

WASHINGTON

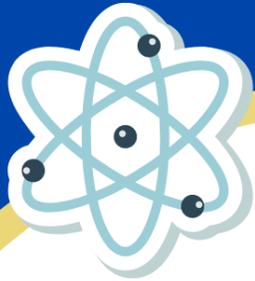


# WASHINGTON ELEMENTARY SCHOOL

## Implementation Plan

### MISSION

Our mission is to raise student academic achievement, while addressing the social-emotional, educational, and language needs of all students through standards-based instruction, and assessment driven planning. In collaboration with our parents and school community, we prepare all students to become life-long learners, who will demonstrate knowledge, skills, and values necessary to become productive citizens.



### VISION

We believe that all students will learn and achieve to their highest potential through an equitable education that focuses on rigorous standards and a research-based instructional program that can be accessed at school as well as home. Our highly trained and dedicated staff is committed to engaging all students in a meaningful and personalized instructional program that integrates literacy across all curricular areas, while facilitating high-level critical thinking skills. Our school functions as a healthy, safe and secure center for learning, where we promote and communicate opportunities for all to work together in a positive climate. Through the use of AVID strategies, our students will develop into lifelong, responsible learners who are well prepared to face the challenges of a technological and diverse society in the twenty-first century. We will work collaboratively and comprehensively with staff, parents, and the community to prepare students for college, career, and citizenship



Principal: Steve Bayouk  
(714) 445-5100  
910 W Anahurst Place  
Santa Ana, CA 92707

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Washington Elementary School  
Santa Ana Unified School District  
Principal: Steve Bayouk  
714-445-5100  
910 W Anahurst Place, Santa Ana, CA 92707

## Strategies, Priorities and Goals

### Strategy 1: Shared Commitment, Understanding, and Priorities

#### Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

Washington Elementary is committed to creating **racially-just, relationship-centered spaces** that closely align with our core value of **respect**. This involves fostering an inclusive culture where all students, families, and staff feel valued and respected, prioritizing the building of positive relationships and promoting diversity to ensure everyone feels seen, heard, and connected.

To achieve this, we will conduct professional development sessions on culturally responsive practices and implicit bias to equip all staff members to support a diverse student body. We will initiate school-wide training on cultural proficiency and relationship-building.

In addition, we believe in shared power through **decision-making and democratic participation**, reflecting our core value of **community**. Our community school engages students, families, educators, and community members in meaningful ways to ensure all voices are heard and valued. This commitment fosters collaboration and support through shared experiences.

To establish shared power:

- We will host advisory councils and regular forums where stakeholders can contribute insights and feedback. In the short term.
- We will host town hall meetings to gather input on school policies and initiatives.
- We will aim to develop a transparent decision-making framework that outlines how input from advisory councils and forums influences school policies
- We will regularly review and adjust the decision-making process based on stakeholder feedback.

Our school is dedicated to bridging the gap between **classroom learning and the broader community**, aligning with our core value of **empowerment**. By connecting curriculum to real-world issues and local resources, we aim to enhance student engagement and the relevance of education, empowering everyone on their learning journey and creating an environment where students can take charge of their education.

To achieve this:

- We will collaborate with community organizations to create project-based learning opportunities that allow students to apply their knowledge to community challenges.
- We will integrate community resources and experts into classroom activities and develop partnerships with local businesses and nonprofits to offer students experiential learning opportunities.
- We will create a community-based curriculum featuring service-learning projects and internships.

Washington Elementary is committed to a culture of **continuous improvement and possibility thinking**, aligning with our core value of **integrity**. This commitment involves regularly reflecting on our practices, learning from our experiences, and striving for innovation and excellence across all aspects of our school community. We ensure honesty, responsibility, and equity in everything we do, aligning words with actions and making positive choices daily. Data and feedback serve as resources for growth and development, not tools for punitive action.

- We will seek regular feedback from students, staff, and families and hold meetings on data analysis and its role in school improvement.
- Develop a continuous improvement plan with specific, measurable goals and regular review cycles.
- Foster a culture that encourages experimentation and learning from failures.
- Celebrate successes.

Washington envisions becoming a hub for the community where students, families, and community members collaborate to create a nurturing and inclusive environment. By embracing the community school model, we aim to leverage local resources, foster strong relationships, and provide comprehensive support to meet the academic, social, and emotional needs of our students. This approach aligns with our commitment to the core values of Nurture, Integrity, Community, Empowerment, and Respect, ensuring that every student has the opportunity to thrive.



# WASHINGTON ELEMENTARY CORE VALUES

*"Creating a Nicer Tomorrow, One Patriot at a Time"*



## **NURTURE**

*We prioritize physical, emotional, social, and intellectual well-being by providing comprehensive support and education from early childhood and beyond.*



## **INTEGRITY**

*We believe in doing what's right, no matter who's watching. We ensure honesty, responsibility, and equity in all we do. We are committed to aligning words with actions, making positive choices every day.*



## **COMMUNITY**

*We connect, collaborate and care for one another. We value the importance of working together as a community to support our shared experiences.*



## **EMPOWERMENT**

*We help empower everyone on their learning journey. With support and encouragement, we create a place where Patriots can take charge of their own education and grow into amazing and independent learners.*



## **RESPECT**

*We believe in fostering positive relationships, valuing diversity, and promoting a safe and inclusive environment where everyone feels seen, heard and valued.*

## Part B: Engagement

As part of the planning process, Washington Elementary has undertaken an initial needs and asset assessment to understand the community's strengths and areas for growth. As we begin the implementation grant process and secure site-level resources, we will deepen this assessment by engaging the entire community in a comprehensive and inclusive manner.

### Engagement Plan for Different Groups

#### 1. Administrators:

Engagement Process:

- Conduct regular meetings with school administrators to review data and discuss priorities.
- Hold strategic planning sessions to align the school's vision with the community school model.

Methods:

- Surveys to gather feedback on current initiatives and potential improvements.
- One-on-one interviews to gain deeper insights into administrative perspectives.

#### 2. Certificated Staff (Teachers):

Engagement Process:

- Facilitate professional development workshops focused on community school strategies.
- Organize collaborative planning sessions to incorporate teachers' input on curriculum and instruction.

Methods:

- Focus groups to discuss challenges and opportunities in the classroom.
- Surveys to collect feedback on support needed for effective teaching.

#### 3. Classified Staff

Engagement Process:

- Hold regular meetings with classified staff to ensure their voices are heard and valued.
- Include classified staff in school-wide decision-making processes.

Methods:

- Surveys to understand their needs and suggestions for improving school operations.
- One-on-one interviews to address specific concerns and gather detailed feedback.

#### 4. Students:

Engagement Process:

- Establish student advisory councils to give students a platform to voice their opinions.
- Conduct student forums and visioning exercises to capture their ideas and aspirations.

Methods:

- Surveys to gather broad-based input on student experiences and needs.
- Focus groups to dive deeper into specific issues affecting student life.

#### 5. Family Members:

Engagement Process:

- Host family engagement nights to discuss the community school model and gather input.
- Provide regular updates and opportunities for families to participate in school planning.

Methods:

- Surveys to capture family perspectives on school priorities and areas for improvement.
- One-on-one interviews and focus groups to engage families in a more personal and meaningful way.

#### 6. Community Members and Partners

Engagement Process:

- Build partnerships with local organizations to support school initiatives and extend resources.
- Involve community members in advisory councils and planning committees.

Methods:

- Community forums to discuss school-community partnerships and gather input.
- Asset mapping exercises to identify community strengths and resources.

### **Engaging Historically Marginalized Student and Family Groups**

Washington Elementary is committed to ensuring that historically marginalized student and family groups are actively engaged in the needs and asset assessment process. Our marginalized groups include McKinney Vento students/families, Socioeconomically Disadvantaged students/families, and English Learners. We recognize the importance of inclusivity and will take specific steps to reach these groups:

#### **1. Targeted Outreach**

- Use culturally relevant communication strategies to reach diverse families.
- Collaborate with community organizations that serve marginalized populations to facilitate outreach.

#### **2. Inclusive Engagement Methods**

- Conduct surveys and interviews in multiple languages to accommodate non-English speaking families.
- Host focus groups specifically for marginalized groups to ensure their voices are heard.

#### **3. Building Trust**

- Develop trust by having consistent and transparent communication without judgment.
- Ensure representation of marginalized groups in decision-making bodies to foster a sense of ownership and participation.

#### **4. Removing Barriers to Participation**

- Provide childcare, lunch/dinner, and flexible meeting times to accommodate the needs of diverse families.
- Use accessible locations for meetings and events to ensure all families can participate.

By engaging all stakeholders through these diverse and inclusive methods, Washington Elementary will gain a comprehensive understanding of the community's needs and assets. This approach will help identify top priorities and inform the development of a robust and effective community school implementation plan.

**Part C: Collective Priorities**

<b>Collective Priority</b>	<b>Outcome/Indicators you aim to improve</b>
<p>Reduce chronic absenteeism, with a specific focus on preschool to 3rd grade.</p>	<p>Attendance Focus, Aeries reports and weekly chronic absenteeism reports will show a 10% improvement in this area.</p> <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Communication: Regularly communicate the importance of attendance through newsletters, meetings, and workshops specifically tailored for families with preschool to 3rd grade students.</li> <li>2. Home Visits: Implement home visit programs for at-risk preschool to 3rd grade students to build relationships with families and understand barriers to attendance.</li> <li>3. Parent Workshops: Offer workshops for parents of preschool to 3rd grade students on topics like establishing routines, the importance of sleep, and managing illnesses.</li> </ol>
<p>Enhance reading proficiency by boosting reading test scores, with a special emphasis on young learners up to 3rd grade.</p>	<p>By employing ongoing assessments, data-driven interventions, and fostering collaboration among educators, students, and parents, we aim to achieve 5% growth in reading proficiency across grade levels.</p> <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Screening Assessments: Use early screening assessments to identify students at risk for reading difficulties and provide early interventions.</li> <li>2. Resource Sharing: Collaborate with partners such as SAELI and Project Rise to share resources and support literacy initiatives.</li> <li>3. Volunteer Reading Programs: Establish volunteer reading programs where parents and community members read with students.</li> </ol>

<p>Create a safe, supportive and positive environment for students to feel connected and engaged at school.</p>	<p>To enhance the Sense of Belonging (school connectedness) for our 4th and 5th-grade students, we will utilize Panorama Survey Data to comprehensively assess and address their social-emotional needs and strengths. Survey data will indicate a 5% improvement in school connectedness.</p> <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Teacher-Student Relationships: Encourage teachers to build strong, supportive relationships with their students through regular check-ins, one-on-one time, and showing genuine interest in their lives.</li> <li>2. Cultural Celebrations: Host events that celebrate the diverse cultures of the student body, such as multicultural nights, food festivals, and heritage assemblies.</li> </ol>
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## Strategy 2: Centering Community-Based Learning

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Enhance the ability of staff to implement culturally responsive teaching practices, ensuring all students feel a sense of belonging, respected, and supported in an inclusive learning environment.</p>	<ol style="list-style-type: none"> <li>1. Schedule workshops for staff focused on culturally responsive teaching strategies.</li> <li>2. Invite community partners who are experienced in multicultural education to share best practices and do classroom walks.</li> <li>3. Offer diverse resources to staff such as books, articles, and online resources about culturally responsive pedagogy.</li> </ol>
<p>Strengthen family involvement in community-based learning initiatives to enrich students' educational experiences and foster stronger connections between school and the broader community.</p>	<ol style="list-style-type: none"> <li>1. Develop consistent and open lines of communication with families to gain a deeper understanding of their cultural backgrounds.</li> <li>2. Focus on building strong, collaborative relationships that support the holistic development of young children from preschool through early elementary grades.</li> <li>3. Host regular cultural events and celebrations that promote understanding and appreciation of the diverse cultures within the school community. Use these events as opportunities to teach and reinforce the values of inclusivity, empathy, and respect from an early age.</li> </ol>

## Strategy 3: Collaborative Leadership

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Consistently and transparently explain the decision-making process, including the reasons behind decisions and who is responsible for them.</p>	<p>Develop and share the following charts:</p> <ol style="list-style-type: none"> <li>1. Decision-Making Charts: To outline the process and flow of decision-making within the school and to ensure transparency/clarity in how decisions are made and who is involved.</li> <li>2. Committee Memberships Maps: To visually represent the distribution of staff and other stakeholders across various committees and to ensure a balanced representation of skills, perspectives, interests in each committee.</li> <li>3. Organizational Charts: To clarify the structure of the school's leadership and operational hierarchy and to provide a clear picture of roles, responsibilities, and reporting lines.</li> </ol>
<p>Develop consistent democratic governance procedures for leadership teams.</p>	<ol style="list-style-type: none"> <li>1. Create clear policies and procedures for decision-making and implementation.</li> <li>2. Ensure all team members can contribute their perspectives and ideas.</li> <li>3. Use majority voting or consensus-based methods for decision-making.</li> </ol>

### Systems of shared governance:

Washington Elementary's shared governance and leadership structure is a robust system designed to foster supportive relationships and democratic participation among all stakeholders. The structure is composed of three main leadership teams: the Instructional Leadership Team (ILT), the School Site Council (SSC), and the Community School Leadership Council. Each team plays a critical role in promoting collaborative leadership, ensuring diverse voices are heard, and enhancing the school's community model.

**Instructional Leadership Team (ILT)**  
 The ILT consists of teachers, administration, and support staff who collaboratively focus on instructional methods and data-driven decision-making. Teachers on the ILT act as representatives for each grade level, serving as conduits for communication and feedback between their colleagues and the administration. This representative structure ensures that the concerns and ideas from each grade level are considered in the decision-making process. By fostering a shared understanding of classroom instruction and promoting collaborative leadership, the ILT supports the community school model, ensuring that instructional practices are continuously improved and aligned with the school's goals.

**School Site Council (SSC)**

The SSC is a diverse group comprising teachers, parents, support staff, and the administration. This council is instrumental in developing, reviewing, and evaluating school improvement programs and budgets. By bringing together various stakeholders, the SSC ensures that decision-making is inclusive and reflective of the community's needs and aspirations. The SSC supports the community school model by creating opportunities for joint decision-making, which helps in aligning the school's resources and efforts with the shared vision of the school community.

#### Community School Leadership Council

The Community School Leadership Council aims to build effective communication channels between students, parents, staff, and the broader community. Its goals include ensuring that all voices are heard and have a say in decision-making processes related to student learning, school-wide experiences, and funding. This council focuses on school-wide improvement and sustainability, addressing issues and opportunities that impact the entire school community. By prioritizing open communication and inclusivity, the Community School Leadership Council plays a crucial role in fostering a sense of ownership and accountability among all stakeholders.

#### Summary

Together, these leadership teams create a comprehensive governance structure at Washington Elementary. The ILT, SSC, and Community School Leadership Council each contribute to a culture of collaboration, shared leadership, and democratic participation. This structure not only enhances the effectiveness of school programs and initiatives but also ensures that the needs and voices of the entire school community are acknowledged and addressed. Through these efforts, Washington Elementary upholds its commitment to a community school model that prioritizes inclusive decision-making and continuous improvement.

## Strategy 4: Sustaining Staff and Resources

### Site Level Goals and Measures of Progress

Goals	Action Steps
Hire diverse and multilingual staff and create a supportive work environment.	<ol style="list-style-type: none"> <li>1. Create an inclusive and welcoming work environment that supports the needs of diverse and multilingual staff.</li> <li>2. Provide professional development focused on cultural competency, language skills, and diversity awareness.</li> </ol>
Continue to integrate current school functions and events into the Community School framework.	<ol style="list-style-type: none"> <li>1. Review the principles of the Community School framework and identify areas of alignment and gaps within the current school functions.</li> <li>2. Develop a plan to align existing functions with Community School principles, such as family and community engagement, integrated student supports, expanded learning time, and collaborative leadership.</li> </ol>

### Key Staff/Personnel

Steve Bayouk	Principal
Rosa Rincon	Assistant Principal
Brittany Ibarra	Community School Site Coordinator
Melba Valencia	School Counselor
Lady Roybal	School Counselor
Blanca Martinez	FACE Liaison
Ernesto Alvarez Perez	Future Ready Instructional Coach
Enny Velasquez	Engage 360 Site Supervisor

## **Sustainability Plans:**

To build sustainability beyond the life of the implementation grant, we plan to focus on building capacity within the school. This involves several key initiatives. First, we will develop leadership skills by providing leadership training for teachers, staff, and parents. This training aims to build internal capacity for managing programs and initiatives, encouraging a culture of shared leadership and decision-making to distribute responsibilities and reduce dependence on external funding.

Next, we will invest in ongoing professional development for staff to enhance their skills and effectiveness. This professional development will focus on areas such as grant management, community engagement, and program evaluation to build internal expertise and ensure that staff are well-equipped to sustain and grow the school's programs and initiatives.

Additionally, we will continue to discuss and emphasize sustainability with our community school leadership council. One of our key focuses will be to develop and implement strategies to ensure the school's long-term sustainability, leveraging diverse perspectives and resources to maintain and expand the impact of our programs and services. By building internal capacity through leadership development, professional growth, and dedicated planning, we aim to secure the future success and stability of our school.

## Strategy 5: Strategic Community Partnerships

### Site Level Goals and Measures of Progress

Goals	Action Steps
Engage current partners in innovative thinking and ongoing progress evaluation for continuous improvement.	<ol style="list-style-type: none"> <li>1. Create a directory of all current partners on campus.</li> <li>2. Schedule meetings/check-ins to define goals.</li> <li>3. Continuously assess progress through surveys, testimonials, feedback forms etc.</li> </ol>
Establish and build partnerships with local organizations centered on athletics and youth character development.	<ol style="list-style-type: none"> <li>1. Identify potential partners.</li> <li>2. Plan and meet with partners to discuss needs/goals.</li> <li>3. If in agreement, proceed to with district requirements to establish a contract (ie MOU).</li> </ol>

### Partnerships:

As our school continues to identify priorities and make connections, we have begun to understand the importance of early childhood education, recognizing its crucial role in laying the foundation for lifelong learning. Our partnerships with initiatives like Project RISE (Readiness through Integrative Science and Engineering) and SAELI (Santa Ana Early Learning Initiative) help to enrich our curriculum and strengthen home-school connections. These collaborations ensure a holistic approach to early education, preparing children academically, socially, and emotionally for future success. Prioritizing preschool to 3rd grade, we aim to provide comprehensive support during these formative years.

Project RISE focuses on developing a culturally relevant, integrative preschool curriculum that supports young dual language learners. By creating ecologically valid learning experiences and emphasizing strong home-school connections, Project RISE helps children develop language proficiency and school readiness. The project's approach ensures that learning is both meaningful and inclusive, reflecting the real-world contexts and cultural backgrounds of the children. Additionally, by fostering an engaging and supportive learning environment, Project RISE addresses issues of chronic absenteeism by making school a welcoming and relevant place for young learners.

Project RISE not only focuses on the children's learning but also emphasizes the importance of parent engagement and capacity building. By offering workshops, resources, and regular communication, Project RISE equips parents with the tools and knowledge they need to support their children's language development and overall school readiness at home. Teachers create lesson plans that are designed to be integrated with activities that parents can easily engage in at home, ensuring continuity and reinforcement of learning. These lesson plans include culturally relevant practices and strategies that align with the curriculum, making it easier for parents to participate and contribute to their children's education. This collaborative approach ensures that parents feel confident and capable in their roles, creating a supportive learning environment that extends beyond the classroom.

SAELI empowers families by providing access to resources and enhancing early literacy and math skills in young children before they enter kindergarten. The initiative supports families alongside their children, connecting them with educational materials and community programs tailored to meet each child's unique needs. An integral part of SAELI are the Spark Projects, where parents learn about developmental milestones and subsequently teach other parents, fostering a community of shared knowledge and support. By involving parents in these projects, SAELI helps establish strong early reading habits and promotes parental engagement in their children's learning process, which are critical for academic success. The initiative also addresses chronic absenteeism by engaging families and providing the necessary support to ensure regular school attendance. Through these efforts, SAELI ensures that children are well-prepared for their educational journey, laying a solid foundation for future learning and success, with a specific focus on the critical early years from preschool to 3rd grade.

Looking ahead, a future partnership with Pure Game will further enhance our efforts to build belonging and connectedness within the school community. Pure Game will engage students in soccer, a sport many are passionate about, while simultaneously developing their leadership skills. This program will encourage students to attend school regularly, as they will look forward to participating in soccer activities that they enjoy. By fostering a sense of community and teamwork on the field, Pure Game will help students feel more connected to their peers and the school, promoting a positive and inclusive school culture. This is particularly important for our preschool to 3rd grade students, who benefit greatly from feeling a strong sense of belonging early in their educational journey.

These three partnerships at Washington Elementary will create a robust framework for interaction between families, teachers, and the school community. Through Project RISE, SAELI, and Pure Game, families are actively involved in their children's education, participating in workshops, community events, and educational activities that strengthen their connection to the school. Teachers collaborate closely with parents, utilizing culturally relevant practices and shared learning goals to ensure consistency between home and school environments. This collaborative approach fosters a supportive educational ecosystem where families feel empowered and engaged, ultimately enhancing student outcomes and building a cohesive school community focused on academic success and personal growth. By prioritizing preschool to 3rd grade, we ensure that our youngest learners receive the comprehensive support they need during these vital early years.