MAP) trainings which will provide an overview of the MAP assessments and reports, as well as successful implementation strategies to assist students in attaining mathematics proficiency.

Based on the school and teacher needs, staff will attend additional staff development.

Funding will be utilized to provide substitute teachers for staff development, release days for individual assessments, data analysis, and to plan for appropriate alignment of instruction and interventions.

Involvement of Parents and Community: Remington will encourage parent involvement in the school and in the academic success of their children through various parent education classes that will strengthen their ability to support their children academically. Parents will be invited and encouraged to attend monthly parent meetings and school site and district-sponsored parent meetings and workshops, SSC meetings, ELAC meetings, parent conferences, and SST meetings.

- As funds allow and as approved by SSC, parents will be invited to participate in family classes where they will learn how they can be involved in their child's education. Family classes will focus on strategies to improve student learning and increase student achievement. Examples of programs previously conducted at Remington are:
 - Padres Unidos School Readiness and Parenting, a program to educate parents about childrearing skills, provide a guided path to support students from home, teach how to identify the earlier signs of dangerous behaviors, model and provide information of socio-emotional growth and how to nurture it, foster parent and school support, increase parent resilience, and increase parent involvement.
 - 40 Developmental Assets, a training designed for parents who are interested in enhancing their parenting skills and improving their children's academic achievement.
 - PAIRS - Communication for Successful Relationships Workshop, a program to improve communication in relationships.
 - The Ten Education Commandments for Parents, a program that teaches parents how to advocate for their children in the U.S. school system.

The computer lab tech will invite parents to attend weekly computer classes in the computer lab. Parents will be invited and encouraged to attend trimester awards assemblies and monthly writing award assemblies. Parents will be updated on their child's progress through progress reports, report cards and parent conferences, MAP results, ST Math progress, CAASPP results, individual district Extended Response results, and SST meetings. Monthly parent meetings will include parent information on how to help students be successful in school. A bilingual monthly parent newsletter will be sent home to inform parents of school activities and other school news. Remington will organize parent meetings to inform and instruct parents on data analysis and applications to help parents understand student performance and how to support their children.

Funding will be provided for an SST Coordinator stipend.

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: Remington Elementary will actively seek the participation and involvement of parents and the community to be partners with the school in the positive and productive cognitive, social and emotional development of all our students. Remington Elementary will engage parents as full, accountable partners in the support of their children's education and in school decision making. Remington Elementary will have a high rate of parent participation in school events and activities.

Building on parenting strengths

Remington will build on parenting strengths through parenting classes and parent involvement and help families to nurture children.

- Remington will offer parenting classes based on a parent survey asking parents what type of classes they would like to attend.

As funds allow and as approved by SSC, parents will be invited to participate in family classes where they will learn how they can be involved in their child's education. Family classes will focus on strategies to improve student learning and increase student achievement. Examples of programs previously conducted at Remington are:

- Padres Unidos School Readiness and Parenting, a program to educate parents about childrearing skills, provide a guided path to support students from home, teach how to identify the earlier signs of dangerous behaviors, model and provide information of socio-emotional growth and how to nurture it, foster parent and school support, increase parent resilience, and increase parent involvement.
- 40 Developmental Assets, a training designed for parents who are interested in enhancing their parenting skills and improving their children's academic achievement.
- PAIRS - Communication for Successful Relationships Workshop, a program to improve communication in relationships.
- The Ten Education Commandments for Parents, a program that teaches parents how to advocate for their children in the U.S. school system.

The computer lab tech will invite parents to attend weekly computer classes in the computer lab.

Parents will be invited and encouraged to attend district-sponsored parent meetings and workshops.

As funds allow, parents will be invited to participate in family classes where they will learn strategies to help their children improve their English Language Arts and mathematics skills.

To maximize attendance at various parent involvement opportunities, Remington will provide childcare and refreshments.

Funding will be provided for parent education classes (Padres Unidos) and for childcare and refreshments.

Communicating effectively

Remington will implement two-way communication practices with families to ensure reciprocal communication and input about children, programs, school activities, and opportunities for involvement.

- Parents will be updated on their child's progress through progress reports, report cards and parent conferences, CELDT scores, MAP results, DIBELS scores, ST Math progress, CAASPP results, individual district Extended Response results, SST and AIP meetings. Teachers will provide parents with strategies, materials, and resources to support their children in all areas of the curriculum.

Remington's front office environment will welcome parents and community and assist them with their questions, concerns, and/or requests. An open door policy will be promoted by teachers, office, and administration.

Remington will organize parent meetings to inform and instruct parents on data analysis and applications to help parents understand student performance and how to support their children.

Parents and students will agree to and sign the bilingual principal-teacher-parent-student compact.

A bilingual monthly parent newsletter, as well as flyers, notices, and announcements, will be sent home to inform parents of school activities and other school news.

The telephone program, Parent Link, will communicate important dates and information to parents.

Remington will provide translation during parent conferences, parent meetings, and during SSC and ELAC meetings to ensure

effective communication and parent participation.

Funding will be provided for an SST Coordinator stipend and for a parent participation substitute as needed.

Organizing opportunities for volunteering

Remington will encourage parent involvement and provide ongoing opportunities for parents to share knowledge, skills, and culture with students and staff.

- Tutors, committee members, special guests, and college students will be encouraged to participate as volunteers in the classroom.

Parents will play active roles in school fundraising events and in the decision-making process of utilizing these funds.

The computer lab tech will invite parents to attend weekly computer classes in the computer lab.

Parents will be invited and encouraged to attend trimester awards assemblies and monthly writing award assemblies.

The library media center and the school media technician will accommodate parents who wish to check out books and/or use the library computers.

Learning at home

Remington Elementary will involve families with their children in learning activities and enrichment at home by building on family strengths, encouraging a home learning environment, and offering specific ways to support children as more powerful learners.

- Teachers will provide parents with strategies, materials, and resources to support their children at home in all areas of the curriculum.

All fifth grade students will have their individual Chromebook device available as a learning tool to take home daily to extend learning.

Remington Elementary will provide and facilitate ST Math, Smarty Ants, and LEXIA login from home.

The computer lab tech will be available to help parents troubleshoot device and login problems for home access.

As funds allow, parents will continue to be invited to participate in family classes where they will learn strategies to support extended learning at home.

Remington will offer Book Fairs that promote reading and learning at home.

Involving in decision making

Remington will recruit and empower parents and other community members as advocates, advisors, committee members, representatives, and decision makers on behalf of school improvement and student success.

- Parents will actively serve on School Site Council and the English Learner Advisory Committee. All meetings will be held in English and Spanish.

A Remington parent representative will attend district DAC, DELAC, and the Superintendent's Cabinet meetings.

Collaborating with the community

Remington will establish partnerships with individuals, businesses, and organizations to provide support services and resources for children and their families, and to strengthen school programs.

- Remington will establish a partnership with Big Brothers and Big Sisters of Orange County. Big Brothers and Big Sisters will provide our students with a tutoring program staffed by volunteers twice a week.

Remington's TOSA, school psychologist, nurse, and office staff will work closely with students and parents providing the necessary and appropriate interventions and access to community services.

The TOSA is the Site Homeless Designee and regularly attends meetings that provide information and resources currently available for needy families, especially those identified as homeless as per the McKinney-Vento Act.

Every year Remington families are identified and receive a holiday basket filled with necessities and gifts supplied by the Share Ourselves (SOS) program.

Every year, Remington families are identified to receive school uniforms and backpacks from Operation School Bell.

Through Turning Point, Remington will provide counseling services to students referred by parents and staff.

Remington students will participate in the Engage 360 after school program to support extended learning.

Remington will provide evening ELD classes to the community.

Remington will provide meeting space for monthly neighborhood association meetings.

Building relationships

Through recognition and celebration events, Remington will build trust by helping parents and community feel more welcome at the school.

- Parents will be invited to attend Back to School Night where they will meet their child's teacher. Remington's programs, expectations will be explained, and volunteer opportunities will be offered.

Parents will be invited to attend Open House and view their child's work as well as celebrate their growth and accomplishments.

Teachers and staff will strive for 100% participation in Back to School Night, Open House, and parent-teacher conferences.

Remington will invite parents to the awards assemblies at the end of each trimester that recognize student performance, effort, and achievement.

Remington will conduct school-centered events that support student performance and development and invite parents and the community to talent shows, holiday performances, and dances.

Remington will conduct a Father-Son Barbeque and a Mother-Daughter tea for the promoting 5th grade class.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Professional development, SST Coordinator, and substitutes for DIBELS screening and data chats.	1000-1999: Certificated Personnel Salaries	Title I, Part A	6,570.00
Certificated benefits.	3000-3999: Employee Benefits	Title I, Part A	1,087.93
Technology, reading, writing, mathematics, and ELD materials.	4000-4999: Books And Supplies	Title I, Part A	37,734.83
Print shop orders of supplementary documents, field trip entrance and transportation.	5000-5999: Services And Other Operating Expenditures	Title I, Part A	9,200.00
Padres Unidos, LEXIA site license.	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	11,650.00
Total			66,242.76