

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1339
Introduction Date: 6/27/18
Enactment No.: 18-1141
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Redwood Heights Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Redwood Heights Elementary School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Legislative File ID No: 18-1339
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Redwood Heights Elementary School
CDS Code: 1612596002141
Principal: Cynthia Bagby-Ellison
Date of this revision: 4/20/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Cynthia Bagby-Ellison
Address: 4401 39th Avenue
Oakland, CA 94619

Position: Principal
Telephone: 510-531-6644
Email: cynthia.bagby@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Redwood Heights Elementary School

Site Number: 148

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century
- School Improvement Grant (SIG)

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/15/17

- The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages
- Announcement at a public meeting
- Other (notices, media announcements, etc.) *Konstella Communita*

Signatures:

<i>Cynthia Bagby-Ellison</i> Cynthia Bagby-Ellison, School Principal	<i>Cynthia Bagby</i> Signature	<u>5/17/18</u> Date
<i>Monica Lin</i> Print name of SSC Chairperson	<i>Monica Lin</i> Signature	<u>5/17/18</u> Date
<i>LaResha Martin</i> LaResha Martin, Network Superintendent	<i>LaResha Martin</i> Signature	<u>5.22.18</u> Date
<i>Marla Williams</i> Marla Williams, Officer, State and Federal Programs	<i>Marla Williams</i> Signature	<u>5/24/18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Redwood Heights Elementary School

Site Number: 148

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/15/2018	PTA	Review School budget/share strategic goals
2/21/2018	STAFF	WED PLC step inside the school (SPSA) system, examine a piece of student work, then use the Think, Feel, Care thinking routine to consider the perspective of the learner.
2/1/2018	STAFF	WED PLC review of OUSD budget allocation related to the site plan and strategic goals
10/10/2017	School Site Council	Review 2017-18 RHS Single Plan for Student Achievement (SPSA) Focus: Family Engagement Leading indicators from California Healthy Kids Survey (CHKS): questions #12-18, #26-31, #37, and #41
11/14/20017	School Site Council	Review recommendations for Family Engagement priority of the RHS Single Plan for Student Achievement (SPSA)

2018-2019 Final Budget**Programs Included in This Plan**

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$64,050.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$80,796.19	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$144,846.19	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$0.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$0.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Redwood Heights Elementary School

School ID: 148

School Description

"A wise person once said that while human potential is universal, opportunity is not." At Redwood Heights School (RHS), we want all learners to be empowered citizens who can flourish within culturally rich, informed, democratic, digitally connected and diverse communities. RHS represents the rich diversity of Oakland and is the perfect setting in which all children can excel. We are an Arts Integration school focused on the following: using Makerspace to learn STEAM concepts; station rotation and blended learning to differentiate instruction, support students to work at their own pace, and allow the teacher to spend more individual time with students; and involving students in analyzing their assessment results, setting goals, monitoring progress, and setting new goals using digital portfolios and personalized learning plans. We believe that personalization can be a powerful vehicle ensuring that EVERY child thrives and excels by using data strategically to design effective learning pathways based on what each child truly needs. We also know that for education to be truly personalized, we must ensure that RHS educators have an awareness of implicit bias and a deep commitment to see the promise of every child.

School Mission and Vision

Our Mission: Redwood Heights School (RHS) will build a learning environment focused on high academic achievement, developing pro-social skills, positive self-definition and student agency. All teachers will use student-centered pedagogies that cultivate innovative and resilient problem solvers prepared for career or college with an entrepreneurialOur **Vision:** All RHS students will find joy in their educational experience and be developed as creative, engaged, caring, collaborative, critical thinkers and innovators prepared for college, career and community success in our culturally rich and diverse 21st century communities.

Family & Student Engagement

The Redwood Heights (RHS) community is very connected and strong for those who feel a part of it. Based on 73% of parents/caregivers who completed the 2016-17 California Healthy Kids Survey (CHKS), 97% feel welcomed to participate in school, and respected by a helpful, responsive staff. According to the CHKS Survey, 3% of families do not feel welcomed. The CHKS survey reported 18.7% of parents feel somewhat confident in their ability to support their child's learning @ home, and 3.2% feel slightly confident in their ability to support their child's learning. The CHKS survey reported 80% of parents/caregivers feel the school values and respects their child's cultural background however, 20% parents/caregivers do not. Some families have self-reported to the school administration their challenges of establishing a sense of belonging for their family at the school and in organized family groups that are an extension of the school. Our School Site Council is gathering information from a parent/caregiver survey to us determine a baseline assessment of the extent to which families/caregivers feel included, informed and respected in the RHS community. As a result, we are collaborating with our parent groups to determine best family engagement practices.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>Currently, our teachers are learning the PLC Dufour's Professional Learning Community structures and systems to plan collaborate and monitor student progress. 90% of our teacher have been trained in the Lucy Calkins Reading/Writing Balanced Literacy Instructional Program. 90% of our teachers know how to plan and conduct guided reading groups and curriculum. According to our 2017 midyear F&P scores there is an increase in our AA / Latino proficiency scores. We are working towards ensuring all of our AA/Latino students are academically improving through progress monitoring.</p>	<p>We have new teachers that are learning balanced literacy curriculum and pedagogy. We need more funding to support teacher collaboration time to plan for our inclusion program.</p>	<p>According to The California Dashboard Status and Change Report, our 2017 SBAC ELA scores maintained growth point within 2 points of the the 2016 SBAC results. During the data analysis we discovered that although students overall are making growth academically, the sub groups of African American(AA), Latino (L) and Low Income(LI) students are not achieving the same levels of success as their peers. Our AA students' SBAC score grew +2.8 points/they are currently 80 points below performance level 3. They are in the lowest performance level red. We determined that our action plan of personalized learning, small group instruction, progress monitoring and instructional strategies that more closely align with the State Common Core Standards and 21st learning practices will ensure academic progress. A root cause for this is that we have new teachers that need balanced literacy training and professional development regarding small group/guided reading instruction but because we have opt in OUSD training, we are trying our best to fulfill this gap. Also we are being more intentional using focal students to drive our data analysis and data driven PLCs to plan for instruction through our data driven instruction PLC.</p>

<p style="text-align: center;">STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>Currently, our teachers are learning the PLC Dufour's Professional Learning Community structures and systems to plan collaborate and monitor student progress. 100% of our classrooms are blended learning, have small group instruction and teach with online adaptive programs. All teachers math instruction includes number talks.</p>	<p>We need more funding to support teacher collaboration time to plan for our inclusion program.</p>	<p>According to The California Dashboard Status and Change Report, our 2017 SBAC Math scores maintained growth point within .6 points of the the 2016 SBAC results. During the data analysis we discovered that although students overall are making growth academically, the sub groups of African American(AA), Latino (L), students with disabilities, and Low Income(LI) students are increasing in Math. Our AA students' SBAC Math score grew +14.8 points. Our Latino/Hispanic students grew +12.9 points. Our students with disabilities grew +6.8. However, our English Learner(-16.2) declined. We determined that our action plan of personalized learning, small group instruction, progress monitoring and instructional strategies that more closely align with the State Common Core Standards and 21st learning practices will ensure academic progress. A root cause for this is that we have new teachers that need math training and professional development regarding small group instruction but because we have opt in OUSD training, we are trying our best to fulfill this gap. Also we are being more intentional using focal students to drive our data analysis and data driven PLCs to plan for instruction through our data driven instruction PLC.</p>
<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>Currently we are a PBIS school. Our program includes Restorative Justice practice for conflict resolution, Caring School Community, Playworks system/structures and Identity Safe Classroom. K-5 teachers conduct regular class meetings, and include daily/weekly SEL learning targets.</p>	<p>We are continuing to work on school wide alignment of expectations by creating and improving our systems.</p>	<p>During the review of 2016-2017 data through referral forms indicated we needed more structure on the playground during recess and clear school wide expectations. We adopted the Playworks strategies and structures and as a result we have significantly decrease student conflicts and referral forms. In 17-18, we have determined that our root cause for the work is a need for stronger tier II interventions.</p>

<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p>Currently Redwood Heights Elementary has 8.8% English Learner students. We provide differentiated Language Arts instruction to ELLs through components of Balanced Literacy and small group instruction: Reading and Writing Workshop, Close Reading, Guided Reading and Small Group Instruction.</p>	<p>We are continuing to ensure that we use our school resources and provide teacher professional development. We will provide ALL teachers school-wide professional development and on-going coaching on language instruction for English Learners, and use our group specialist to provide extra support for small group instruction and in-class teacher support.</p>	<p>According to our CA Dashboard Math and ELA Assessment Report we declined points. A root cause analysis reveals that we need teacher professional development on best teaching practices and regular small group instruction.</p>
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Redwood Heights Elementary School

School ID: 148

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	SBAC ELA: We will increase students in the AT or ABOVE level 10%. We will decrease the number of students @ NOT MET by 10%. All 2nd - 5th graders will make one year of more growth as measured on the SRI students at or above grade level on the baseline assessment. Students below grade level at the baseline assessmnt will make at least 1.5 year growth.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	African American Males	-101.5	-96.5	-91.5
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	We will monitor SRI and SBAC success through progress monitor F&P Writing onDemand and student performance on common formative assessment				
Theory of Action for Language & Literacy Priority:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	T2: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning		Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.	

1-2	<p>T2: Teachers differentiate instruction for all low performing, EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities and based on evidence, regardless of current level of achievement</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>Teachers will choose focal students from sub. groups and identify benchmark data that will be monitored throughout the year.</p>
1-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p>	<p>Teachers will have a cross grade level Caring School Community SEL buddy class and will have a monthly session with this class. We will align SEL goals to the Kindness & Toolbox curriculum. The PBIS team will monitor ongoing needs of the school and identify goals for school as they arise.</p>
1-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>Committed Parent Engagement Times: Kindergarten Orientation/New Family Meet and Greet, Fall Back to School Night, Literacy and math Parent Ed. Nights which will include information about online programs, Science Engineering Extravaganza, and Open House. In addition, teachers will meet with 100% of parents for Fall conferences and Spring Conferences.</p>
1-5	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>Teachers will have a weekly 90 min. Grade Level Professional Learning Community meeting to collaborate around standards based curriculum and assessments. and monthly 90 min Professional Development. in 6 week cycles aligned to content areas with a year long them of academic language and discourse.</p>

1-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. 4-10: The school administration and SSC will work with OUSD to conduct meetings/discussions on implicit bias and the linkages to student learning challenges and the existing achievement gap at RHS</p>	<p>Teachers will have weekly 90 min. Grade Level Professional Learning Community meetings in 6 week cycles aligned to content areas with a year long theme of academic conversation & language. Plan will be created in June of 2018 and will be monitored by the ILT team at bi-monthly ILT meetings.</p>
1-7	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.</p>	<p>Grade level and instructional plans for the year will be developed by June of 2018. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.</p>
1-8	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students. The school administration will continue to promote the establishment of parent subcommittees to SSC and/or other organized family groups, especially for LCFF target groups (i.e., African American families, Latino families), with the intentions to improve shared decision-making at RHS.</p>	<p>Teachers will conduct goal conferences with each student and will meet with students regularly to guide and monitor progress in all content areas. Kindergarten teachers will meet with ncoming Kindergarten students at the Kindergarten Family Info presentation. We will host TK schook tours with neighborhood preschools. These opportunities will give K teachers an opportunity to assess students, and provide an additional opportunity for parents to provide more information about their child's learning strengths and growth areas.</p>

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	SBAC MATH: We will increase students in the AT or ABOVE level 10%. We will decrease the number of students @ NOT MET by 10%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	Latino Students	-40.2	-30.2	-20.2
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will progress monitor with Scholastic Math Inventory(SMI), common formative assessments, math curriculum embedded assessments, data from STMATH and Reasoning Mind and exit tickets.				
Theory of Action for Standards-Based Instruction Priority:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning		Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.	
2-2	T2: Teachers differentiate instruction for all low performing, EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities , based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed		Teachers will choose focus students from sub-groups and identify benchmark data that will be monitored throughout the year.	

2-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p>	<p>Teachers will have a cross grade level Caring School Community SEL buddy class and will have a monthly session with this class. We will align SEL goals to the Kindness & Toolbox curriculum. The PBIS team will monitor ongoing needs of the school and identify goals for school as they arise.</p>
2-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>Committed Parent Engagement Times: Kindergarten Orientation/New Family Meet and Greet, Fall Back to School Night, Literacy and Math Parent Ed. Nights which will include information about online programs, Science Engineering Extravaganza, and Open House. In addition, teachers will meet with 100% of parents for Fall conferences and Spring Conferences.</p>
2-5	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>Teachers will have a weekly 90 min. Grade Level Professional Learning Community meeting to collaborate around standards based curriculum and assessments. and monthly 90 min Professional Development. in 6 week cycles aligned to content areas with a year long theme of academic language and discourse.</p>
2-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. 4-10: The school administration and SSC will work with OUSD to conduct meetings/discussions on implicit bias and the linkages to student learning challenges and the existing achievement gap at RHS</p>	<p>Teachers will have weekly 90 min. Grade Level Professional Learning Community meetings in 6 week cycles aligned to content areas with a year long theme of academic conversation & language: CCSS.MATH.PRACTICE. MP3 Construct viable arguments and critique the reasoning of others.. Plan will be created in June of 2018 and will be monitored by the ILT team at bi-monthly ILT meetings.</p>

2-7	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.</p>	<p>Grade level and instructional plans for the year will be developed by June of 2018. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.</p>
2-8	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students</p>	<p>Teachers will conduct goal conferences with each student and will meet with students regularly to guide and monitor progress in all content areas. Kindergarten teachers will meet with incoming Kindergarten students at the Kindergarten Family Info presentation. We will host TK school tours with neighborhood preschools. These opportunities will give K teachers an opportunity to assess students, and provide an additional opportunity for parents to provide more information about their child's learning strengths and growth areas.</p>

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Social-Emotional Learning	We will decrease the our suspension rate to 1% or less.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Suspension Rate	African American Students	3.2%	2.9%	2.6%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.				
Theory of Action for Conditions for Student & Adult Learning Priority:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	T1: Teachers implement Caring School Community curriculum on a daily basis through morning circles, check-in meetings, and closing circles. Teachers implement research-based mindfulness curriculum on a daily basis to supplement adopted SEL curriculum and meet diverse social/emotional needs of students.	L1: Site Leadership, COST Team and PBIS Team will observe and strengthen staff knowledge of SEL standards, instructional strategies and instructional tools to utilize in order to meet the social/emotional needs of all students.		We will decrease the number of URFs by 30%. We will also begin monitoring the number of students needing RJ, grade levels, and categories of supported utilized by RJ support team.	

3-2	<p>T2: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Focusing on EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning.</p>	<p>L2: Site Leadership, COST and PBIS team will allocate time for strategic teacher-parent engagement and facilitate two family engagement workshops focused on parenting and SEL competencies particularly as they affect student academic success.</p>	<p>COST Tracker, PBIS 2-5 Student Survey, and SRSS data. CHKS Parent Survey data will determine the need of parents.</p>
3-3	<p>T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L3: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community Anti- Bullying program will be included in the parent handbook and website and at Back to school night.</p>	<p>100% participation for Fall and Spring Parent-Teacher Conferences. Require families signature an anti bullying school policy at the start of the year. Families will attend an SEL parent Ed night about RHS SEL programs: Restorative Justice, Caring School Community, Toolbox and anti-bullying program.</p>
3-4	<p>T4: Teachers engage families in transitioning of students and families from TK or Kindergarten.</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops specifically.</p>	<p>Increased attendance for all students. Increased participation of families in school-wide structures (SSC, SELLS) and attendance at school-wide events (Back to School Night, Parent Family Education Nights).</p>
3-5	<p>T5: COST and 5th grade teachers will create a system of transition between school systems (5th grade to middle school) for EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities focusing on Social and Emotional supports.</p>	<p>L5: Principal and Leadership team will meet monthly focusing on the students in our subgroups: EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities.</p>	<p>We will plan a middle school education family ed night.</p>

3-6		<p>4-2: The SSC will collaborate with the PTA and other organized family groups to disseminate key information about student learning expectations and outcomes in ELA and math, and current school initiatives to support student learning.</p> <p>4-3: In collaboration with teachers, the principal, and organized family groups, the school will host academic and social-emotional learning workshops, as well as small group meetings, so parents/caregivers have tools and resources they need to support student success.</p>	
3-7			

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Equity	We will increase the reclassification rate to 10%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
English Learner Reclassification	All Students	0%	2.5%	5.0%	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor ELPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.				
Theory of Action for English Language Learners Priority:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	<p>T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers will create formative assessments. In classroom all classroom will implement Balanced Literacy Workshops Academic Discussion tools/scaffolds.</p>	<p>L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning</p>	<p>Monthly learning walks to collect data and evidencedence of instruction.</p>
4-2	<p>T2: Teachers differentiate instruction for all students, including English Language Learners students based on evidence, regardless of current level of achievement Teacher will implement small group instructional strategies including personalized student plans and small math and reading groups. Teacher will provide differentiated Language Arts instruction to ELLs through components of Balanced Literacy and small group instruction: Reading and Writing Workshop, Close Reading, Guided Reading and Small Group Instruction. The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.</p>	
4-3	<p>Teachers will use the OUSD Snapshot to create beginning of the year EL student goals</p>		
4-4			

4-5	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>School Leadership and School Site Council will create new/kindergarten family engagement activities and presentations & Parent Education programs for Reclassification, Balanced Literacy, Math, Blended Learning and Personalized Learning, Science, makerspace and Arts Integration. The school administration will continue to promote the establishment of parent subcommittees to SSC and/or other organized family groups, especially for LCFF target groups (i.e., African American families, Latino families), with the intentions to improve shared decision-making at RHS.</p>
4-6	<p>T1: All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners</p>	<p>L1: ILT will plan, schedule and ensure the provision of rigorous and relevant Professional Development throughout the year focused on small group instruction and differentiation. ILT Professional Development planing, PLC and PD time, aligning resources for outside trainers as needed</p>	<p>Teachers are consistently providing small group instruction for English Language Learners.</p>
4-7	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>Evidence of scaffolds for English Language Learners including sentence frames, posted vocabulary, academic supports, and oral language structural supports.</p>
4-8	<p>T3: Teachers will be trained in GLAD and EL strategies to support any potential Newcomers. ELD Coach will be giving PD to instructional staff on newcomer supports.</p>	<p>L3: Principal, Leadership Team, and ELD Coach will develop instructional support and familiy outreach structures to work with our EL families and specifically our newcomer families.</p>	<p>TSA Literacy Coach will lead outreach to newcomer families to help support instruction and behavioral supports. Beginning of the year and mid year Family Engagement/Education Meeting with EL Families to discuss reclassification and set student goals.</p>

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 148

School: Redwood Heights Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$4,458.13	General Purpose Discretionary	Stipends for teacher extended contracts and professional development.	Mathematics	A2.10 Extended Time for Teachers	1120				148-1
\$3,715.11	General Purpose Discretionary	Subs	Literacy	A2.10 Extended Time for Teachers	1150				148-2
\$1,000.00	General Purpose Discretionary	Books (HWT)	Literacy	A3.2 Reading Intervention	4200				148-3
\$14,000.00	General Purpose Discretionary	Supplies	Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	4310				148-4
\$3,306.06	General Purpose Discretionary	Surplus	Social-Emotional Learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	4399				148-5
\$5,000.00	General Purpose Discretionary	Copier Maintenance	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	5610				148-6
\$2,500.00	General Purpose Discretionary	Contracts: .1 FTE Grant Writer for Art program	Equity	A6.1 Parent/Guardian Leadership Development	5825				148-7
\$200.00	General Purpose Discretionary	Postage	Equity	A6.1 Parent/Guardian Leadership Development	5910				148-8
\$7,227.51	General Purpose Discretionary	Fund additional day of EEIP teacher for additional teacher release time for professional development, teacher collaboration and participation in professional learning communities.	Literacy	A3.4 Teacher Professional Development focused on Literacy	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0052	0.10	148-9

\$22,643.19	General Purpose Discretionary	Fund STIP to provide release time for teacher collaboration and professional development. Support with student intervention and acceleration and opportunity for blended learning.	Literacy	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0697	0.50	148-10
\$35,859.00	LCFF Supplemental	TSA	Literacy	A3.2 Reading Intervention	1119	10 MONTH CLASSROOM TSA	C10TSA0222	0.40	148-11
\$23,091.00	LCFF Supplemental	African American Male Achievement	Equity	A2.9 Targeted School Improvement Support	5733				148-12
\$18,000.00	LCFF Supplemental	Mental Health Intern	Social-Emotional Learning	A2.2 Social Emotional Learning	5739				148-13
\$3,846.19	LCFF Supplemental	Technology Licenses for software for academic acceleration	Mathematics	A3.1 Blended Learning	5846				148-14



School Site Council Membership Roster – Elementary

School Name: Redwood Heights

School Year: 2017-18

Chairperson : Monica Lin	Vice Chairperson: Dara Goosby
Secretary: Wahab Algarmi	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee: N/A

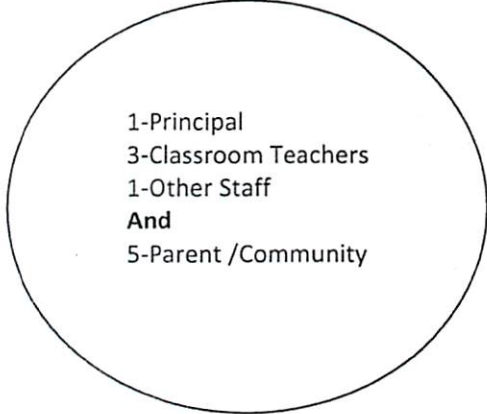
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Cynthia Bagby-Ellison	X			
Colleen Gravelle		X		
Cameron Sean Kohles		X		
Kath Konecky		X		
Margaret Moulding			X	
Wahab Algarmi				X
Jennifer Driscoll				X
Dara Goosby				X
Monica Lin				X
Greg Sahakian				X

Meeting Schedule (day/month/time)	2nd Tuesday of each month, 5:15-6:30 pm
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SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 Parent/community members cannot be OUSD employees at the site.



*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.