

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



Thorpe Fundamental Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
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**Thorpe Fundamental Elementary School
Vision Statement**

Jim Thorpe Fundamental Elementary School staff and parents are committed to a K-5 instructional program that provides all students with the opportunity to acquire the knowledge and skills needed to be college and career ready and become productive citizens in the 21st century. This includes becoming life-long learners, developing problem-solving and critical thinking skills, and gaining cultural understanding and civic values necessary for participation in a democratic society. The success of this program is based on the continuum of learning experiences that addresses the special academic, social, and physical needs of all students; the access of all staff members to staff development opportunities to expand the knowledge and skills required to meet the identified needs of students; and a strong, collaborative school partnership with parents and community.

**Thorpe Fundamental Elementary School
Mission Statement**

The mission of the school staff and parents is to work together to establish an excellent foundation for life-long learning, a strong sense of responsibility, and a respect for self and others by nurturing, guiding, and challenging all of our students to aim high, take pride in their achievements, and to reach their maximum potential.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	166	180	171
1	187	177	174
2	180	178	172
3	180	177	176
4	180	178	172
5	180	180	174

Percent Actual Attendance

2012-13	2013-14	2014-15
97.63	97.88	98.32

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	0 (0%)	0 (0.0%)
Asian	91 (8.50%)	82 (7.9%)
Pacific Islander	4 (0.37%)	3 (0.3%)
Filipino	7 (0.65%)	9 (0.9%)
Hispanic or Latino	926 (86.54%)	914 (88.0%)
African American	6 (0.56%)	5 (0.5%)
White (not Hispanic)	27 (2.52%)	23 (2.2%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	1070	1,039

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: Staff, parents and students will work together (Triangle of Achievement) to guide students in becoming productive citizens in the 21st century. Thorpe will promote developing academic excellence and exemplary character traits to prepare students for college and careers. Rigorous instruction of the California State Standards and high expectations will be provided by highly qualified teachers and staff and supported by parent commitment and involvement in a safe and supportive environment.

School wide reform strategies to increase student achievement and student engagement in all academic areas.

- Analysis of scores: MAP, CELDT, DIBELS (K-3), STAR (4-5), SBAC, District Extended Response, ADEPT
- Differentiated instruction in Reading, ELD, Writing and Math
Implement the Math component of the Mind Institute, grades K-5
Smarty Ants Reading in grades K-2, as needed
Lexia Reading Core5 in grades 3-5, as needed
Daily Workshop
- Substitutes for teacher release time for student achievement, assessment and data review. Data will be using a variety of sources including Illuminate which provides the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Staff Development and program planning
- Academic Conversations and grade level collaboration days focused on increasing student achievement for all students, differentiation, targeted intervention, and closing the achievement gap
- Met the special needs of English Learners and underperforming students through tutoring, reading programs such as SmartyAnts, and other instructional materials to reach academic goals
- Upgrade, maintain, and purchase technology to supplement instruction and increase technology use and achievement of disadvantaged students
- Provide staff development on Academic Language and other instructional strategies to promote higher levels of thinking and differentiating instruction
- Provide staff development to promote higher levels of thinking and targeted differentiation of instruction
- Print supplemental instructional materials such as Standards Plus, SIPPS, PALS and more to supplement the curriculum to intervene and support students that are not meeting the standards. Materials may be used during the school day or for tutoring before and after school.
- Provide training for teachers on healthy eating and physical activities for students

Continue Offering Instruction by Highly Qualified Teaching Staff

- Some teachers are pursuing Masters degrees and GATE certificates to improve instructional strategies, student academic success, and student leadership skills
- Identified teachers will attend District trainings and then train Thorpe teachers
- All teachers will participate in District and Thorpe staff development opportunities to improve instruction, differentiation and decrease the achievement gap
- Teachers will regularly collaborate to enhance instruction for all students and decrease the achievement gap
- Additional classified and certificated staff members necessary to support and administer student and parent programs that aid in the accomplishment of the school's achievement goals and mission. [3101 - 3752] Employee Benefits
- Purchase devices to provide an adequate ratio for all teachers to be able to implement Workshop at all grade levels

Continue Offering Meaningful Professional Development

- Formal and informal assessments of student work during staff, grade level and individual meetings to inform future instruction

- Identification of workshop strategies (Math and ELA) to improve student achievement
- Professional development activities emphasizing the California State Standards, collaboration, Student Engagement, Workshop, differentiation, ELA, Writing, Math, Science and ELD, Thinking Maps, higher levels of thinking, use of GATE icons, and DIBELS
- Academic Conversations to increase meaningful use of data for instructional planning and intervention and elimination of achievement gap

Continue to Increase Parent Involvement

- Family literacy, grade level parent training and Kindergarten readiness workshops will focus on skills and standards to assist parents in supporting student achievement
- A revised annual vision statement and school-wide focus (based on District and California State Standards) developed by staff and parents
- School-parent communication addressed through monthly bulletins, informational and committee meetings, SSTs, and parent trainings
- Teachers and parents will continue to abide by and strengthen the fundamental school agreement by communicating regularly to support student achievement through: progress reports, conferences, SSTs, parent notifications, and phone and email communication as needed
- Extended library hours will allow for parents/families to visit and check out books
- Translation available for written and oral communication from school to families
- Utilize parent support through ELAC, SSC, PTA
- PBIS (Positive Behavioral Interventions & Supports) trainings and surveys will continue to build staff, student, and parent relationships increasing both character development and academic achievement. Subs will be provided for trainings.

Ensuring that Students Meet Standards

- Priority to Language Arts and Mathematics instructional time protected from interruptions
- At least 30 minutes daily of explicit English Language Development Instruction for all English Learners
- DIBELS used as MTSS in grades K-3
- SBAC Testing used in grades 3-5 to use to inform instruction particularly for Workshop
- An Academic Intervention Plan for struggling students with clear, measurable goals that are reviewed each trimester
- Administrators, staff and parents evaluate and monitor programs and policies
- Teachers will attend two monthly meetings with administrators to address business and curriculum/instruction
- Review data feedback in Academic Conversations, staff meetings, and collaboration for intervention and differentiation
- Daily walk-throughs and follow-up
- Grade level collaboration meetings meet twice a month to review data and discuss strategies to improve student achievement

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 literate by the end of third grade or before and continue to improve their reading skills and comprehension each school year. Teachers and support staff will provide a rigorous, technology-driven curriculum and instruction so that all students will be college and career ready.

Continue the implementation of our core curriculum program, Open Court, to meet California State Standards, as well as incorporate the District developed Language Arts Units of Study, identify students' needs and areas of focus, design action plans and interventions based on students' performance data in order to reach reading proficiency by the end of third grade and demonstrate college and career readiness.

- Full implementation of Open Court with instructional time that is given priority and is protected from interruption
- Use of the K-5 district-developed, grade level pacing for Open Court instruction
- Accelerated Reader (AR) will be implemented by the instructional staff in grades K-5 and supported by librarian and technology instructional assistant
- Implementation of Language! Program as needed for fourth and fifth grade students performing well below grade level
- Library will be available daily for student and parent check out

- DIBELS Next Assessments and Progress Monitoring will be used in K-3 in order for students to be proficient readers by the end of third grade
- Thinking Maps and Write From the Beginning will be implemented as approved supplemental programs by all teachers at all grade levels to meet student needs
- Improve the variety of library and classroom books including increasing non-fiction texts to read at school and at home to supplement the implementation of California State Standards

Extended Learning Opportunities: At risk students will receive targeted intervention and differentiated instruction

- Classroom teachers will differentiate instruction to meet the needs of all students using data feedback, portfolios, rubrics, and other assessment tools
- Small group tutoring opportunities through Open Court Intervention Program to receive additional academic support before, during, or after school

Increased Access to Technology

- Computer hardware and software will be updated to effectively integrate and utilize technology in instruction, intervention and assessment
- Accelerated Reader (available school-wide) will be used to improve reading comprehension and motivate reading
- Students that are not making adequate progress in reading will participate in Smarty Ants Online Reading and Intervention Acceleration Program

Staff Development and Professional Collaboration

- Staff members will participate in site- and district-driven staff development in the areas including, but not limited to, the new California State Standards implementation, Academic Language, Collaborative Conversations, use of GATE Thinking Tools and Scholarly Icons, collaboration, Student Engagement, Open Court, Thinking Maps, SAUSD Writing Program, Data Analysis, and Accelerated Reader
- Best Practices for addressing Language Arts standards are discussed at monthly collaboration and staff development meetings

Involvement of Parents and Community

- Mid-trimester reports will update parents on reading performance and additional conferences scheduled as needed
- Action Plans and Academic Improvement Plans will be developed for underperforming students each trimester
- Review assessment results (MAP, AR, etc.) during parent conferences
- Homework will incorporate family activities
- Assessment data will be sent to parents with information on how to read reports
- Parent meetings will take place to train parents on how to help students at home
- Library hours will be extended to allow parents check out books, to oversee students accessing Accelerated Reader, and to read with students to promote literacy.
- Parent bulletins will be sent home monthly with school information and activities

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: Thorpe students will be able to write with proficiency for different purposes and in different genres. Teachers and support staff will provide excellent curriculum and instruction to help them make progress, meet and exceed their goals in writing.

Alignment of Instruction, Strategies and Materials with Content Standards

- Teachers will align instruction with standards and implement a grade level uniform K-5 rubric to monitor student writing. Assessments will be evident in classrooms and diagnostic information will be used to focus instructional planning.
- Teachers will implement the Open Court Writing and SAUSD Writing Programs, covering the domains in a consistent manner with uniformly high standards across the grade level commensurate with California State Standards
- Grades 2-5 will integrate Mountain Language to review grammar weekly
- All teachers will implement Best Practices in writing as identified at each grade level, including the use of student friendly rubrics and checklists and lessons from SAUSD Writing Program

- Teachers will meet individually and in small groups with students weekly to guide students in the writing process
- Teachers will assess student writing each 6-8 week period using the district writing prompts and will plan instruction based on assessment data and student rankings.

Extended Learning Opportunities

- Workshop will be used to address specific writing skill deficiencies as identified on Open Court and other writing assessments
- Writing workshop will address specific writing skill deficiencies as identified through Open Court and other assessments
- Writing practice will be incorporated into homework for all students

Increased Access to Technology

- Computer hardware and software will be updated to effectively integrate and utilize technology in instruction
- Students will learn keyboarding skills
- Students in grades 4-5 will begin working with Google docs and PowerPoint

Staff Development and Professional Collaboration:

- Following each unit OCR assessment and SAUSD writing assessment, teachers will analyze student performance based on the rubric and will plan instruction for future writing assignments.
- Academic Conversations for collaboration and intervention/differentiation strategies will be conducted
- School-wide walk-throughs are conducted for collaboration purposes and to share ideas and best practices
- Teachers will observe peers during instructional time to develop skills and instructional strategies
- Additional staff development and professional collaboration may be provided based on teacher needs
- K-5 teachers will analyze student work during grade level collaboration meetings

Involvement of Parents and Community

- Parents of at-risk students will receive writing activities that can be done at home to improve student writing
- Parents will be given a grade level list of high frequency words that all students will master at the end of each trimester
- Parents may be trained in elements of the writing process during parent trainings to help students with writing at home

Goal IIc: English Language Development

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

School Goal: All English learners will reclassify as fluent in English within 5 years of entering the English Language Development program. They will make one to one and a half year's growth each year until they are reclassified.

Alignment of Instruction, Strategies and Materials with Content Standards

- To support English Learners in their acquisition of academic levels of English in the areas of listening, speaking, reading and writing, teachers will implement the District's Systematic Approach to ELD instruction using the Carousel of Ideas, with the Focused Approach / SDAIE strategies, frontloading techniques, GLAD strategies, and the Open Court Intervention Guide
- Students will be grouped across the grade level for explicit, daily ELD instruction at their identified level of functioning
- Purchase of leveled reading books to support English language development for students across the curriculum

Extended Learning Opportunities

- At-risk English Learners may receive extra tutoring support in ELD before or after school
- Students who are not making adequate ELD progress will receive additional small-group and individual instruction provided by teachers during Workshop

Increased Access to Technology

- Computer hardware and software will be updated to effectively integrate technology in instruction
- Students in grades K-2 that are not making adequate reading progress will participate in Smarty Ants Online Reading Intervention and Acceleration Program
- Students in grades 3-5 that are not making adequate reading progress will participate in Lexia Reading Core5

Staff Development and Professional Collaboration

- Teachers will be trained in understanding assessment data to drive instruction in the area of ELD

Involvement of Parents and Community

- Parents will be informed of students language proficiency and program placement each school year and provided with reports each trimester, or more often, regarding ELD progress
- The School Site Council and English Learner Advisory Committee will make decisions and recommendations for expenditures of funding to promote student achievement in the area of English Language Development
- Parent trainings may be provided by teachers with ways to enhance student language development at home
- Translation will be available for parent meetings, trainings, and verbal and written communication

Goal IId: Mathematics

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

School Goal: Thorpe students will demonstrate grade appropriate mathematical knowledge and skills as well as the foundational skills needed to be successful in Algebra through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials. Students will have the grade level skills to be prepared for college/careers of the 21st century.

Alignment of Instruction, Strategies and Materials with Content Standards:

- Full implementation of Houghton-Mifflin, the standards-based and district adopted instructional program, used with the SAUSD pacing chart to ensure that all students are taught math skills and concepts aligned to the standards. To provide additional support and supplement the current program, Engage New York materials will be printed at the print shop and provided to teachers.
- Teachers will analyze results of chapter and unit math assessments and collaborate to plan subsequent instruction
- Teachers will implement Workshop to facilitate small group skill instruction and intervention
- Math vocabulary and concept development will be posted in classrooms
- Teachers will develop an Academic Improvement Plan and intervention strategies for students who are performing below proficiency in math to set learning goals
- Grades 2-5 will implement Mountain Math as a weekly review of math skills and standards
- Technology Instructional Assistant will work with teachers and administrators overseeing the STMath program in grades 2-5

Extended Learning Opportunities

- At-risk students will receive standards based mini lessons by teachers and may participate in tutoring before or after school
- Mind Institute:
Mind Institute ST Math software is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math.

Increased Access to Technology

- Computer hardware and software will be updated to effectively integrate and utilize technology in instruction
- All students K-5 will utilize Mind Institute Math to supplement math curriculum and instruction
- Technology Instructional Assistant's hours will be extended to provide computer additional access to ST Math for students

Staff Development and

Professional Collaboration

- Teachers will be trained in the MIND Institute, a Math standards-based software program
- Staff members participate in site-driven and district supported staff development on core Math program implementation
- Math standards and assessments are discussed and analyzed across grade levels during staff and collaboration meetings
- Academic Conversations are held approximately three times a year so teachers can plan intervention and differentiation

Involvement of Parents and Community

- Mid-trimester reports to update parents on Math performance with follow-up additional conferences as needed
- Academic Improvement Plans for all academically underperforming students each trimester
- Parent meetings to discuss performance data

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: Thorpe's Triangle of Achievement (parents, students, staff) work together to ensure that all students have academic and social success. Excellent academic curriculum and instruction and instruction in social and behavioral skills will be taught throughout the school year. Clear and regular communication between students, staff and parents along with decision making by all stakeholders will help us to reach this goal.

Building on parenting strengths

Parent Involvement

- Parent classes in a variety of areas such as study skills, homework support, and other parenting skills
- Childcare provided for the functions mentioned above
- Funding to pay for printing and postage of regular school-parent communication such as monthly bulletins, information provided at parent meetings and trainings
- School agreement /compact signed by parents each school year that outlines parent and student responsibilities
- Parents will be invited to awards assemblies
- Informational Kinder meetings for parents of incoming students
- Expectation of a minimum of 15 hours of parent volunteer time per student
- Incentives and supplies for parent trainings, and other parent meetings

Communicating effectively

- Parents will review math homework, assist students on memorizing math facts and problem solving skills

Organizing opportunities for volunteering

Parents help improve students' health

- Padres en Accion empowers parents to become advocates for their children and teaches healthy lifestyles including physical activity and nutrition

Learning at home

- Solicitation of local businesses by PTA for support and funding for special school events, field trips and student recognition
- Parenting classes will be provided once a week to strengthen parenting skills and build relationships
- Junior Achievement Day will be held for at least three grade levels. Junior Achievement is a volunteer-delivered K-12 program that fosters work-readiness, entrepreneurship and financial literacy skills, and uses experiential learning to inspire students to dream big and reach their potential. Students develop skills needed to experience the realities and opportunities of work and entrepreneurship in the 21st century global marketplace.
- AVID Elementary will be implemented to teach and practice the skills that will prepare students for college and career.
- Provide counseling for students who show the need for counseling support by connecting them to community resources and also providing counseling as needed on campus through partnerships with organizations such as Turning Point

Involving in decision making

Collaborating with the community

Building relationships

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
TOSA salary	1000-1999: Certificated Personnel Salaries	Title I, Part A	19,500.00
Support for parents	2000-2999: Classified Personnel Salaries	Title I, Part A	3,000.00
Employee benefits	3000-3999: Employee Benefits	Title I, Part A	4,221.18
Materials for classrooms	4000-4999: Books And Supplies	Title I, Part A	129,856.73
District office	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	26,522.76
Padres en Accion	5900: Communications	Title I, Part A	4,556.00
Total			187,656.67