

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



Adeline C. Walker Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education

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

**Adeline C. Walker Elementary School
Vision Statement**

Through the collaboration of faculty, parents, and community, Walker students shall become life long learners who express their creativity, think critically, and take risks empowering them to become productive, responsible, and compassionate citizens of our global community.

**Adeline C. Walker Elementary School
Mission Statement**

The mission of Walker Elementary school is to provide a meaning-centered environment in which all students develop strong English literacy skills that enable them to become effective communicators, problem solvers, and critical thinkers in a changing society.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	95	97	92
1	96	88	95
2	90	84	87
3	99	81	80
4	95	99	88
5	84	100	92

Percent Actual Attendance

2012-13	2013-14	2014-15
96.85	97.51	97.53

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	0 (0%)	0 (0.0%)
Asian	35 (6.38%)	38 (7.1%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	1 (0.2%)
Hispanic or Latino	508 (92.53%)	493 (92.3%)
African American	0 (0%)	0 (0.0%)
White (not Hispanic)	4 (0.73%)	1 (0.2%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	549	534

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: All students at Walker Elementary School will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century. Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. Students and staff will work in a healthy, safe, and secure environment that supports learning. In order to support the district in reducing the number of dropouts, suspensions and expulsions and increasing the number of graduates, Walker will engage students in meaningful and rigorous instruction, continue to implement PBIS strategies, and target high risk students.

Towards the LCAP sub-goal of Early Literacy, Walker will provide equitable student access to a rigorous, standards-based instructional program that includes, but is not limited to high-quality instruction, standards-aligned instructional material, academic supports, and technology-based resources. Walker will implement progress monitoring (growth) assessments for all academic programs such as DIBELS, STAR Renaissance and MAP (Measure of Academic Progress.) Walker Elementary will prepare students for college by ensuring that they are grade level proficient in ELA and Math.

- At Walker, 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 such as DIBELS Lexia, Smarty Ants, STAR Renaissance, MAP and SBAC. At all collaborative meetings (by grade levels) teachers will analyze student performance data to plan instruction and strategies to support and enhance the academic success of their students. The school administrator and TOSA will foster a school-wide focus on outcomes by providing technical assistance, planning opportunities, leadership and direction on the school's goals and facilitate in staff meetings, Instructional Leadership Team meetings and Staff Advisory team meetings will review data and implement instructional programs.
- Illuminate, DIBELS, STAR Renaissance and NWEA's MAP provide the tools needed to analyze state and local assessment data. These websites facilitate secure access and interaction with student data so one can identify students' areas of need and develop a plan for improving achievement.
- All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.
- Extra Duty Tutoring:
Struggling students will be tutored in ELA and Math after school. Teachers will work on specific skills using different intervention programs such REWARDS, 6 minute solution, Lexia and Smarty Ants
- Sub Days:
Teachers will meet after the universal screening for DIBELS, STAR and MAP to review students' scores, their weaknesses and to plan flexible grouping based on students' needs.
- Aide Extra Duty:
Instructional assistants will help struggling students in ELA and Math with homework. IAs will also monitor progress in Accelerated Reader, Smarty Ants, Lexia, ST Math and Lexia
- Office Extra Duty:
Bilingual office assistants will provide translation to parents during teacher/ parent conferences.
- Activity Supervisors:
They will take care of children during parent meetings.
- Employee Benefits: T
They will be paid to the positions described above.
- Instructional Materials:
Students will have access to Common Core materials in ELA and Language Arts and hundreds of expository books using MyON Reader at home and at school.

Walker Elementary will continue to offer extended learning opportunities through Engage 360 (afterschool program) and tutoring. We will continue to implement the District adopted Open Court Reading program and the Houghton Mifflin mathematics program.

- Walker teachers will administer appropriate assessments and analyze results to continuously differentiate classroom instruction, based on grade level skills and concepts to individual student needs. Walker teachers will administer the chapter and end of unit Math and ELA assessments.
- Teachers will follow the grade level reading and math curriculum maps to ensure that all required reading and math grade level standards are taught within the school year.
- Teachers will analyze MAP, DIBELS, Lexia and STAR assessment results to differentiate instruction.
- Printing:
Materials related to the instructional program will be sent to printing.
- Office Supplies:
Students will receive all the necessary supplementary classroom materials to effectively focus on learning. Teachers will be provided with an array of materials that will be used in the classroom.
- Transportation:
Walker students will be attending field trips to museums and concerts to enrich and supplement the core curriculum.
- Rental Contracts:
Walker will provide a promotion ceremony to 5th graders that will include the stage rental, food , academic trophies and a Polo shirt for all students.
- Field Trip Admissions:
Students will have ample opportunities to enrich and supplement core curriculum through trips to museums to learn about different cultures
- Mileage
- Travel/Conference

In order to align to the District's goal of college and career readiness, Walker Elementary will provide intervention programs to struggling students.

- Staff and administrator will engage in on-going data collection to inform instruction. Every 6-8 weeks, teachers will meet with administrator to discuss student progress and interventions that will take place (data chats)
- Each student's academic progress will be evaluated on an individual basis. Students who are demonstrating difficulties acquiring proficiency of the grade level standards will be identified and receive additional assistance through specialized classroom strategies and/or school intervention programs, such as an after school program or teacher tutoring in addition to attending extra time in the computer lab doing programs such as Lexia and Smarty Ants. The Language! program instruction will be provided by the upper grade mild/moderate teacher to students.
- Students in Kinder and grades 1st, 2nd and 3rd will be assessed in the DIBELS program and 4th-5th grade teachers will continue implementing Renaissance Learning for the 2015-2016 school year in addition to MAP in K-5 (math) and grades 1-4 (ELA).
- Kinder, first and second grade students will participate in Smarty Ants and all grades K-5 will participate in Lexia.
- The SST process will be used for all students who need additional assistance in academics, attendance or behavior.
- An SST Coordinator, administrator and/or TOSA will assist in conducting the SST meetings. Parents and students (if applicable) will be expected to attend.

Funding also includes substitutes so that administrator and or TOSA meet with parents and teachers to discuss academic and behavioral issues.

- Utilizing the SST process and/or referrals, community agencies such as Turning Point , Padres en Action, and Phoenix House etc. will work to aide students and families in counseling and handling behaviors at home.
 - The school will utilize agencies such as Operation School Bell, SOS, the Red Cross and others to assist those in families in need.
- Non-Instructional Consultant/Padres Unidos:
Padres Unidos will provide a kinder readiness program for incoming Kindergarteners.

Walker Elementary will work in partnership with parents and community members.

- Walker Elementary will welcome parents and maintain open and ongoing communication with parents through the use of the parent newsletter, the telephone XTEND System, personal phone calls, and parent meetings in the parents primary language.
 - Walker will involve parents in the education of their children and in the decision making process of the school. An emphasis on grade level standards will be the focus of each parent meeting.
 - Walker will offer parenting classes based on the results of a parent survey: types of classes and what parent involvement means to them.
 - Walker will include parents in the decision making process through the School Site Council, ELAC and through parent and community input at parent meetings. Also, SSC and ELAC parents will assist in the development of the School Plan for Student Achievement.
 - Walker will foster relationships with community and business partners.

Walker Elementary will provide a well-maintained, safe and nurturing environment where students feel safe and are able to focus on their learning.

- Custodial staff will maintain a clean and orderly campus.
 - All visitors and volunteers will enter through the office and wear a visitors pass.
 - All teachers will implement a schoolwide discipline plan that supports conduct and behavior. Posters of Walker's expectations are posted throughout the school.
 - Walker's behavioral expectations will be posted in all classrooms, library, cafeteria, etc.
- All staff will report they agree or strongly agree that school is a safe place for students on the California School Climate.
 - All students will report feeling safe or very safe at school on the California Healthy Kids Survey (CHKS).
 - All parents will report they agree or strongly agree that school is a safe place for my child.

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: Walker Teachers and staff will monitor student performance on an ongoing basis by administering DIBELS, MAP, STAR Renaissance reading assessments every 6-8 weeks. The BPST and DIBELS will be administered three times a year to measure student instructional and individual reading levels to students in kinder, grades 1,2 and 3. Students in grades 4 and 5 take the STAR Renaissance multiple times a year so that teachers can form their instructional groups. Teachers and staff will analyze results from each assessment to plan classroom instruction, individualize instruction according to student needs, and provide intervention and remediation support as needed.

Alignment of Instruction, Strategies and Materials with Content Standards

- Walker will continue to fully implement the Open Court Reading program (OCR) and the units of study to ensure that all students

are taught the Language Arts/Reading skills and concepts aligned to grade level standards.

- Teachers in grades 1 and 2 will teach the SIPPS program which replaces the core program (word knowledge) of OCR.
- All teachers will follow the district's curriculum maps, ensuring that the required CCCS standards are being met.
- In grade level meetings and grade level planning days, Walker teachers will analyze assessment results and base instructional strategies and interventions on student academic needs.
- Teachers will integrate strategies and materials from GLAD, WFTB, Thinking Maps, Focused Approach and Accelerated Reader, making curriculum more accessible to all students as well as GATE icons (depth and complexity).
- Teachers will work with the administrator and TOSA to provide intervention support to students who are working below grade level.
- At-risk students will be identified using BPST, DIBELS , MAP, STAR Renaissance, Lexia, SIPPS and teacher observation. Every 6-8 weeks, teachers will meet with the administrator to discuss progress.
- •Students in grades 3-5 will participate in sections of the AVID program (goal setting, time management, organizational skills and note taking).
- Extra Duty Tutoring:
Struggling students will be tutored in ELA after school. Teachers will work on specific skills using different intervention programs such Lexia and Smarty Ants

Extend Learning Opportunities

- • Staff will analyze student progress in benchmark assessments such as MAP,STAR, Lexia and DIBELS.
- Students who are performing below proficient will receive additional academic support PALS, 6 Minute Solution or REWARDS, as well as individualized or small group reading instruction.
- Teachers will provide extended learning opportunities through the OCR intervention program, the utilization of appropriate resources and materials such as educational assemblies, and outside the class through field trips.

Increased Access to Technology

- • Grades k-5 students will access technology on a daily basis by the use of chromebooks and Ipads and engage in instructional computer activities, such as Accelerated Reader,Smarty Ants, Lexia My ON Reader and MIND Institute designed to enhance and support the classroom curriculum.
- Students will utilize computers in the classrooms equipped with internet access to aide student learning of the content standards. Networking software and hardware will be updated for classroom access.
- Students in grades 3-5 will have chromebooks (1:1), grades K-2 will have Ipads and chromebooks.

Staff Development and Professional Collaboration

- • In bi-monthly grade level meetings and staff meetings, teachers will analyze on-going student performance on Benchmark assessments and develop lessons and instructional strategies for the following OCR unit.
- Based on school and teacher needs, staff will attend additional staff development trainings such as Lexia staff development, Reading Academy.

Involvement of Parents and Community

- • Parents will be invited to participate in family classes where they will learn how they can participate and be involved in their child's education.
- Teachers will support the involvement of parents and community through scheduled grade level meetings that will provide them with additional information and resources on how to meet the K-5 standards.

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

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: Walker teachers and staff will monitor student performance on an ongoing basis by administering the district writing assessments, based on the district calendar. Teachers and staff will analyze these writing assessments and other classroom writing projects to measure students writing progress and implement instructional strategies and interventions that will support and increase student writing levels.

Alignment of curriculum, materials, instruction, strategies and content standards.

- Teachers will implement the District adopted OC writing, Thinking Maps, WFTB, district curriculum specialists writing strategies, Common Core Units of Study to ensure that all students are taught writing skills and content aligned to the CCCS grade level standards.
- Every grade level will utilize a grade level specific student rubric, and anchor papers aligned to the grade level writing expectation.
- Every 6-8 weeks, teachers will administer writing assessments and extended response assessments and input results into Illuminate. Teachers and the administrator will analyze the assessment results, implement instructional strategies and interventions designed to increase students' writing skills and ability.
- Teachers will integrate strategies and materials from GLAD, WFTB, Thinking Maps and the Focused Approach into the OCR writing program to provide students with a strong skills and content base to become successful writers.
- Teachers will utilize the District's writing handbook to enhance and support the writing program.
- Extra Duty Tutoring:
Struggling students will be tutored in ELA and Math after school. Teachers will work on specific skills using different intervention programs such REWARDS, 6 minute solution, Lexia and Smarty Ants. these programs have a writing component that helps struggling students improve.

Extended Learning opportunities will be provided.

- Teachers and staff will analyze student writing progress on the district writing assessment every 6-8 weeks and other classroom writing assignments. Students who are performing below proficient in writing will receive additional academic support in small groups and one-on-one instruction during the OCR Workshop time and/or after school.
- Teachers will provide extended learning opportunities for writing by means of journal writing, a trimester writing project and content area writing, field trips google docs
- Instructional assistants will work with grades 1-5 students in the after school program, Engage 360, to provide support in writing.

In order to align Walker and the District's LCAP's engagement goals, students will have increased access to technology.

- All classrooms are equipped with computers, smartboards and internet access. Teachers will utilize classroom computers when appropriate to enhance and support writing instruction.
- All students will have routine access to internet-enabled technology at home and school.

In order to provide excellent instruction from highly-qualified and well trained instructional staff, Walker teachers will attend different opportunities to grow professionally.

- Teachers will attend training on teaching writing strategies (Making Meaning through Writing) that enhance the OCR writing program.
- Grade levels will meet to review student friendly rubrics aligned to grade level expectations.

- At monthly grade level meetings, teachers will analyze on-going student performance in the district writing assessments and develop lesson plans and instructional strategies for the following OCR unit.
- Teachers in grades 2-3 will attend the Reading Academy

Involvement of parents and community.

- Parent meetings will include information regarding the new Common Core Standards, the grade level specific writing standards and assessments and writing strategies and suggestions on how to help at home in writing.
- A bi-monthly parent newsletter will be sent home to inform parents of school activities and other school news.

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: Walker teachers and staff will monitor ELD performance on the CELDT assessment and on an on-going basis through the Carousel of Ideas lesson assessments. Teachers will measure students' ELD progress and implement instructional strategies and intervention that will support and increase student ELD levels.

Align instruction, strategies and materials with Common Core State Standards.

- Following the school district's Systematic ELD plan, all students will be assigned to ELD groups based on their proficiency level and/or 2054 school CELDT level.
- Walker will set a determined ELD block where all students will receive systematic ELD instruction in their designated ELD group.
- 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 Focused Approach handbook and "English Learner Support Guide" from the OCR program to frontload vocabulary and linguistic patterns, making the OC language arts program more accessible to English Learners.
- Teachers will utilize the OC Intervention Guide to differentiate instruction for English Learners.
- Teachers will administer the ADEPT assessment to monitor students' progress in ELD.
- Extra Duty Tutoring:
Struggling students will be tutored in ELA and Math after school. Teachers will work on specific skills using different intervention programs such as REWARDS, 6 minute solution, Lexia and Smarty Ants. Through this program differentiated instruction will take place to support struggling English Learners

Provide Extended Learning Opportunities.

- Students who are not making adequate ELD progress will receive additional academic support in small groups and one-on-one instruction.
- English Learners, including newcomers will receive additional support in ELD utilizing additional intervention strategies and/or an intensive ELD pull-out program (English to a Beat).
- Students in grades 1-5 will have access to our after school program, Engage 360, for additional assistance

Increase access to technology to enhance ELD instruction.

- Appropriate technology, such as iPads minis, chromebooks, computers , smartboards , ELMOS (which can provide visuals for ELD lessons) and software programs such as Smarty Ants and Lexia will be purchased and utilized to aide English Learners.

Provide time for staff development and professional collaboration in ELD.

- Teachers will meet on a regular basis to analyze student ELD performance data and plan lessons, strategies and interventions based on students' needs.
- Based on school and teacher needs, staff will attend additional staff development trainings.

Parent and school communication

- CELDT scores will be explained to parents at the first parent conference and at ELAC meetings as soon as they are made available.

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: Walker teachers and staff will monitor student performance on an ongoing basis by administering the Houghton Mifflin math chapter tests, benchmark assessments, end of unit assessments and the MIND Research ST Math online student progress reports. Teachers and staff will analyze these results, to plan classroom instruction, individualize instruction according to student needs, and provide intervention and remediation support, when needed. Teachers also utilize videos from the Khan Academy.

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

- Walker Elementary will implement and strictly adhere to the District adopted Houghton Mifflin Mathematics program to ensure that all students are taught the mathematics skills and concepts aligned to grade level standards to prepare them for college and the CCSS units of study provided by the district.
- Teachers will follow the grade level curriculum map ensuring that all required mathematics standards are being met.
- Teachers will administer all chapter test and end of the unit math assessments. In grade level meetings and grade level collaboration days, teachers will analyze test results and plan instructional strategies and interventions based on student academic needs.
- Teachers will develop an Academic Improvement Plan for students who are performing below proficient in math to set learning goals and monitor progress.
- Teachers will assign homework/extra practice using ST math.
- Extra Duty Tutoring:
Struggling students will be tutored in Math after school. Teachers will work on specific skills using different intervention programs such REWARDS, 6 minute solution.

Extend learning opportunities in the area of mathematics.

- Teachers and staff will analyze student progress on the MAP test, ongoing chapter and unit assessments as well. Students who are performing below proficient will receive additional small group and one-on-one instruction from the classroom teacher and/or an instructional assistant.
- Teachers will support students' needs and connect the lessons taught to real life applications by using hands-on activities and by providing additional mathematics example so that English Learners can have access to the curriculum.
- Grades K-5 students will have access to the after school program, Engage 360, as space allows.
- MIND Institute ST Math software is a non-language-based method of 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.
- K-5 students will have ample opportunities before and after school to participate in the ST program in addition to the allotted time

during the school day.

Increased access to technology.

- • Every classroom, K-5 will use chromebooks/Ipads to access ST math and engage in instructional computer activities designed to enhance and support the classroom curriculum. At risk students will also attend the computer lab for 30 minutes, 4 days a week.
- Students will utilize computers in the classrooms equipped with internet access to aide student learning of the content standards.
- Appropriate math software and spreadsheet programs will be purchased to aide students' problem solving and calculation skills, i.e., MIND Research Institute's ST Math.
- •Students will also have access to Ipad minis and chromebooks in order to work on the ST Math program.

Ongoing professional development in the area of mathematics.

- • Teachers will analyze on a regular basis student performance in the math assessments and collaboratively develop lessons and instructional strategies that will increase student achievement in mathematics.
- Based on school and teacher needs, staff will attend additional staff development trainings (District-offered trainings.)

Involvement of Parents and Community with mathematics.

- A bilingual bi-monthly parent newsletter will be sent home to inform parents of school activities and other school news, such as math strategies and suggestions and/or lessons and activities that can be done at home.
- Math Family nights will be attended by 4th and 5th graders and their families in order to learn Math concepts while playing together.

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: In order to support the LCAP goal 3, Walker 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 of its students.

Building on parenting strengths

Walker Elementary will welcome parents and maintain open and ongoing communication

- • Parent meetings will be educational as well as informational. Parents will be surveyed to determine what type of parent training they desire.
- Bilingual bi-monthly parent newsletters will inform parents and keep them up to date with school news and events and will be posted on the school website.
- The telephone program, Parent Link, will communicate important dates and information to parents.
- The Principal and front office open door policy will welcome parents and assist them with their questions, concerns, and/or requests.
- Teachers will be available before school or after school to talk with parents on an appointment basis or parent/teacher agreement.
- Hold parent meetings for parents to inform them about Walker's goals, expectations and current events. Childcare will be provided.

Communicating effectively

Walker will involve parents in the education of their children and in the decision making process of the school.

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

- Trimester reports will inform parents of their child's academic progress. Quarterly meetings will be held with parents to give progress reports.
- Parents will be involved in the Student Success Team process.
- Parents will be informed if their child is at risk of retention and be involved in the Board of Review process.
- Parents of underperforming students will be involved in the development of their child's Academic Improvement Plan.
- School Site Council and ELAC will be involved in the development of the Single Plan for Student Achievement.
- To maximize attendance at various parent involvement opportunities, Walker will provide childcare and refreshments.
- Parents will have ample opportunities to attend parent meetings.

Organizing opportunities for volunteering

In order to support the sub-goal of conditions of learning, Walker will support learning opportunities for all stakeholders.

Walker Elementary will offer parenting classes.

- Classes offered will be based on a parent survey asking parents what type of classes they would like to attend.
- The library media center and the school media technician will accommodate parents who wish to check out books and/or use the library computers.
- Padres en Accion, a group of volunteers, will play with students during lunch recesses 3 times a week. A Parent coordinator will also provide information regarding healthy eating habits to parents.
- Parents will attend parenting classes.

Learning at home

Walker Elementary will foster relationships with community and business partners.

- Business partners will participate in school activities designed to recognize and motivate teachers, staff and students.
- The Phoenix House and Turning Point will be referral agencies for students and families that need their services and assistance.

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
Extra tutoring in ELA for students at risk	1000-1999: Certificated Personnel Salaries	Title I, Part A	25,000.00
Instructional assistants will open the library and computer labs to support students in the different intervention programs such as Lexia, ST Math, MYon reader, Accelerated Reader.	2000-2999: Classified Personnel Salaries	Title I, Part A	10,000.00
Benefits to cover the above employees.	3000-3999: Employee Benefits	Title I, Part A	2,376.67
Supplemental materials and technology programs to support intervention programs.	4000-4999: Books And Supplies	Title I, Part A	37,251.00

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Services such as turning point, Padres En Accion, visits to museums, transportation etc. to support the socio-emotional development of students at Walker.	5000-5999: Services And Other Operating Expenditures	Title I, Part A	33,800.00
Total			108,427.67