

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 24, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Hillcrest 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, 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 to student success.

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Hillcrest School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Legislative File ID No.: 15-1257
Introduction Date: 6/24/15
Enactment No.: 15-1001
Enactment Date: 6/24/15

2015-2016 Single Plan for Student Achievement (SPSA)

School: Hillcrest Elementary School
CDS Code: 1612596001911
Principal: Lissa Hines
Date of this revision: 6/10/2015

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact Person:	Lissa Hines	Position:	Principal
Address:	30 Marguerite Drive Oakland, CA 94618	Telephone Number:	510-879-1270
		Email Address:	lissa.hines@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 6/24/2015

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: Hillcrest Elementary School

Site Number: 127

- | | | |
|---|---|---|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |




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:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. 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.
3. 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.
4. 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).
5. 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: SSC Meeting on Friday, May 8, 2015

6. The public was alerted about the meeting(s) through one of the following:
- | | | |
|---|---|---|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|---|---|

Signatures:

<u>Lysbeth E. Flores (Lissa)</u> Print name of School Principal	 Signature	<u>5/8/2015</u> Date
<u>Bradley Mart</u> Print name of SSC Chairperson	 Signature	<u>5/8/2015</u> Date
<u>Wesley Jacques</u> Print name of Network Superintendent	<u>Wesley Jacques</u> Signature	<u>5/29/15</u> Date
<u>Susana Ramirez</u> Susana Ramirez, Director, State & Federal Programs	 Signature	<u>6/5/15</u> Date

2015-2016 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 Base #0000	\$61,003.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$18,549.52	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$79,552.52	\$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
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: BALANCED LITERACY

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- By the time our Hillcrest students leave the 8th grade, it is our goal that they will be able to do the following:
 - have the ability to read text accurately and fluently;
 - enough background knowledge and vocabulary to make sense of the content;
 - knowledge and skill in using reading strategies that improve understanding or repair it when it breaks down;
 - the ability to think and reason about the information and concepts in the text; and
 - motivation to understand and learn from text.
- Progressively increase the percentage of students meeting or exceeding the California Common Core State Standards challenging standards in reading and writing as measured by district and state assessments.
- Focused literacy instruction on systematic reading and writing strategies.
- Monitor the literacy progress of all students and develop a plan for acceleration, when necessary.
- Make certain that all teachers, including mathematics and science teachers, accept responsibility for developing literacy skills.
- Provide ongoing professional development opportunities for teachers and support staff, in effective, research-based practices for first and second language literacy development.

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SRI	95% of students proficient on End of Year SRI Assessment	0%	95%	98%

SBAC English proficiency rate	95% of students proficient on Summative SBAC ELA Assessment		90%	95%
Fountas & Pinnell	95% of students within grade level performance bands on the F&P BAS		95%	

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
In the past, Hillcrest students as a whole have performed very well academically on assessments.	Making sure that target vocabulary needed to achieve proficiency level on the SBAC is embedded in all classroom assignments and homework tasks
Our Spring SRI data shows that there are only 19 students across grades 2-8 who are not performing at proficiency levels, 10 of whom are receiving individualized educational support from the Oakland Unified School District. As a school, we are specifically targeting these 19 students-- through the use of Individual Learning Plans (ILPs)-- and making sure that we using acceleration practices to expedite their learning.	Standards have not been fully "unpacked" at every grade level, which will ensure that a close analysis of the language and structure of the standards is understood in order to make the content of the standards clear to teachers and subsequently their students.
Students across kindergarten and first grade have the highest reading results on record, which we attribute to the implementation of the K-3 Reading Horizons reading program.	Making certain that as a school, we are placing particular emphasis on four key areas: building knowledge through reading informational text, reading complex text, close reading and citing text evidence, and writing and speaking about texts.

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

For the 2015-2016 school year, it will be imperative that our literacy team will need to make sure that we are implementing school-wide, cross-grade level routines and procedures within our balanced literacy program.

More strategically planned professional development sessions with specific foci on reading instruction and research-based, best practices for the 2015-2016 school year.

Thoughtful consideration of an in-class, acceleration program for second grade students and above using the Fountas & Pinnell Leveled Literacy Intervention (LLI) program or RH Elevate for the 2015-2016 school year for target students.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

More strategically planned professional development sessions with specific foci on reading instruction and research-based, best practices for the 2015-2016 school year.

We must continue to be more thoughtful about each and every one of our students and their individual needs. It is easy to overlook students who are underperforming academically, as the majority of our students at Hillcrest are high performing and achieving at proficient and advanced levels. We must be deliberate in disaggregating our data and looking for students who are struggling in English language arts and reading.

Unintentional biases brought into the classroom; teaching all students in the same way. Not being deliberate about making sure we are using culturally relevant materials and strategies, as well as highly engaging activities to teach our students.

MAJOR IMPROVEMENT STRATEGY #1

To achieve our goal of literacy for all, Hillcrest embraces a balanced, comprehensive approach to literacy. Our approach will be guided by educational research aimed at increasing students' ability to make personal connections to the world by preparing them to become successful participants in a global society. Robust, rigorous, and relevant instruction in listening, oral language development, reading, writing, and presentation skills will form the foundation across all grade levels to build strong, motivated, literate students.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Complete implementation of Lucy Calkins' Readers & Writers Workshop program in grades K-5, with attention to how this strategy support specific learners including struggling readers, English Learners and GATE students .	The principal will meet weekly with content area teams in developing plans for groups of readers.	Professional Development Calendar will allow for K-1 and 2-5 Literacy teams to cross-grade level planning with their content teams at least once per month
Intentional focus on Close Reading strategies in the 4-8 classrooms and increasing the amount of exposure to nonfiction text in kindergarten through 8th grades.	The principal will provide bi-weekly feedback around Reader's & Writer's Workshop, specifically around conferring, guided reading & Reading Horizon's implementation.	Develop a schedule and plan for teachers to regularly assess students using the Fountas & Pinnell Benchmark Assessment System.
EVERY Hillcrest student knowing his/her "Just Right" Fountas & Pinnell reading or Lexile level and having access to leveled texts during the day.	The Principal will seek regular feedback from the Instructional Leadership/Faculty Council team on areas needing refining with the Balanced Literacy implementation in classrooms.	Administration and PTA will work in partnership to fund a full time credentialed Science teacher, who will specifically be able to target fourth and fifth grade students in reading nonfiction text and expository and informational writing.
The Principal will seek regular feedback from the Instructional Leadership/Faculty Council team on areas needing refining with the Balanced Literacy implementation in classrooms.	Lead "Data Dives!" around literacy data (including, SRI, DIBELS, F&P, Literacy formative assessments and writing assessments), with attention to the performance of specific learners including struggling readers, English Learners and GATE students.	Fund an additional .5 FTE TSA to serve as a Literacy Coach.

All teachers will progress monitor student achievement in reading by collecting and monitoring student reading logs on a daily basis, providing feedback weekly.	Work in concert with the Literacy Coach to plan and organize PDs for vertical alignment of standards and assessments.	Weekly grade level planning time "between the bells."
Teachers will provide extended learning opportunities for their students Create relationships between AT & Enrichment staff so that the use of resources and facilities are coordinated and maximized.	Emphasize family involvement in children's learning and development	Teachers and administration will work in partnership to provide homework support, including specific study skills and motivational strategies structured to complement the school curriculum.



MAJOR IMPROVEMENT PRIORITY #2: MATHEMATICS

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- Our school-wide goal is to have each and every Hillcrest Student be able to successfully transfer his/her acquired mathematical knowledge and skills to problem-and performance based mathematical tasks.
- All students in kindergarten through eighth grade will achieve proficient/advanced levels based on Hillcrest's Benchmark Assessments, as well as SBAC Interim and Summative Assessments.
- All students below grade level in mathematics will grow at least 1.5 years in mathematics by June 2016.

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SBAC Math proficiency rate	All students in third through eighth grade will achieve proficient/advanced levels based on the SBAC Interim and Summative Assessments.	N/A	N/A	95%
SMI	All students in second through eighth grade will achieve proficient/advanced levels based on the Scholastic Mathematics Inventory.	N/A	N/A	95%

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
There is a cohesive Common-Core Aligned Mathematics Program in all our K-8 Classrooms, including Japanese Mathematics curriculum & strategies in Grades K-5.	Ensuring that all teachers were well trained in the Japanese problem-and performance based model of teaching mathematics prior to the beginning of the school year.
Teachers track each student's mathematical growth and confer with students and parents to set growth goals in areas needing improvement.	Data system was not in place at the beginning of the school year to track each student's progress in mathematics
Teachers share successes with one another in the area of problem-and performance-based mathematical instruction during vertical content team planning time in order to continually improve their individual teaching practices.	With year one of implementation of the Japanese Mathematics curriculum in grades 2-5 and simultaneous use of the District-adopted Expressions! curriculum, teachers are feeling that they need to find a way to streamline the use of both programs in order to maximize student engagement and learning.
	Standards have not been fully "unpacked" at every grade level, which will ensure that a close analysis of the language and structure of the standards is understood in order to make the content of the standards clear to teachers and subsequently their students.

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

During the 2014-15 school year, we began the implementation of a new common core aligned math curriculum, Expressions, in the Oakland Unified School District for students in grades K-5. Prior to this implementation, we had decided as a school to infuse the strategies found in Japanese Mathematics, in grades 2-5. (Teachers in grades K and 1 had had two years of training and guidance in JM through a Department of Education Research Grant). It has been easier for our faculty in grades 2-5 to use the Expressions mathematics curriculum, as the District has been able to support professional development with this program.

Lack of District benchmark assessments and a uniform data collection system has really impacted schools across the District. As a result, our schools have little relevant data to guide implementation of school wide mathematical practices.

Teachers have not had enough time devoted to meeting in cross- grade level, math teams, where the scope and sequence of the math curriculum will be commonly agreed upon as a group. Common assessments will be created; assessment data will be analyzed, goals will be set, and plans for improvement will be developed and implemented.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

The school team has not spent enough time comparing and contrast the Expressions! and Japanese mathematics curriculum to California Common Core State Standards, in order to better understand their similarities and differences in preparation for changes they will be making to their curriculum plans over the course of the year.

Teachers did not have the time prior to the beginning of the school year to revise, adapt, and otherwise correlate both the Expressions! and Japanese Mathematics curriculum plans & guides, in order to truly understand how they relate to the California Common Core State Standards.

Our math goal for the 2015-2016 school year is to continue to refine our Japanese mathematics curriculum, making sure that it continues to develop and grow across grade levels, with a continued emphasis towards greater conceptual understanding rather than mere rote memorization.

MAJOR IMPROVEMENT STRATEGY #2

Our math goal for the 2015-2016 school year is to continue to refine our Japanese mathematics curriculum, making sure that it continues to develop and grow across grade levels, with a continued emphasis towards greater conceptual understanding rather than mere rote memorization.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Use Common Core-Aligned Mathematics Program in K-8 Classrooms, including Japanese Mathematics curriculum & strategies in Grades K-5.	Ensuring 100% of teachers receive training in the Japanese problem-based model of teaching mathematics prior to the beginning of the school year.	Professional Development Calendar will allow for K-1 and 2-5 Mathematics content teams to participate cross-grade level planning with their content teams at least once per month.

<p>Teachers will track each student's mathematical growth and confer with students and parents to set growth goals in areas needing improvement.</p>	<p>Prioritizing teacher planning time in mathematics during professional development sessions.</p>	<p>Data walls available for teachers to visually track students' mathematical growth and allocated PD time for teachers to discuss what they are doing to move students.</p>
<p>Teachers will share successes with one another in the area of problem-based mathematics instruction during vertical content team planning time in order to continually improve their individual teaching practices.</p>	<p>The leader will ensure that school-wide mathematics data is reviewed three times a year during "Data Dive!" sessions.</p>	<p>Sixty-to ninety-minute math blocks clearly indicated on all posted schedules daily.</p>
<p>Teachers will incorporate Performance Tasks in their classwork, homework and assessments, in order to support the development of their students' critical thinking skills.</p>	<p>The administrator will conduct weekly observations in order to provide feedback on math instruction as it relates to student and school-wide goals.</p>	<p>Math teacher lead and principal will provide k-1 & mathematics teachers with a math scope and sequence, and assist in communicating information and initiatives from the OUSD Mathematics Department.</p>

<p>Teachers will allow for both heterogeneous and homogeneous practices in their mathematics classes. The heterogeneous grouping will allow students at various instructional levels to work together, building community, personal responsibility, and respect for individual differences. This arrangement will particularly benefit our talented and gifted students who feel the need to take control and make sure projects are done to their own satisfaction — even to the point of completing other members' jobs. We believe that by allowing these students to observe, practice, and follow cooperative learning guidelines, our GATE students will be able to learn new, more beneficial ways of working with others. The homogeneous grouping will allow our gifted students to challenge one another by debating, arguing, critiquing, and questioning at a higher level than other students. Gifted students will be homogeneously grouped for math projects, research, logic quests, and other types of differentiated instruction. They can also work together to construct multi-media presentations mathematics presentations and other technology applications that require advanced thinking and processing.</p>		
<p>Kindergarten teachers are familiar with the understandings and skills key for that age group in each domain (physical, social, emotional, cognitive), including how learning and development in one domain impact the other domains group in each domain (physical, social, emotional, cognitive), including how learning and development in impact the other domains; especially around numeracy.</p>		



MAJOR IMPROVEMENT PRIORITY #3:	SCHOOL CULTURE
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LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- Continue to refine our cross- curricular teaming and departmentalization structure in 2nd through 8th grades.
- Teacher content depth enables a deeper understanding of the curriculum, resulting in improved instruction.
- Specialized instruction will build teacher confidence and competence, with teachers in grades 2-8 moving away from the traditional role of “generalist” to content area expert, resulting in improved instruction.
- Students will learn more from teachers steeped in a given subject, and teachers will be renewed and excited by diving more deeply into the subjects they love, resulting in better instructional practices and more rigorous lessons.

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Fountas & Pinnell		0%	95%	100%
History Writing Task		85%	95%	100%
SBAC English proficiency rate		0%	95%	100%
SBAC Math proficiency rate		0%	95%	100%
SMI		0%	0%	95%
SRI		90%	95%	100%

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
Departmentalization has had special benefits for many of our RSP and ASIP students. It can become tedious for students to spend the entire day with the same teacher in the same classroom. Departmentalization breaks the monotony: it provides students with an opportunity to be challenged by different teachers and different classroom environments, and as students go from class to class, it gives them a chance to move around.	Scheduling can often be difficult, due to lack of additional classroom space, however, the ability to provide students with an expanded number of teaching styles that may connect with more student learning preferences, is worth the scheduling difficulties!
The teamwork that departmentalization requires helps teachers better meet the needs of students who need acceleration or remediation, including our students with special needs. Having a team of teachers problem solving together and sharing what works has been extremely effective and has benefits for all students.	Prevents teachers from extending lessons in certain subjects due to time constraints.
With the acceleration needs for many of the students at Hillcrest School, the ability to focus on one or two subjects, as opposed to five, has allowed teachers more time to prepare in depth, rigorous lessons for their students.	Scheduling the common preparation time for teachers needed to make this departmentalization model successful.

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

With the requirements of success on a high-stakes exams ramping up, specialized content instruction is more important than it has ever been before. Departmentalization is seen as a way to make certain that students are receiving a "balanced diet" of California Common Core State Standards in each content area every day.

Departmentalization will continue to give Hillcrest teachers the opportunity to go deeper in their lessons and work together to craft their students' overall learning arc. It will also gives them more flexibility within their assigned content area.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

As schools are under more pressure to produce students with a specific knowledge base under the Common Core Standards and other academic benchmarks, teachers are required to specialize in too many subject areas.

Teachers who departmentalize can hone their skills and methodologies for teaching a content area at exceptionally high levels. Professional development and collegial conversations are extremely focused, empowering them to think more deeply about improvements to the core curriculum and plan differentiated instruction for a diverse set of learners.

MAJOR IMPROVEMENT STRATEGY #3

Continue to refine our cross- curricular teaming and departmentalization structure in 2nd through 8th grades.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers will meet with their content level partners on a weekly basis.	Principals will meet regularly with content level teams, making sure that collaboration on data analysis and instructional planning is happening consistently in the “vertical department” teams.	Teams will develop systems to be used across grade levels and content areas, to ensure an “every instructional minute is precious” classroom culture, with tight systems and transitions.
Commit to planning at least once a week with grade level partner and determine respective teaching/grade-level responsibilities.	Principal will ensure that there is consistency throughout the grades in curriculum delivery, ensuring a clear understanding of students’ learning expectations for the current and subsequent years.	Schedules will be developed, revisited and refined during the course of the school year to ensure equitable time across grade levels to the curriculum being taught by content teams
With grade-level team partner, there must be attention in the intentional creation of a structured classroom. This includes co-development of schedules, rules, classroom cues, getting out materials, and quieting down, transition times, and organization of materials by color-coding and use of checklists, folders, and containers to keep materials organized in desks.	Principal will ensure that After-School enrichment partnership with AT enhances the overall school climate and supports social-emotional development and learning.	Enhance overall school climate and support social-emotional development and learning.
Teachers will provide their students with opportunities for evidence-based instructional practices, such as project-based learning, that actively engage students and help build content and skill mastery.	Principal and the Adventure Time organization will develop and implement enrichment opportunities in the context of collaboration ,supporting the alignment of enrichment activities with school-day learning and the Common Core State Standards;	The Hillcrest faculty, PTA and Adventure Time organization will encourage best practices around enrichment learning curricula, with an emphasis on developing social-emotional skills & complementing and enriching, rather than replicating, the school-day curriculum.

		<p>The Hillcrest faculty and administration, in partnership with our PTA and the Adventure Time organization, will ensure that the low-income students, foster youth and ELLs at Hillcrest receive the same types of enrichment that our more affluent students have access to regularly - art, music, drama; hands-on science; organized sports; and opportunities for service and career exploration -- during the school day and through our extended learning programs.</p>
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Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: Hillcrest Elementary School												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (BALANCED LITERACY)											Click here for the full list of LCAP strategies.	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Complete implementation of Lucy Calkins' Readers & Writers Workshop program in grades K-5, with attention to how this strategy support specific learners including struggling readers, English Learners and GATE students .	SBAC English proficiency rate	English Language Learners	N/A	Central Resources						127-1A	Targeted Approaches	
Intentional focus on Close Reading strategies in the 4-8 classrooms and increasing the amount of exposure to nonfiction text in kindergarten through 8th grades. (GATE)	SBAC English proficiency rate	African American Students	N/A	Central Resources						127-1B	Targeted Approaches	
EVERY Hillcrest student knowing his/her "Just Right" Fountas & Pinnell reading or Lexile level and having access to leveled texts during the day.	SRI	English Language Learners	N/A	Central Resources						127-1C		
The Principal will seek regular feedback from the Instructional Leadership/Faculty Council team on areas needing refining with the Balanced Literacy implementation in classrooms.	SRI	Students with Disabilities	N/A	Central Resources						127-1D	Teacher PD	
All teachers will progress monitor student achievement in reading by collecting and monitoring student reading logs on a daily basis, providing feedback weekly.	Fountas & Pinnell	African American Students	N/A	Central Resources						127-1E		
Teachers will provide extended learning opportunities for their students. Create relationships between AT & Enrichment staff so that the use of resources and facilities are coordinated and maximized. (GATE)	SBAC English proficiency rate	English Language Learners								127-1F	Extended Learning Time	
The principal will meet weekly with content area teams in developing plans for groups of readers.	SBAC English proficiency rate	African American Students		Central Resources						127-1G	Teacher PD	
The principal will provide bi-weekly feedback around Reader's & Writer's Workshop, specifically around conferring, guided reading & Reading Horizon's implementation.	SBAC English proficiency rate	Foster Youth		Central Resources						127-1H	Teacher PD	
The Principal will seek regular feedback from the Instructional Leadership/Faculty Council team on areas needing refining with the Balanced Literacy implementation in classrooms.	Fountas & Pinnell	English Language Learners		Central Resources						127-1I	Teacher PD	
Lead "Data Dives!" around literacy data (including, SRI, DIBELS, F&P, Literacy formative assessments and writing assessments), with attention to the performance of specific learners including struggling readers, English Learners and GATE students.	SBAC English proficiency rate	Students with Disabilities		Central Resources						127-1J	Targeted Approaches	
Work in concert with the Literacy Coach to plan and organize PDs for vertical alignment of standards and assessments.	SBAC English proficiency rate	Foster Youth		Central Resources						127-1K		
Emphasize family involvement in children's learning and development		Low-Income Students								127-1L	Family Engagement	

Professional Development Calendar will allow for K-1 and 2-5 Literacy teams to cross-grade level planning with their content teams at least once per month	SBAC English proficiency rate	African American Students		Central Resources						127-1M	Teacher PD	
Develop a schedule and plan for teachers to regularly assess students using the Fountas & Pinnell Benchmark Assessment System.	SRI	Low-Income Students		Central Resources						127-1N	Targeted Approaches	
Administration and PTA will work in partnership to fund a credentialed k-8 teacher, who will specifically be able to target fourth and fifth grade students in reading nonfiction text and expository and informational writing. (GATE)	SBAC English proficiency rate	English Language Learners		Central Resources						127-1O	Targeted Approaches	
Weekly grade level planning time "between the bells."	SBAC English proficiency rate	Low-Income Students		Central Resources						127-1P		
Teachers and administration will work in partnership to provide homework support, including specific study skills and motivational strategies structured to complement the school curriculum.	SBAC English proficiency rate	Students with Disabilities								127-1Q		
Test students prior to beginning their kindergarten year to make sure that pre-kindergarten children are capable of basic kindergarten "readiness" skills.	Fountas & Pinnell	Low-Income Students								127-1R		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (MATHEMATICS)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Use Common Core-Aligned Mathematics Program in K-8 Classrooms, including Japanese Mathematics curriculum & strategies in Grades K-5.	SBAC Math proficiency rate	African American Students								127-2A		
Teachers will track each student's mathematical growth and confer with students and parents to set growth goals in areas needing improvement.	SBAC Math proficiency rate	Latino Students								127-2B	Family Engagement	
Teachers will share successes with one another in the area of problem-based mathematics instruction during vertical content team planning time in order to continually improve their individual teaching practices.	SBAC Math proficiency rate	English Language Learners								127-2C	Teacher PD	
Teachers will incorporate Performance Tasks in their classwork, homework and assessments, in order to support the development of their students' critical thinking skills.	SBAC Math proficiency rate	Students with Disabilities								127-2D		

Teachers will allow for both heterogeneous and homogeneous practices in their mathematics classes. The heterogeneous grouping will allow students at various instructional levels to work together, building community, personal responsibility, and respect for individual differences. This arrangement will particularly benefit our talented and gifted students who feel the need to take control and make sure projects are done to their own satisfaction — even to the point of completing other members' jobs. We believe that by allowing these students to observe, practice, and follow cooperative learning guidelines, our GATE students will be able to learn new, more beneficial ways of working with others. The homogeneous grouping will allow our gifted students to challenge one another by debating, arguing, critiquing, and questioning at a higher level than other students. Gifted students will be homogeneously grouped for math projects, research, logic quests, and other types of differentiated instruction. They can also work together to construct multi-media presentations mathematics presentations and other technology applications that require advanced thinking and processing.	SBAC Math proficiency rate	GATE								127-2E	Targeted Approaches	
Kindergarten teachers are familiar with the understandings and skills key for that age group in each domain (physical, social, emotional, cognitive), including how learning and development in one domain impact the other domains group in each domain (physical, social, emotional, cognitive), including how learning and development in impact the other domains; especially around numeracy.	SBAC Math proficiency rate	Foster Youth								127-2F		
Ensuring 100% of teachers receive training in the Japanese problem-based model of teaching mathematics prior to the beginning of the school year.	SMI	African American Students								127-2G	Teacher PD	
Prioritizing teacher planning time in mathematics during professional development sessions.	SMI	Latino Students								127-2H	Teacher PD	
The leader will ensure that school-wide mathematics data is reviewed three times a year during "Data Dive!" sessions.	SMI	English Language Learners								127-2I	Targeted Approaches	
The administrator will conduct weekly observations in order to provide feedback on math instruction as it relates to student and school-wide goals.	SMI	Students with Disabilities								127-2J		
Professional Development Calendar will allow for K-1 and 2-5 Mathematics content teams to participate cross-grade level planning with their content teams at least once per month.	SMI	Low-Income Students								127-2K	Teacher PD	

Data walls available for teachers to visually track students' mathematical growth and allocated PD time for teachers to discuss what they are doing to move students.	SMI	African American Students									127-2L		
Sixty-to ninety-minute math blocks clearly indicated on all posted schedules daily.	SMI	Low-Income Students									127-2M		
Math teacher lead and principal will provide k-1 & mathematics teachers with a math scope and sequence, and assist in communicating information and initiatives from the OUSD Mathematics Department.	SMI	English Language Learners									127-2N	Teacher PD	

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (SCHOOL CULTURE)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will meet with their content level partners on a weekly basis.	SBAC English proficiency rate	Low-Income Students								127-3A		
Commit to planning at least once a week with grade level partner and determine respective teaching/grade-level responsibilities.	SBAC English proficiency rate	Foster Youth								127-3B		
Incoming kindergarten students	SBAC English proficiency rate	Students with Disabilities								127-3C	K Transition	
Teachers will provide their students with opportunities for evidence-based instructional practices, such as project-based learning, that actively engage students and help build content and skill mastery.	SBAC English proficiency rate	English Language Learners								127-3D		A2.1: Implementation of CCSS & NGSS
School will host kindergarten playdates over the summer to ensure a smooth transition for all incoming kindergarten students. All students will be given a DIBELS assessment prior to the beginning of the school year, so that parents will know how to support their child over the summer and avoid a "summer slide."	SBAC English proficiency rate	Foster Youth								127-3E	K Transition	
Principals will meet regularly with content level teams, making sure that collaboration on data analysis and instructional planning is happening consistently in the "vertical department" teams.	SBAC Math proficiency rate	Students with Disabilities								127-3F	Teacher PD	A2.8: Data & Assessment
Principal will ensure that there is consistency throughout the grades in curriculum delivery, ensuring a clear understanding of students' learning expectations for the current and subsequent years.	SBAC Math proficiency rate	Low-Income Students								127-3G		
Principal will ensure that After-School enrichment partnership with AT enhances the overall school climate and supports social-emotional development and learning.	SBAC English proficiency rate	English Language Learners								127-3H	Extended Learning Time	A1.6: After School Programs

Principal and the Adventure Time organization will develop and implement enrichment opportunities in the context of collaboration ,supporting the alignment of enrichment activities with school-day learning and the Common Core State Standards;	SBAC English proficiency rate	Latino Students								127-3I		
Teams will develop systems to be used across grade levels and content areas, to ensure an "every instructional minute is precious" classroom culture, with tight systems and transitions.	SBAC Math proficiency rate	English Language Learners								127-3J		
Schedules will be developed, revisited and refined during the course of the school year to ensure equitable time across grade levels to the curriculum being taught by content teams	SBAC English proficiency rate	Low-Income Students								127-3K		
Enhance overall school climate and support social-emotional development and learning.	SBAC English proficiency rate	Latino Students								127-3L		
The Hillcrest faculty, PTA and Adventure Time organization will encourage best practices around enrichment learning curricula, with an emphasis on developing social-emotional skills & complementing and enriching, rather than replicating, the school-day curriculum.	SBAC English proficiency rate	English Language Learners								127-3M	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
The Hillcrest faculty and administration, in partnership with our PTA and the Adventure Time organization, will ensure that the low-income students, foster youth and ELLs at Hillcrest receive the same types of enrichment that our more affluent students have access to regularly - art, music,drama; hands-on science; organized sports; and opportunities for service and career exploration -- during the school day and through our extended learning programs.	SBAC English proficiency rate	Foster Youth								127-3N	Targeted Approaches	

School Site Council Membership Roster – Elementary

School Name: Hillcrest School- #127

School Year: 2014-2015

Chairperson : Michael Addy	Vice Chairperson: Bradley Mart
Secretary: Barb Buswell	*LCAP Parent Advisory Nominee: Judy Netick
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

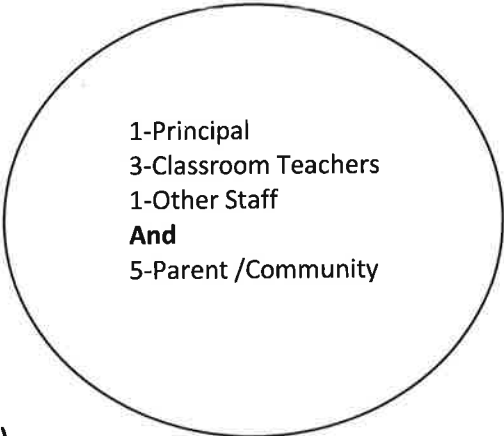
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Lissa Hines	x			
Barb Buswell		x		
Eileen Massey		x		
Brooke Nelson		x		
Antionette Powell			x	
Robert Rodriguez				x
Michael Addy				x
Bradley Mart				x
Judy Netick				x
Robert Rueca				x

Meeting Schedule (day/month/time)	2nd Monday of the Month @ 7:45 am
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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.



(Once filled, this document can be placed on your school site's letterhead)

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