

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



**Wilson 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

**Wilson Elementary School  
Vision Statement**

Wilson Elementary is dedicated to preparing all students to become lifelong learners, problem-solvers and contributing members of our society. Academic excellence and well being is our priority.

**Wilson Elementary School  
Mission Statement**

Wilson Elementary school strives to provide equitable student access to a safe, respectful, supportive, rigorous, researched-based learning environment in which all students develop a growth mindset as preparation for 21st century College and Career readiness. Students' progress will be dynamically measured throughout the year using a variety of class, school, district, and state data, especially in the area of English Language Development, which is crucial for our students. Students, parents, staff and community members will effectively collaborate as partners to promote achievement and foster the necessary skills and values that will empower all students to become contributing members of a diverse and rapidly changing society.

**School Profile**

**Enrollment/Demographic Data**

**School Enrollment Trends**

Grades	2012-13	2013-14	2014-15
<b>K</b>	128	153	148
<b>1</b>	128	121	158
<b>2</b>	105	122	119
<b>3</b>	119	104	118
<b>4</b>	108	121	112
<b>5</b>	96	104	125

**Percent Actual Attendance**

2012-13	2013-14	2014-15
96.55	96.97	96.65

**Student Demographic  
by Ethnicity**

	2013-14	2014-15
<b>American Indian or Alaska Native</b>	0 (0%)	0 (0.0%)
<b>Asian</b>	2 (0.28%)	3 (0.4%)
<b>Pacific Islander</b>	0 (0%)	0 (0.0%)
<b>Filipino</b>	0 (0%)	0 (0.0%)
<b>Hispanic or Latino</b>	720 (99.31%)	771 (98.9%)
<b>African American</b>	0 (0%)	1 (0.1%)
<b>White (not Hispanic)</b>	3 (0.41%)	3 (0.4%)
<b>Multiple or No Response</b>	0 (0%)	0 (0.0%)
<b>Total Enrollment</b>	725	780

## **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.*

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**School Goal:** At Wilson Elementary, staff, parents and community serve as an integral part our students' academic achievement. Communication will take place on a regular basis between school staff, students, parents and the community to explain the Common Core State Standards and academic growth of the 2015-2016 school year. All stakeholders will be involved in the decision making process. During its second year of full PBIS implementation, Wilson will implement a framework of intervention practices to establish a positive social culture where everyone is responsible, respectful and safe. Students and staff will be provided a safe, clean and orderly learning environment where they feel welcomed, valued, and will be motivated about learning and progressing to meet , or approach, grade level standards by June 2016.

### **Wilson Elementary will maintain clear targets and feedback in meeting all standards set by local, state and federal government.**

- Wilson has clear academic targets based on results from state and district progress monitoring assessments. These targets are dynamically updated based on timely feedback and the Data Driven Decision Making Process,' or Cycle of Inquiry(attached) which drives progress monitoring and personalized instruction. Wilson staff will collaborate in grade levels to discuss data, best practices, and student engagement strategies to guide instruction.
- Students and their parents know if they are proficient or not based on state provided print-outs, and school assessment print-outs of DIBELS and MAP.
- The Wilson leadership team will publicly post and frequently update student learning data.
- TOSA and teachers assist in implementation of support network for under-performing students. Our Teacher on Special Assignment (TOSA) provides direct services to to English Language Learners, at-risk students, newcomer students, as well as students with ELD proficiency levels that are two or more years below grade level expectations. She monitors and facilitates the ELL programs, including student program placement, required assessments, maintenance of State required documentation, and monitoring student progress in ELD and academic achievement. In addition, she facilitates ELAC; attends district meetings and provides small group tutoring, classroom support and demo lessons as needed; oversees the assessment program including District and State required curricular assessments such as ADEPT, Benchmarks, MAP, and CELDT.
- Illuminate, provides the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Illuminate tools allow sites the ability to analyze state, district, and classroom assessment data against demographic and administrative data to create effective instructional programs for students. Illuminate facilitates secure access and interaction with student data so one can identify students' areas of need and develop a plan for improving achievement. Administrator and teachers analyze the data accessed through illuminate in regularly scheduled data chats.
- Wilson will allocate funds for supplementary materials needed for student academic growth. Materials may include, but not limited to, student books, teacher instructional materials, student materials, and technology. Materials to be purchased will be based on student needs.

### **The Wilson leadership team will work together with students, parents and teachers to create a Professional Learning Community.**

- Wilson will work as a team to implement the STAR Restructuring Plan. These restructuring efforts focus on Governance, Strategic Instructional Strategies, and Parental Involvement.
- Wilson's Instructional Program is driven by ongoing analysis of student learning data. The extensive analysis of data by: staff, School Site Council, English Language Advisory Committee, and the Instructional Leadership Team is used to identify priorities, set goals, and align resources. This process is reflected in the STAR Schools Data Driven Decision Making Process, whose focus is student learning.
- Parent meetings, training workshops, conferences and a central parent resources bulletin board will encourage parents to take an active role in their children's scholarly success.
- After hours tutoring including Think Together and SES
- Wilson will offer additional on-site personalized professional development and coaching to teachers through consultants to enrich and enhance the core program. Consultants will focus on strengthening curriculum vertical alignments to support all students in meeting and exceeding grade level standards, and strengthen school wide vision. Professional Development will be offered during the school day and after school.
- To create a learning community at Wilson, parents will be invited to participate in various learning opportunities such as English

Classes and parenting classes. Babysitting will be provided to allow parents to be fully engaged in activities. Food and beverages will also be provided.

- Substitutes will be provided to support the Instructional Leadership Team (ILT) as they meet to develop, revise, and extend instructional delivery systems to meet the needs of all students and close the achievement gap for struggling learners and ELs. For students that need additional support in academics or behavior, the Student Success Team (SST) team meets with teachers and parents to provide ideas, interventions, and strategies to guide students toward success. The PBIS team will meet during the school day and after school to improve Wilson's school climate and therefore improve the students experience here at Wilson. Allocation of funds for substitutes to release teachers for SST/Board of Review and PBIS meeting will support Wilson's learning community.
- To strengthen home-school communication and increase metacognitive planning, supplementary student agendas will be purchased for 4th and 5th grade students.
- To create a culture of scholarship, the library will serve as a literacy center for extended hours before and after school for all parents, teachers and students. To support all scholars in literacy, supplementary library books will be purchased (hard/soft cover and digital)

#### **Wilson will implement data driven decision making and instruction.**

- Wilson staff will individually meet with Administration before and after the school day to monitor student annual and quarterly progress on state and district assessments at least 3 times per year.
- Wilson staff will meet in grade levels to discuss data, best practices and share strategies weekly.
- Wilson Staff will analyze student test results from the state, district and school site and use them as tools to guide their instruction.
- Professional development, and various teacher learning opportunities will be offered after school hours.
- Wilson faculty actively collaborates with district curriculum specialists to analyze data and refine educational practices. Substitutes will be utilized for collaborative grade level planning, and vertical alignment, during the school day. The goal is to use data to personalize instruction and improve academic growth using the Release of Responsibility Model ( I do it, we do it, you do it together, you do it alone) during instruction.

#### **Wilson will provide positive feedback and celebrate achievement, attendance and attitude.**

- Wilson staff fosters a culture of success by publicly celebrating student progress and high achievement. University Starts Now (USN) building a culture of high expectations - students visit local college campuses and participate in meaningful activities building a community of learners.
- Students will be honored for high achievement at or above grade level and great improvement as measured by their Benchmark and MAP assessment.
- Students will receive certificates, medals, bracelets, and books during four Wilson Effort Assemblies.
- Attitude and Attendance Award Assemblies will celebrate students who demonstrate good conduct and perfect attendance.
- Data Walls celebrate gains and achievement with the goal of every child being able to find their name posted somewhere.
- Schoolwide PBIS implementation to reduce negative behavior and foster relationships that support student achievement.
- Writing Wall of Fame

#### **Wilson will use technology to support district curricular goals and enhance teaching and learning.**

- Students will have access to computers in the classroom and the computer lab before school, after school and during the school day. The Librarian and Computer Lab Instructional Aids will offer technology support in math and reading before and after school.
- Teachers will use technology to enhance their lessons and engage students (iPads, Chrome books, and desktops ).
- Students will have access to the Internet for research based projects and to have an opportunity for interactive activities.
- Only standard aligned programs that support state and district goals will be implemented.
- Monthly Technology Integration meetings will be held after school to foster teacher collaboration as they implement 21st century skills. Devices were purchase to provide technology access at school. Wilson fifth grade students will have a 1 chrome book per student ratio. Third and Fourth grade students will have a 1 device per two student ratio. Kinder through second grade will have a 1 device per three student ratio. Students will have access to devices in their classroom as well as in the computer labs. Office hours will be offered by the Computer Lab Instructional Aids to facilitate the use of educational technology resources at home.
- Teachers will utilize supplemental academic software to support student learning. Teachers and students currently have access to Lexia, Smarty Ants,AR, St Math, and Study Island. Other technology software will be purchased to support student individualized learning goals and technology consultants will support with current educational programs.

- Two Technology Instructional Aides will be available for parents, teachers, and students. They will maintain and monitor two computer labs and all other tech devices and provide instructional support.
- Teacher technology devices will be updated to better support students. Each teacher will receive a macbook to support with program planning at home and instruction at school. To create equitable access to technology, every teacher received two desktops, for teacher and student use.

## **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:** Wilson Elementary School will increase the number of students that score proficient in the District Benchmark Extended Response assessments (including Migrant education and applicable sub-groups) by at least 10%. A baseline for scoring will be determined by the first District Benchmark. Sixty-five percent of students in grades kinder and first will be reading at grade level as measured by DIBELS. All students at Wilson will be instructed daily in reading with the district adopted Open Court program and research based best practices for engaging all students in learning the Common Cores State Standards. All staff members will implement a select list of "Wilson's Best Practices for English Learners" to promote language fluency and high achievement. Intervention programs and/or after school tutoring will be provided by classroom teachers. An emphasis will be placed on 21st Century Learning and Innovation Skills, or the "4 Cs": Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving. Professional development may focus on any, or all, of the core academic areas, Reading, Writing, and Math while including other areas such as Science, Social Studies and Art in units of study.

### **Wilson staff will implement research-based strategies that promote student engagement and fully implement the Common Core State Standards.**

- Wilson staff will utilize the district adopted Open Court reading materials, the district Curriculum Map, and district created Units of Study in order to fully implement the Common Core State Standards.
- To fully implement the Common Core State Standards, instructional materials will be purchased. Materials will vary based on the grade level expectations and per consultant's recommendation based on student needs.
- Teachers will implement research based strategies that promote full student engagement including GLAD, Thinking Maps, and Frontloading.
  - Wilson teachers will engage all learners using a variety of research based best practices including the use of white boards.
  - Wilson staff in grades Kinder through third grade will assess students every 6-8 weeks.
  - All grade levels will have a workshop time to address Language Arts skills and standards to differentiate instruction.

### **Data will be used to personalize instruction and form small targeted groups for interventions and extensions of learning.**

- Based on in class, district, DIBELS and MAP assessments, students will be strategically grouped to provide individualized instruction in Language Arts.
- Opportunities for metacognitive reflection and extension beyond and across the curriculum will be encouraged in journal opportunities and proving/disproving argument and debate strategies.
- Extended learning and enrichment opportunities will be offered to students, such as After School Intervention/Tutoring, Saturday school and Summer School with certificated, classified, or substitute personnel. Our goal is to support students in reaching grade level standards, and diminish the summer slide.
- Data analysis meetings will be held with Administrator and MTSS representatives to guide teachers in observing patterns in classroom, and school data. Based on observations, an instructional plan will be created to better support all learners.
- To obtain data of students' acquisition of early literacy skills as quickly as possible, substitutes may be utilized to support teachers in administering the DIBELS assessments. Obtaining this data as quickly as possible will enable teachers to promptly modify and personalize learning.
- After interventions have been put in place, students that don't demonstrate adequate growth will be referred to the SST Team. The goal of the SST team is to meet with parents and teachers to create a plan of action to better support the student, at school and at home. After 2 SST's without desired academic growth, students are referred for possible retention and attend a Board of Review meeting with Administrator.

### **Students will use technology as a medium to demonstrate knowledge and proficiency of the English Language Arts grade level standards.**

- Wilson staff will utilize technology to improve reading instruction including the use of: computers, projectors, smart boards, digital cameras, document cameras, and other equipment in order to engage all students in learning.
- Students will utilize the computer adaptive MAP assessment as a means to monitor student academic progress and growth.
- Students will utilize innovative research based reading programs to improve specific skills including Lexia, Smarty Ants, and

ReadingPlus.

- Funds need to be allocated to provide 3rd-5th grade student access to Lexia.
- Students will have access to the Internet for research purposes and for interactive activities.
- Teachers have access to interactive Web based Language Arts lessons and activities through Educational Websites.

- Students will use AR as an incentive and to monitor reading time. Funding will be provided to purchase more AR books, digital and paper back, and instructional supplies for the library and Reading program.

#### **Teachers will participate in professional development to fully implement the Common Core State Standards**

- Consultant will provide demonstration lessons promoting full student engagement during standards based instruction.
- Wilson staff will have a monthly "Strategy Refreshers" as part of faculty meetings in which teachers present one research based strategy that has been effective in promoting student engagement and learning.
- Wilson has 2 modified days per month in which the teachers meet by grade levels to analyze data, plan language arts instruction, and discuss best practices.
- All teachers will be trained in district technology programs, such as Illuminate to access data and drive instruction.
- Allocate funds for Substitutes to release teachers as they attend professional development , trainings, and meetings during the day. Teachers work collaboratively as they learn, plan, and implement better teaching practices to support student academic growth and achievement to reach and exceed grade level expectations.
- Wilson will offer more on-site personalized professional development, and coaching, to teachers through consultants (Nancy Fetzer and others) and Wilson staff members. Wilson faculty is dedicated to strengthen curriculum vertical alignments to support all students meet and exceed grade level standards and strengthen school wide vision in reading. Professional Development is be offered during the school day and after school.

#### **Wilson Parents will be informed and involved participants in their children's education.**

- Parents attend an informational meeting regarding reading expectations, as well as CELDT and formative classroom assessment results.
- Parents are involved in school governance through SSC and ELAC.
- A monthly newsletter will be sent home as one form of communicating upcoming events and parent training opportunities.
- Parent and Me early reading program will provide parent with skills to meet the needs of all their learners using software programs including Lexia
- Celebrate "Read Across America" day: Members of the community will be invited to read to students.
- Parents will be invited to come to monthly parent meetings which include strategies for helping students succeed in school.
- Parents will participate in trainings on how to support their students with reading.
- Annual Family Reading Night showcasing ideas to support literacy at home.
- Participate in "Book Choice" opportunity to read with child in the classroom
- Parent Resource Bulletin Board provides calendars, copies of standards, informational items all in one place to foster communication.
- Data Walls describing progress and achievement of students communicates Wilson's core values to the parents as they walk the halls.
- ELAC/DELAC committees
- LCAP meetings will be held to gather parent recommendations and feedback to strengthen student's academic success and parent communication.

#### **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.*

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**School Goal:** Wilson Elementary school will insure that a minimum of 50% of the students will reach proficiency in grade level writing standards by spring 2016 through implementation of the District adopted Open Court Reading Program and implementation of Write from the Beginning and 'Fetzer Strategies' (including Migrant education and applicable sub-groups). All students will improve by at least one level on the district writing exam. A baseline for scoring will be determined by the first District Benchmark and will be used to monitor student progress and guide instruction. Teachers will monitor student performance on an ongoing basis by administering the writing assessment three times a year, as well as administering in class writing assignments as a means to monitor growth and instruction. Wilson staff will provide explicit primary literacy instruction and early interventions to students who need assistance according to a variety of data. Opportunities for metacognitive reflection and extension beyond and across the curriculum will be encouraged in journal writing. An after school "Writer's Workshop" will be offered. All staff members will implement a select list of "Wilson's Best Practices for English Learners" to promote language fluency and high achievement. An emphasis will be placed on 21st Century Learning and Innovation Skills, or the "4 Cs": Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving. Professional development may focus on

any, or all, of the core academic areas, Reading, Writing, and Math while including other areas such as Science, Social Studies and Art in Units of Study.

**Wilson staff will implement research based strategies that promote full student engagement meet the Writing Common Core State Standards.**

- All students will be instructed daily in writing using the district approved Open Court program and Units of Study.
  - Teachers will administer the District Writing Assessment.
  - Teachers will use a variety of district approved research based teaching strategies to engage all students and help them become proficient writers.
- Teachers will implement Fetzter strategies, where writing is integrated into reading, as well as District writing lessons. A focus on text structure will guide students in understanding Narratives and Informational Texts ,and will support students in answering text dependent questions as well as writing opinions using textual support. Wilson staff focuses on guiding students through a Reading, Oral Rehearsal, and Writing process.

**Data will be used to form small targeted groups for interventions and extensions of learning.**

- Students will be strategically targeted to receive additional, intensive instruction in writing.
- Teachers will personalize instruction to guide students to proficiency on the writing assessment.
- Students in the after school program will be exposed to different writing genres and will have a variety of opportunities to use writing strategies.
- Wilson students will receive tutoring in small groups before, during, after school, and Saturdays with certificated, classified, or substitute personnel.
- Opportunities for metacognitive reflection and extension beyond and across the curriculum will be encouraged in journal writing.

**Staff will use technology to motivate and facilitate writing.**

- Wilson staff will utilize technology to improve writing instruction including the use of: computers, projectors, smart boards, digital cameras, document cameras, and other equipment in order to engage students in learning.
- Students will have the opportunity to conduct research on the internet and create standards based writing projects.
- Students have access to various devices (iPads, Chrome books, and desktops) to assist in the writing process.
- Teachers will use a variety of educational programs to guide students through the writing process, such as Educreations and Google classroom.

**Wilson staff will participate in staff development and extended learning opportunities to create a list of Wilson's 'Best Practices' to provide effective instruction.**

- Teachers will learn and implement Fetzter Writing Strategies.
  - Teachers will share best practices for teaching the writing process at their grade level meetings.
  - Grade levels will reach consensus on scoring, providing corrective feedback, displaying student writing samples in the classroom.
  - Thinking Maps and Write From The Beginning trainings and refresher courses will be offered to the staff throughout the year.
- Wilson will offer more on-site personalized professional develop, and coaching, to teachers through consultants and Wilson staff members. Wilson faculty works to strengthen curriculum vertical alignments to support all students meet and exceed grade level standards and strengthen school wide vision in writing. Professional Development is offered during the school day and after school.

**Wilson Parents will be informed and involved participants in their children's education.**

- Parents will have the opportunity to visit the classrooms and view current individual student writing samples during Back to School night and Open House.
- Teachers will share individual student progress with the parents during conferences.
- A monthly newsletter with important information about our school will be sent home.
- Parents will be invited to a “Writer’s Showcase” event for those students who show excellent progress in the area of writing.

Student work is displayed in the school hallway for all parents to see.

## **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.*

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**School Goal:** Through the implementation of the new ELD standards, the number of English Language Learners who scored at the Beginning, Early Intermediate, and Intermediate levels of CELDT will decrease by 10% (including Migrant education and applicable sub-groups). A minimum of 80% of English learners will make one level growth on the CELDT exam. All students at Wilson will be instructed in heterogeneous grouping daily in English Language Development (ELD) using the district approved Carousel of Ideas program as well as other supplemental strategies and materials such as GLAD and Thinking Maps that support the Carousel of Ideas program and Discussion for Learning. Students language acquisition will be monitored with the ADEPT exam. This form of systematic ELD instruction and commitment to student engagement and collaboration will allow teachers to better serve the needs of the students at their level of proficiency while still maintaining high expectations. Opportunities for metacognitive reflection and extension beyond and across the curriculum will be encouraged on a daily basis. Wilson staff will integrate the use of "Wilson's Best Practices for English Learners" throughout the entire instructional day as well as provide intervention as needed. An emphasis will be placed on 21st Century Learning and Innovation Skills, or the "4 Cs": Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving. Professional development may focus on any, or all, of the core academic areas, Reading, Writing, and Math while including other areas such as Science, Social Studies and Art in units of study.

### **Wilson Staff will use research-based strategies to provide effective instruction of state ELD standards.**

- All students will be instructed with the district approved Carousel of Ideas ELD program and will use all the accompanying materials from this standards based program.
  - Teachers will use a variety of supplemental strategies such as GLAD, the Focused Approach, and Frontloading to support the Carousel of Ideas ELD program for differentiated instruction.
  - Teachers will administer the ADEPT twice during the year to assess student progress in ELD. Teachers will analyze the ADEPT results and make the necessary changes to students who improve by a minimum of one level in ELD proficiency.
  - A school-wide implementation of Academic Language strategies will support student's language acquisition.
  - A school-wide implementation of the supplemental ELD program Discussions for Learning will assist with monitoring student language acquisition.
- Newcomer students, and students in Emergent Levels, will receive individualized support from TOSA and Computer Instructional Aides. They will have access to English Rosetta Stone, where their oral English language development and vocabulary will be monitored. Microphones, earbuds, and other technology devices will be purchased to support all English Learners.

### **Data will be used to form small targeted groups for interventions and extensions of learning.**

- Students at the beginning levels of ELD development may receive additional ELD time with TOSA and/or Technology Instructional Aide
- Groups of students will be strategically targeted for further, intense instruction in ELD with potential Instructional Aides/Intervention Substitutes.
- Students in the after school program will be exposed to multiple opportunities to improve their English skills and proficiency levels.
- Students who demonstrate a need for extra support will participate in the school wide intervention program, and newcomers will have access to English Rosetta Stone
- Opportunities for metacognitive reflection and extension beyond and across the curriculum will be encouraged in partner pair-share activities.

### **Staff will utilize technology effectively in the instruction of writing.**

- Wilson staff will utilize technology to improve ELD instruction including the use of: computers, projectors, smart boards, digital cameras, document cameras, iPads and other equipment in order to engage students in learning.
  - Students will create audio visual projects which focus on language objectives that they can share.
- Teachers will guide students through the writing process using a variety of technological educational programs (such as Educreations



and Google Classroom)

**Staff will use dynamic and timely metrics to ensure effective grouping and intervention in ELD.**

- Teachers will meet in grade levels and analyze the data in order to properly develop ELD rotations to provide systematic instruction by levels of proficiency.
- Teachers will collaborate to make the necessary changes when students make a minimum of one level growth on the ADEPT exam. The TOSA will monitor ELD levels and progress and ensure that proper interventions are implemented in the beginning levels and for those students that have been at the intermediate level for more than one year. The TOSA, and Computer Instructional Aides, will provide small group interventions to supplement and support the ELD program in place.

**Wilson Parents of English Learners will be informed and involved participants in their children's education.**

- Parents will have opportunities to visit the classrooms during Back to School night, parent conferences, and Open House to view student work.
- A monthly newsletter will be sent home to inform parents of upcoming events and school news.
- Teachers will discuss student achievement with parents during parent conferences.
- Many Parents in the primary grades participate in "Book Choice" time in which they read with their children inside the classrooms weekly.
- Parent Resource Bulletin Board
- Results of CELDT assessment are distributed to parents and growth in English Language Development, and ADEPT scores, are discussed with parents during parent conference.
- Parents are invited to the CELDT Reclassification celebration ceremony when their child meets all reclassification criteria. Wilson's goal is to reclassify student within 5 years of entrance, we will work diligently to meet and exceed district criteria. First through third grade students will be reclassified using the following criteria: CELDT Proficient, DIBELS at Benchmark, and trimester District Writing Assessment or Extended ELA response at 3 or higher. For grades 3-5, students will be reclassified using the following criteria: CELDT proficient, MAP RIT score at NWEA Media per grade level, and District Writing Assessment or Extended response at a 3 or higher. Reclassification criteria will be presented to parents during General Parent Meetings, School Site Council (SSC), and English Learner Advisory Committee (ELAC).

**Goal III: Mathematics**

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

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**School Goal:** To support the district goals of algebra readiness by the beginning of 9th grade and college readiness by 11th grade as evidence by Math Early Assessment Program and MAP results, students at Wilson Elementary will demonstrate a 10% gain from the baseline of students performing at or above the mean RIT score for their grade level as measured by the Measure of Academic Performance (MAP) assessment by spring of 2015 through the implementation of the District adopted Houghton Mifflin Math program and the additional software program provided through the Mind Institute (ST Math). Students will use the Mind Institute technology program which aides in mastering math skills, facts, and concepts. A baseline for monitoring progress will begin with the administration of the first District Benchmark and the MAP. Wilson staff will align the rigor of instructional practices to better match that required by state standards. Wilson staff will provide explicit instruction in math and early interventions to students who need assistance according to a variety of data. Opportunities for metacognitive reflection and extension beyond and across the curriculum will be presented in the form of writing the hows and whys' of problem solving. All staff members will implement a select list of "Wilson's Best Practices for English Learners" to promote language fluency and high achievement. An emphasis will be placed on 21st Century Learning and Innovation Skills, or the "4 Cs": Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving. Professional development may focus on any, or all, of the core academic areas, Reading, Writing, and Math while including other areas such as Science, Social Studies and Art in Units of Study.

**Staff will use research-based strategies and 'best practices' to cover state standards in mathematics.**

- All students will be instructed with the district approved Houghton Mifflin Mathematics program materials.
- Teachers lessons are designed to include mathematical conceptual understanding, application, and math fluency.
- Teachers will use a variety of standards based supplemental strategies such as Thinking Maps to support the core mathematics program.
- Teachers will administer the Mathematics Benchmarks exam, and MAP assessment, three times a year and continuously monitor student performance.

**Data will be used to form small targeted groups for interventions and extensions of learning.**

- Groups of students will be strategically targeted for further, intense instruction in Math with possible Instructional Aides/Resource Teachers.
- Students in the after school program will have multiple opportunities to improve their mathematics skills through the guidance and tutoring from the after school program personnel.
- Students will use ST Math from the MIND Research Institute to deepen conceptual understanding and fact fluency.
- Provide appropriate Math materials that include, but are not limited to supplementary instructional materials, software, and hands-on manipulatives.
- Opportunities for metacognitive reflection and extension beyond and across the curriculum will be encouraged in journal writing.

**Staff will use technology to improve instruction of mathematics.**

- Wilson staff will utilize technology to improve mathematics instruction including the use of: computers, projectors, smart boards, digital cameras, document cameras, iPADS, Chrome books and other equipment in order to engage all students in learning.
- Students will participate in ST Math, a standards based program which uses technology (math games on computer) to help improve math conceptual understanding and math fluency.
- Teachers will utilize other educational software to support student's mathematical conceptual understanding, application, and fluency.

**Staff will use data analysis and feedback to drive instruction.**

- Teachers will meet in grade levels to discuss best practices and instructional strategies to better improve student performance.
- Wilson staff will have a monthly “Strategy Refreshers” as part of staff meetings in which teachers present one research based strategy that has been effective in promoting student engagement and learning.
- Teachers will analyze MAP and Benchmark Assessments data and look for trends which will assist them in improving their instruction.
- Teachers will assist student with goal setting using MAP data, weekly chapter, unit, and Benchmark assessments.

**Wilson Parents will be informed and involved participants in their children's education.**

- Parents will be invited to a district or local mathematics trainings.
- Parents will be invited to participate in award ceremonies celebrating students who show excellence in mathematics as well as other subject areas.
- Annual Family Math Nights in which strategies are shared on how to support Math at home.
- Copies of MAP data will be given to parents, and trainings will be offered to support students with academic growth.

**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.*

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**School Goal:** Wilson has a strong commitment to build parent capacity through collaboration and constant communication. Parents are regarded as partners in planning, making decisions, solving problems, and providing opportunities for students to achieve content and performance standards. Parents will have access to participate in General Parent Meetings, School Site Council, English Language Advisory Committee, and other learning opportunities. Wilson will also work with the surrounding community to foster a safe school environment. Parent participation will increase by 10% from previous year.

**Building on parenting strengths**

**Parents will participate as stakeholders and decision makers.**

- Parents serve on the District Advisory Committees, School Site Council (SSC), Superintendent’s Cabinet, English Learner Advisory Committee (ELAC), and the District English Learner Advisor Committee (DELAC).
- All parents are expected to attend Back to School Night, Open House, and parent/teacher conferences. Parent Tours of the school with opportunity for feedback will be offered. Parents are encouraged to volunteer 9 hours a year.

- Parents will participate in the Student Success Team meetings in order to provide information and make decisions about their child's education.
  - Student data from District and State sources will be shared at general parent meetings, SSC, and ELAC. Input will be requested in the form of comments and surveys.
  - Parents will attend District DELAC meetings and share information with ELAC and SSC.
  - Parents will be invited to participate in a Wilson LCAP input meeting.
  - To show appreciation for parents attending meetings, food will be provided in a welcoming atmosphere.
- A variety of learning opportunities will be offered at Wilson Elementary. For example, English classes, and Raising Resilient children will be offered as a support to parents. Technology support will be available daily to improve home-school support.

### **Communicating effectively**

#### **Wilson will provide multiple, flexible opportunities for parent meetings**

- A monthly parent meeting will be held in the morning, and some in the evening, to accommodate parents' schedules. Parent input and participation for these meetings is always emphasized and encouraged.
  - Award ceremonies will be held to honor students who demonstrate high achievement or big learning gains.
  - Ongoing parent/teacher communication will be supported by translators as well as Back-to-School Night, Open House, Parent Conferences, and goal setting conferences.
- Parents are offered varied opportunities to support school activities and students. Parents are welcomed to support their students in AR in the school library before and after school. They are invited to volunteer for school events and extracurricular activities, such as Girls on the Run and the Eric Wall Toy Drive.
  - Childcare will be provided for parents during General Parent meetings, ELAC, SSC, parent English classes, and other parent informational and learning opportunities.

### **Organizing opportunities for volunteering**

#### **Wilson Staff will provide feedback on student performance.**

- Wilson will provide systematic feedback to parents about student progress after formative assessments.
  - Wilson will provide a specific folder for communication to parents about student academic progress and informational items.
  - Wilson will provide progress reports and certificates from computer programs and computerized assessments.
- Parents will receive copies of student test results, such as MAP and DIBELS. Reports from STMath, Lexia, SmartyAnts, and Study Island will also be sent home to inform parents of student progress.

### **Learning at home**

#### **Wilson School will provide multiple means of communication for parents**

- Administration will use the district Blackboard service to contact parents for parent meetings, Open House, Back to School Night, state testing and Parent Teacher Conferences.
- A monthly newsletter with important information and upcoming events will be sent home.
- Parents have access to Wilson's official website through the district website: [www.sausd.k12.ca.us](http://www.sausd.k12.ca.us), as well as access to Wilson Elementary's Facebook page and Twitter feed.
- Spanish translation is included on all papers sent home.
- Parent informational wall will be maintained with copies of all important communications and informational packets on different subjects.

### **Involving in decision making**

#### **A variety of parent trainings will be offered at Wilson School.**

- Parents are encouraged to attend district and community parent conferences, institutes, and events which promote student achievement and parent involvement.
  - Parent and Me early reading program will provide parent with skills to meet the needs of all their learners using software programs including Lexia, Reading Plus and ST Math
- Parents involvement education training sessions will be offered by Parent Institute for Quality Education (PIQUE). Parents will learn how to support their children academically and socially by transforming the educational environment both at school and home.

### **Collaborating with the community**

#### **Wilson Elementary works collaboratively with the surrounding community.**

- To strengthen community relations, Wilson will invite community members to school events and functions.

- Parents, staff members, and students will participate in Washington Square beautification days where the school community works together to clean the surrounding community. Two hours will be allocated during non-instructional days to clean up the surrounding neighborhood. This activity will strengthen school relations with the neighborhood as well as guide in developing student citizenship.
- To support students in becoming college and career ready, community members are invited to Wilson's career week, where professionals in the surrounding community provide an in depth description of their career and career path. Students learn about various career options, which serve as a guide for their career presentations.
- Wilson welcomes community members to be part of the Wilson community. For example, the Eric Wall Foundation has provided gifts to students for the holidays for over 14 years. Parents, students, staff, and Eric Wall family members and friends work together to provide a joyous holiday celebration.

### Building relationships

#### Parents, staff and students work together to provide a positive welcoming atmosphere.

- Parents are invited to participate in LCAP meetings where their concerns and suggestions on school improvement are heard.
- Parents are invited to volunteer in the classroom and in various school functions.
- Parents are invited to participate in extracurricular activities after school (for example Girls on the Run)
- To help students monitor their learning and behavior, positive and encouraging phone calls and notes are sent home via US mail.
- All parents are greeted when entering the school by office personnel during meetings, parent conferences, and when attending classes. Office staff knows many parents by name due to the Raptor implementation and for such have created positive rapport with parents.
- Administrator has an open door policy with all parents. Parents can schedule a meeting with Administrator at their earliest convenience.
- Counselors are available to support students that need additional support with behavioral self monitoring.
- Parents will be invited to accompany students during field trips. Each grade level will attend a supplementary field trip that supports content standards and enriches and enhances the core program.
- Parents work collaboratively with teachers to improve student health and fitness. Parents can participate in Padres en Accion to work with students during recess time and provide organized sports and increase rapport will all students.

### 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, Enrichment, intervention, Summer Class and Tutoring	1000-1999: Certificated Personnel Salaries	Title I, Part A	25,940.00
Instructional support offered before, during, and after school by a newly hired Technology instructional Aide, our current Technology Instructional Aide, and Librarian.	2000-2999: Classified Personnel Salaries	Title I, Part A	36,200.00
Certificated and classified	3000-3999: Employee Benefits	Title I, Part A	10,781.54
Materials and instructional supplies will be purchase to assist and augment student learning in reading, writing, math and language acquisition.	4000-4999: Books And Supplies	Title I, Part A	43,004.80
Field trips will be offered to K-2 students to augment curriculum.	5000-5999: Services And Other Operating Expenditures	Title I, Part A	5,400.00
Consultants will be hired to lead students, teachers, and parents in academic and social-emotional attainment.	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	28,835.00
Notifications, letters, flyers, hand-outs, Enrichment, EL, reading and math material	5900: Communications	Title I, Part A	500.00
<b>Total</b>			<b>150,661.34</b>