

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

To:	Board of Education	Legislative File ID No:	18-1272
		Introduction Date:	6/27/18
		Enactment No.:	18-1083
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	Enactment Date:	6/27/18 er
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 Burckhalter 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.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

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



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

Legislative File ID No: 18-1272
Introduction Date: 6/27/18
Enactment No.: 18-1083
Enactment Date: 6/27/18 er

2018-2019 Single Plan for Student Achievement (SPSA)

School: Burckhalter Elementary School
CDS Code: 1612596001689
Principal: Carin Geathers
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: Carin Geathers	Position: Principal
Address: 3994 Burckhalter Avenue Oakland, CA 94605	Telephone: 510-729-7700 Email: carin.geathers@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: Burckhalter Elementary School

Site Number: 105

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input checked="" 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: Tuesday, May 15, 2018

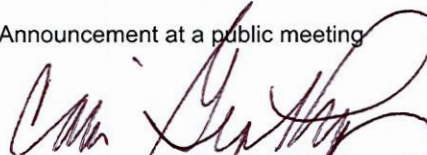
6. The public was alerted about the meeting(s) through one of the following:

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

Signatures:

Carin Geathers

Carin Geathers, School Principal



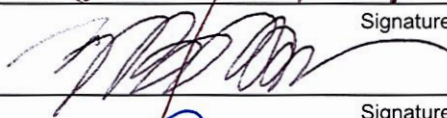
Signature

5.15.2018

Date

Brittany Walker-Pettigrew

Brittany Walker-Pettigrew



Signature

5/15/2018

Date

Monica Thomas

Monica Thomas, Network Superintendent



Signature

5/15/18

Date

Marla Williams

Marla Williams, Officer, State and Federal Programs



Signature

6/1/18

Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Burckhalter Elementary School

Site Number: 105

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
February-March 2018	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
3/12/2018	Faculty/Staff	Shared 18-19 priorities, rationale and overview of SPSA
3/6/2018	SSC	Shared 18-19 priorities, rationale and overview of SPSA; approved 18-19 Title I and Title I Parent budgets
4/16/2018	Ujima Afterschool Program Coordinator	Shared 18-19 priorities, rationale and overview of SPSA; shared 18-19 ASES budgets (increase); discussed Teacher Liaison responsibilities
4/25/2018	SSC	Finalized 18-19 SPSA; SSC chairperson signed
5/15/2018	SSC Chairperson and Principal	Signed Assurance page

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	\$41,125.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$143,002.87	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$289,646.56	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$49,537.91	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,398.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$50,935.91	\$0.00

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

1A: ABOUT THE SCHOOL

School: Burckhalter Elementary School

School ID: 105

School Description

Burckhalter Elementary School is a small school nestled in a residential neighborhood at the top of Edwards Avenue near Highway 580 in East Oakland. Our small size makes the school intimate; all staff members know each and every student and the students know all staff members and volunteers who support them at the school. At Burckhalter Elementary School we seek to make education meaningful for each and every student. Asking not "how smart is the child" but "how is the child smart," we guide our students to utilize their full potential, and we equip them to pursue it with passion, persistence, purpose and pride. Our motto, "Work Hard, Get Smart" is grounded in the belief that everyone at Burckhalter Elementary School, students, parents, teachers, staff and the community is committed to working hard. By working hard and getting smart we make a commitment to creating and nurturing a school environment that reflects the diversity of Oakland including gender, race, ethnicity, religion, physical abilities, learning styles, family structure, and socio-economics. Diversity is at our core and serves as our strength. With our Common Core Standards-aligned curriculum, the goal of our school is to implement programs that are academically rigorous and instill a sense of responsibility, confidence, and a positive attitude for all students. Burckhalter has undergone many changes in the last two years to make it an exciting, diverse community. Demographic shifts in the school population have included an increase in English Learners (6 percent), who speak Arabic, Spanish and Hmong; we are 12 percent Latino and 6 percent Asian. African American students make up more than 72 percent of the student population and Special Education (Autism) students make up another 15 percent, and the school is at an 80 percent National Lunch Program rate. OUSD statistics show that Burckhalter families account for 27 percent of the student body, the remaining students commute from other areas, primarily East Oakland. This shift in demographics and the continuous challenges of urban education have encouraged new conversations and practices to meet the needs of students and families at Burckhalter. The primary goal of Burckhalter Elementary School is to serve the academic and socio-emotional needs of all of its students. Since 2009, Burckhalter Elementary School students have made great gains in the core curricular areas, including reading/language arts, mathematics and science. Burckhalter was awarded the Title I Achievement Award in 2011 and 2012! In 2016, Burckhalter 3rd, 4th and 5th graders made DOUBLE DIGIT gains in both reading and math, the ONLY school in OUSD to do so! Our goal every day is to ensure that all of our students are thriving - academically, socially, physically. We want it to be apparent, to anyone who walks through the door, that the students at Burckhalter are thriving.

School Mission and Vision

The mission of the Burckhalter Elementary School community is to create and maintain a learning environment that supports ALL students' needs and promotes their intellectual, interpersonal, and social growth. When we are successful, we equip our children to succeed in the dynamic, ever-changing world they live in. Based upon this mission and our continuous inquiry of our school's strengths and needs, we have developed the following THREE strategies that will guide Burckhalter Elementary School's site plan:

STRATEGY 1: Burckhalter Elementary School will become an urban full service community school where EVERY CHILD, EVERY DAY gains the confidence to become a positive 'can do' learner and THRIVE while in residence.

STRATEGY 2: Burckhalter Elementary School, in partnership with its children, families, community and Oakland Unified School District, guarantees each child an academically enriched education by providing rigorous instruction, integrating technology and the ARTS and challenging learning experiences.

STRATEGY 3: Burckhalter Elementary School will strive to build and maintain a cooperative link between home, school, and community. Additionally, we will provide on site mental health services, exceptional before and after school child care and other support services for children and families to build an environment that values children.

Family & Student Engagement

Hosted 4 School-wide school events; more than 50% of parents attended events; both Dad's Club and PTO meet on a monthly basis; SSC meets monthly to monitor school progress Increases in rate of parent completion rate on CHKS (+55%); Only about 5% parents attend monthly Parent Teacher Organization (PTO) and Dad's Club meetings; limited number of Parent Education classes offered throughout the year

1B: 18-19 NEEDS ASSESSMENT			
Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	<p>Strengths 16-17 SBAC (ELA) 25.6% Overall 3rd-5th grade Exceeded/Met 36.6% 5th grade Exceeded/Met 30.6% 4th Exceeded/Met 19.5% AA Exceeded/Met 17-18 SRI Reading-SRI (MidYear)-35% of all 3rd-5th graders assessed are At/Above End of Year (EOY) proficiency target; another 29% are on track to meet grade end of year grade level proficiency. 3rd grade 31% At/Above proficiency 4th grade 35% At/Above proficiency 5th grade 54% At/Above proficiency 17-18 Mid-Year F&P % At/Above</p>	<p>Challenges 16-17 SBAC 74.4% Overall 3rd-5th grade Not Proficient (Decrease of 6% from 15-16) 36.6% 5th grade Not Proficient 69.4% 4th Not Proficient 80.5% AA Not Proficient (Largest Subgroup) 17-18 SRI Reading-SRI (MidYear)-34% of all 3rd-5th graders assessed are Multiple Years Below End of Year (EOY) proficiency target 3rd grade 34% Multiple Years Below 4th grade 30% Multiple Years Below 5th grade 27% Multiple Years Below 17-18 Mid-Year F&P % At/Above</p>	<p>Principal and staff not proficient in CCSS; feedback after observations not effective in deepening knowledge of standards-aligned lessons aligned to student tasks. Although teachers used OUSD adopted core curriculum not all lessons standards-aligned; student tasks did not align to lessons (and mini lessons). Inconsistent formative assessments to monitor student progress. Teachers unfamiliar with key grade level standards; teaching standards that were not in their grade level and/or emphasizing 3rd, 4th and 5th grade teachers plan weekly lessons (during the day). Reader's workshop and small group instruction implemented in all classrooms; teachers confer weekly and monitor lexile levels. Writer's workshop not fully implemented in all classes. Assessed all students who were not at grade level proficiency (SRI/every 30 days, not SMI). A majority of 3rd, 4th and 5th grade students are not reading at/above grade level proficiency. Inconsistent use of formative assessments to monitor student progress, data used inconsistently to revise and refine instruction. Principal and 3rd, 4th and 5th grade teachers unfamiliar with how to translate SRI proficiency (rigor) onto SBAC claims</p>

**STANDARDS-BASED
INSTRUCTION
(INCLUDING CORE CONTENT
BEYOND LANGUAGE &
LITERACY)**

Strengths

16-17 SBAC (Math)

27.6% Overall 3rd-5th grade Exceeded/Met
40% 4th grade Exceeded/Met
30.6% 4th Exceeded/Met
24% AA Exceeded/Met (Largest Subgroup)

17-18 SMI

Reading-SMI (MidYear)-49/110 or 44% of all 3rd-5th graders assessed are At/Above End of Year (EOY) proficiency target; another 31/110 or 28% are on track to meet grade end of year grade level proficiency (Within 1 year of grade level proficiency).
3rd grade 57% At/Above proficiency
4th grade 26% At/Above proficiency
5th grade 50% At/Above proficiency

English Language Development (Winter 2018)

3 out of 18 or 17% identified English Learners were reclassified and 3/15 or 20% are on track to be reclassified in Spring (2018)

Challenges

- 82.4% all 3rd-5th graders assessed were not proficient on SBAC-Math
 - African American proficiency rate over 75% on ELA and Math-SBAC; 75% of 4th graders not proficient on Midyear SMI
 - Math-SMI (January-2017)-There are more than 50% of all 3rd-5th graders assessed are at least 2 or more years below grade level proficiency
- English Language Development**
Out of the 19 identified English Learners, none were reclassified, a decrease of 17% from 2015-2016.

Principal and staff not proficient in CCSS implementation and translation into best instructional practices; feedback after observations not effective in deepening knowledge of standards-aligned lessons aligned to student tasks
Although teachers used OUSD adopted core curriculum not all lessons standards-aligned; student tasks did not align to lessons (and mini lessons)
Inconsistent Integrated and Designated ELD in classrooms; Increase in number of English Learners who are "Newcomers" to the country; staff lack training in effective and high leverage ELD Instructional strategies
Inconsistent formative assessments to monitor student progress
Teachers unfamiliar with key grade level standards; teaching standards that were not in their grade level and/or emphasizing 3rd, 4th and 5th grade teachers plan weekly lessons (during the day)
Underutilization of data from ST Math to provide timely math data to inform instruction
Teachers follow math pacing guide with fidelity;
4th and 5th grade teachers planned weekly lessons; had highest gains on SBAC
Math workshop and small group instruction implemented in all classrooms; not all teachers confer weekly and monitor proficiency levels
Used formative assessments to monitor student progress, revise and refine math instruction;
Modifying and shortening assignments allowed for more in class, targeted support through small group instruction;
Not all students provided multiple opportunities to demonstrate proficiency on key grade level concepts;
Do students have a bank of strategies to tackle problems? What data points to inform instruction-whole class, small group?

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;">(CULTURE & CLIMATE)</p>	<p>Adopted and received professional development in Positive Behavior Intervention Support (PBIS) strategies; 2016-2017 Student suspensions were less than 2%; Fall 2017-2018 (1) Out of School Suspension Students have access to on-site Mental Health services (Ann Martin Center, Faith Network Intern, Family Coordinator provides both on-site and in-home support; Uniform Referrals (URF) have decreased in grades 2nd-5th grades</p> <p>Implemented agreed upon PBIS strategies school-wide; All teaching staff, office, support and Ujimaa Afterschool staff trained</p> <p>Team-Up Playworks program implemented to provide students with collaborative games and activities facilitated by trained "Junior Coaches" (3rd, 4th and 5th grade students); Noon Supervisor, teachers and Junior coaches receive monthly support and professional Development integrated recess games</p> <p>Use of trained Playworks Junior Coaches (3rd-5th grade students) at recess help model and monitor appropriate student interactions during noon recess; more than a 75% decrease in number of negative incidents between and among students both while in the classroom and at play.</p> <p>Weekly "During the Day" Professional Learning Community meetings for 3rd, 4th and 5th grade circuit; weekly Wednesday Professional Development meetings with yearlong agreed upon focus; teachers attend differentiated Summer Professional Development Training options; School site received Math Collaboration Grant and planned Math Units of Study (June 2017)</p>	<p>There is an increase in referrals for on site Mental Health Support from TK-2nd grade students and families;</p> <p>TK-2nd grade students have generated more than 70% of Uniform Behavior Referrals</p> <p>Chronic Absenteeism is more than 15%; tardiness is chronic as well</p> <p>Midyear budget adjustments have impacted Playworks program facilitator role at school (50% reduction in time at site); Professional Development budget eliminated so teachers and administrator lack monies for extended planning and professional learning time outside of school hours; lack of access to off site professional development aligned to deepening knowledge of CCSS</p>	<p>End of Year (2016-2017) Chronic Absenteeism rate was over 20%; Continued interventions are needed to decrease the Chronic Absenteeism rate (goal =>10%).</p> <p>Attendance team members, Family Coordinator, Ujimaa Afterschool program staff, Ann Martin Center staff, and Coordination of Services Team (C. O.S.T) team work with families to ensure students come to school daily and on time.</p> <p>Further challenges include increase in student tardiness, Need to strengthen Tier I Interventions to improve instruction for all students across all grade levels; MTSS in place for some students structures for students and resources, professional development in minimizing student "bullylike" behaviors that interfere with school-wide culture and climate and student learning.</p>
--	--	---	---

<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p>English Language Development (Winter 2018) 3 out of 18 or 17% identified English Learners were reclassified and 3/15 or 20% are on track to be reclassified in Spring (2018)</p>	<p>English Language Development Out of the 19 identified English Learners, none were reclassified, a decrease of 17% from 2015-2016.</p>	<p>Enter SELLS Needs Assessment root cause analysis when available. Inconsistent Integrated and Designated ELD in classrooms; Increase in number of English Learners who are "Newcomers" to the country; staff lack training in effective and high leverage ELD Instructional strategies Inconsistent formative assessments to monitor student progress</p>
---	---	---	---

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Burckhalter Elementary School

School ID: 105

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	For all 3rd-5th grade students assessed: Increase SBAC ELA to at least 29%-moving from Yellow to Green Tier			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-47.1	-39.6	-32.1
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Leading Indicators to monitor include: Fountas and Pinnell Early Literacy Phonics and Word Analysis Assessment (TK, K); Fountas and Pinnell Reading Records (1st-5th) Scholastic Reading Inventory-SRI (2nd-5th); SBAC Inrerim Assessments (3rd-5th)				
Theory of Action for Language & Literacy Priority:	If teachers teach small, differentiated guided reading groups daily, then they can track student literacy development and implement targeted strategies for students individualized needs. If teachers plan common core aligned lessons for their small guided reading groups, then students will make greater progress towards standards mastery.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Teachers identify grade level Common Core State Standards (CCSS-Mathematics, ELA, Writing); all teachers will create lesson plans that include standards aligned grade level tasks, this will ensure that teachers are planning with a grade level CCSS standards focus.	2018-2019 Professional Development calendar aligned to deepening knowledge of CCSS's and Anchor standards; Reader's and Writer's Workshop lessons (minilessons) and teaching points align to student tasks and formative assessments; Principal, Instructional Teacher Leader and/or Leadership Team lead site-based PD aligned to site-based focus areas; Closely monitor student progress in core curricular areas (Balanced Literacy, Blended Learning, Formative assessments, interventions); Hire 1.0 Instructional Teacher Leader (ITL) whose responsibilities include aligning PD for teachers to increase understanding and implementation of CCSS's, anchor standards and teaching points to task alignment.		Assess students at least 3X/year for all students; those students not initially proficient will be assessed every 30 days to monitor and track student progress and use data to create differentiated Acceleration groups to move students toward grade level proficiency Fountas and Pinnell Early Literacy Phonics and Word Analysis Assessment (TK, K); Fountas and Pinnell Reading Records (1st-5th) Scholastic Reading Inventory-SRI (2nd-5th); SBAC Inrerim Assessments (3rd-5th)	

1-2	<p>Teachers implement key elements of Reader's and Writer's Workshop daily to ensure all students, including Title I and Low Income students reach, maintain and/or accelerate reading and writing grade level proficiency:</p> <p>A. Read Aloud (Introduce reading/writing strategy)</p> <p>B. Minilessons (Reading and Writing Strategies or Skills)</p> <p>C. Independent Reading/Writing (applying the reading/writing strategy or demonstrating use of the skill)</p> <p>D. Individual or Small Group Conferencing</p> <p>E. Response to Reading (Oral and/or Written between students)</p>	<p>Principal and ILT utilize weekly observation "Look Fors" checklist-provide feedback (written and/or oral) within 24 hours of observation; Principal closely monitors Read Aloud, Minilessons and small group work during Reader's/Writer's Workshop; Teaching Points match student tasks when assessed during 1 to 1 conferring. Weekly PLC Collaboration for data analysis and planning-budget for release time; "protected time" is set aside for teachers to analyze data together.</p>	<p>Feedback from Observations including Next Steps; PLC meeting notes; budget prioritized for extended time (Leadership Team Retreats, Planning Time)</p>
1-3	<p>Teachers categorize tasks that require students to think and reason and those that require the application of previously learned rules and procedures (DoK 2, 3, 4); teachers provide multiple opportunities for all students, including Title I students, to develop thinking skills and practice DoK tasks at all levels of complexity (rigor); teachers regularly administer tasks that are DOK 2 and 3</p>	<p>Professional Development focuses on identifying, sorting and analyzing Depth of Knowledge (DOK) tasks to deepen understanding; create and/or administer DOK tasks used as a tool to help plan instruction and assessments with a focus on rigor and relevance.</p>	<p>PD calendar and agendas aligned to site-based Professional Development focus Webb's Depth of Knowledge (DOK); Collection of DOK Tasks; Exit Tickets</p>
1-4	<p>Teachers ensure Latinos, including Newcomers, build the capacity to speak, read, and write in English; Designated ELD is consistently delivered during a common, protected block of time with some attention to proficiency levels and throughout the content areas (Integrated ELD); teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum; teachers familiarize themselves with Specially Designed Academic Instruction in English (SDAIE) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)</p>	<p>Teachers are provided detailed assessment data (ELPAC, SRI, SMI, and SBAC) of ELLs to provide appropriate language development supports; Leadership ensures teachers receive necessary resources including "protected time" for data analysis and plan classroom instruction aligned to English Language Development</p>	<p>PD calendar and agendas aligned to Designated and Integrated English Language Development (ELD); Daily schedules with Designated ELD block; Teaching Charts to support Reader's and Writer's Workshop lessons (Lucy Calkins); data from ELPAC, SRI, SBAC Interim SMI assessments</p>

1-5	Teachers explicitly teach reading and writing strategies; teachers administer writing assessments each trimester and score them collectively using a common rubric	Leadership, including Instructional Teacher Leader, ensures students receive regular brief reading assessments to monitor reading growth (SRI, Illuminate CCSS assessments). Student reading is monitored through a series of regularly timed assessments (e.g. SRI administration every 30 days; ongoing F&P progress monitoring).	Data from reading assessments include: F&P, SRI, SBAC Interim assessments; Databoard (Updated regularly)
1-6	Teachers organize classroom environments that are nurturing and engaging so children want to come to school every day. Teachers teach weekly SEL lessons and include Morning Meetings and Closing Circles (PBIS); Classrooms are organized to ensure that there are multiple opportunities for students, particularly African American males, to move around and interact with peers.	Leadership Team members observe classrooms and provide feedback to ensure that every classroom is emotionally safe, clean, comfortable, provides opportunities for students to move around, access to learning materials, stimulates learning and help build warm classroom communities. Resources: Hire Family Coordinator to support students who are not attending school regularly and/or who need Tier II interventions; Attendance Plans for students with "At Risk" attendance; focus on practices that INCREASE Average Daily Attendance and DECREASE Chronic Absenteeism.	Track Daily, Weekly attendance (Dashboard); Budget for prizes, awards for perfect and improved attendance; Attendance Team/C.O.S.T meeting notes with attendance plans for students with "At Risk" attendance; Family Coordinator meeting notes meets with identified students to create and implement Attendance Plan; Beginning of the Year Professional Development on Optimum Classroom Learning Environments and Management Strategies; posted PBIS rules; Back to School agendas with Home-School agreements; Resources include CCSS Standards for daily, weekly teaching lessons; Feedback from Observations including Next Steps
1-7	Teachers organize classroom environments that create multiple opportunities for GATE identified students ; students utilize technology during Blended Learning Block to accelerate learning.	Leadership Team members lead PLC meetings and Professional Development to help teachers create and implement individualized acceleration plans and identify instructional materials for GATE identified students . Provide resources, including professional development, attendance at professional conferences, technology (software, hardware) is utilized to respond to GATE students' needs (acceleration). Purchase technology (software, hardware) and create Blended Learning opportunities to respond to GATE students' needs (acceleration)	Data identifying GATE students; Individualized Acceleration plans (Portfolios) for GATE identified students that include differentiated assignments and projects for GATE students; Schedule that include Blended Learning Block for all GATE identified students; Progress on software (ST Math)

1-8	All teachers will ensure students are aware of their reading Lexile levels and students select “just right books” during independent reading time	Principal closely monitors classroom instruction and provides targeted feedback Purchase Informational texts and other books to provide students with rigorous, high quality, lexile aligned reading books	Budget prioritizing textbook purchase; BookTrust (\$5000)
1-9	Teachers employ differentiated instructional strategies to meet the needs of all identified Foster Youth and other targeted demographic student groups, teachers may refer students to Coordinated Services Team (C.O.S.T) for Tier II and/or Tier III support	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs; Provide emotional and social interventions for Foster Youth and other targeted demographic student groups who are not "thriving" (e.g. Provide access to key family and individualized counseling support via Ann Martin Center).	Data (attendance, behavioral, academic) identifying Foster Youth , targeted demographic student groups ; Coordinated Services Team (C.O.S.T) meeting notes outlining Individualized Intervention plans (Portfolios) for students; List of targeted resources including access to onsite Mental Health Services and individual and family counseling for students;
1-10	Teachers ensure all students, including Title I students , have access to high quality literature and Informational Texts; all students including, Title I, African American males, GATE, Foster and Homeless youth , read at least 50% Informational texts in grades 2nd-5th to accelerate students comprehension	Leadership provides resources (e.g. Informational Texts, NewsELA) for student access; Purchase texts through BookTrust Resources budgeted for Informational texts, high interest articles, supplemental materials, software, etc.)	Formative Assessment data aligned to Informational Texts; Purchase texts (Booktrust); track F&P Instructional lexile levels for Informational texts
1-11	TK and Kindergarten teachers will host Fall Orientation/Open House for incoming TK and Kindergarten parents to welcome students and families to school(Parent Engagement). During Orientation, teachers focus on TK and Kindergarten benchmarks needed to ensure students have necessary skills for next grade prof	Calendar TK, Kindergarten Orientation/Open House for incoming families. Share priorities with families (e.g. Daily, On Time Attendance) Set clear student achievement goals, aligned to grade level standards, for TK, Kindergarten families; calendar Academic Family Nights (1 per trimester) that allow families to monitor progress towards these goals	Calendar with Family Engagement Events; collect sign in sheets from Family Engagement Events; CHKS completion rate for parents, families
1-12	Teachers employ differentiated instructional strategies and implement high leverage academic interventions and practices to the needs of Homeless (Transitional) Youth are addressed.	Leadership Team will identify and implement high leverage academic interventions and practices to aligned to data of specific needs of Homeless Youth . Provide resources, including prioritizing budget resources, to meet the needs of Homeless Youth.	Identify Homeless Youth; collect data formative assessment data (attendance, behavioral, academic), to show growth towards proficiency.

1-13	SDC and Resource Teachers create, implement, monitor and revise Individual Education (IEP) plans and differentiated strategies for those students who have disabilities to ensure their individual needs are met; IEP's allign to CCSS (as possible)	Leadership will provide resources and access to instructional technology to support students disabilities in Special Day Classes (SDC) classrooms as well as students in who meet with Resource Teacher IEP's. Provide resources, including prioritizing budget resources to meet the needs of students with disabilities.	Calendar with scheduled and completed IEP; Goal=(100% on time completion); IEP goals aligned to CCSS
1-14	Teachers ensure Latino students build the capacity to speak, read, and write in English and are provided protected time everyday to become proficient (Designated ELD) and throughout the content areas (Integrated ELD); teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum; teachers familiarize themselves with Specially Designed Academic Instruction in English (SDAIE) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)	Teachers are provided detailed assessment data (ELPAC, SRI, SMI, and SBAC) of Latino students to provide appropriate language development supports; Leadership ensures teachers receive necessary resources including "protected time" for data analysis and plan classroom instruction aligned to English Language Development	PD calendar and agendas aligned to Designated and Integrated English Language Development (ELD); Daily schedules with Designated ELD block; Teaching Charts to support Reader's and Writer's Workshop lessons (Lucy Calkins); data from ELPAC, SRI, SBAC Interim SMI assessments

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	For all 3rd-5th grade students assessed: Increase SBAC Math to at least 21%-move from Yellow to Green Tier			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-43.0	-33.0	-23.0
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Leading Indicators to monitor include: 16-17 SBAC Math data; Beginning of the Year (BoY) SBAC Inrerim Assessments (3rd-5th); SMI assessments, OUSD math CEOU assessments, ST Math data;				
Theory of Action for Standards-Based Instruction Priority:	If we (teachers and administrator) ensure that every lesson is planned using Common Core State Standards-based curricula, is rigorous, that teaching points are aligned to tasks, is taught in a differentiated manner designed to meet the learning needs of each student, and progress monitored with both formative and summative assessments (SMI, CEOU's , Front Row, ST Math, Illuminate assessments) then we will accelerate learning and close the identified achievement gaps of all students especially Title I , Low Income, English Learners and Foster Youth resulting in a higher percentage of students achieving proficiency on ELA SBAC (3rd-5th) moving from 33% (green tier) to at least 40% (blue tier).				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Teachers implement key elements of Math Workshop daily to ensure all students, including Title I and Low Income students reach, maintain and/or accelerate key grade level math proficiency and fluency facts: A.Math Warmup-10-15 minutes (Spiral review, routine practice to achieve mastery) B.Minilessons-10 minutes (Introduce new Math concept, strategies or skills) C. Independent M.A.T.H Practice-40 minutes (applying the math strategy or demonstrating use of the skill) D.M=Meet with the teacher, A= At your Seat, T=Technology (Differentiated), H=Hands On E. Share-5-10 minutes (Oral and/or Written between students)	Instructional Teacher Leader and/or Leadership Team lead site-based PD aligned to Math Workshop focus areas; Closely monitor all student progress, including Title I and Low Income youth, in math (Grade level Math CEOU's, SMI, Blended Learning (ST Math), SBAC Interim Formative assessments, interventions); Hire 1.0 Instructional Teacher Leader (ITL) whose responsibilities include aligning PD for teachers to increase understanding and implementation of CCSS's, anchor standards and teaching points to task alignment. Principal and Leadership Team (Teacher leaders, ITL) will provide "real time data" to teachers to guide classroom instruction through regular feedback		Lesson plans showing evidence of Math Workshop model daily; Data from math assessments include: SMI, SBAC Interim Math assessments, Math CEOU's, ST Math; implementaion of Next Steps from feedback after observations	

2-2	<p>Teachers implement key elements of Math Workshop daily:</p> <p>A. Math Warmup-10-15 minutes (Spiral review, routine practice to achieve mastery)</p> <p>B. Minilessons-10 minutes (Introduce new Math concept, strategies or skills)</p> <p>C. Independent M.A.T.H Practice-40 minutes (applying the math strategy or demonstrating use of the skill)</p> <p>D.M=Meet with the teacher, A= At your Seat, T=Technology (Differentiated), H=Hands On</p> <p>E. Share-5-10 minutes (Oral and/or Written between students)</p>	<p>Principal and ILT create and utilize weekly observation "Look Fors" checklist-provide feedback (written and/or oral) within 24 hours of observation; Principal conduct regular observations during Math Workshop, specifically how to confer with students effectively; Weekly PLC Collaboration for data analysis and planning-Resources=budget for release time; "Protected During the Day time" is set aside for teachers to plan and analyze data together</p>	<p>Written feedback from observations during Math Workshop; Implementaion of Next Steps from feedback after observations</p>
2-3	<p>All teachers will ensure students are provided the results of all assessment data. All teachers and students will set individual student goals to track each student's reading, writing and mathematics growth and confer with students to set next level of goals (monthly), Title I, Low Income and ELL's students and their parents, not at grade level proficiency will set acceleration goals and monitor their progress throughout the year (minimum 3X/year in report card conferences).</p>	<p>Leadership will create Assessment calendar with regular formative assessments and provide access to "real time data"; Principal will closely monitor workshop to ensure teachers become proficient in workshop model; Teachers will receive differentiated PD during monthly PD and PLC meetings;</p>	<p>2018-2019 Assessment calendar with regularly scheduled formative assessments; Written feedback from observation and implementaion of Next Steps from feedback after observations</p>
2-4	<p>All teachers will engage in annual data conferences (4X/year); analyze data and plan units of study</p>	<p>Calendar Data Conferences; Hire ITL (credentialed) to support ALL students in class and in small group intervention groups. ITL will also provide Professional Development to teachers to fully implement adopted software equitably and consistently.</p>	<p>2018-2019 School calendar with Data Conferences</p>
2-5	<p>All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and increase student achievement in literacy (e.g. Freckle, ST Math for targeted students groups including GATE, Low Income students, Title I, ELL's, and Foster Youth .</p>	<p>Principal and teachers will create grade level plan to track goals across the year; check in will be 3X/year @ data conferences Supplemental materials (e.g. Standards Plus) aligned to Common Core standards are utilized to give students opportunities to engage with SBAC aligned assessments and provide opportunities to apply their learning</p>	<p>Weekly/monthly data reports (ST Math, Front Row) to track proficiency levels (TK-5th)</p>

2-6	All teachers administer SMI for targeted students, especially to those Title I, Low Income, African American students , not currently at proficiency (grades 3-5) every 30 days to monitor progress toward grade level goals	Provide protected time for weekly PLC planning using all relevant data including SMI, Front Row math, ST Math, etc. Both ILT and 0.65 Prep Teacher to provide "during the day" release time for teacher planning aligned to data	Baseline data ; Monthly data to track student proficiency; PLC monthly meeting notes (math focus); formative assessment data
2-7	Teachers participate in professional learning that includes OUSD sponsored trainings, conferences, etc.	Principal and ILT will ensure teachers are provided with professional learning opportunities (e.g. attendance at conferences, retreats, peer observations, video-taping of practices) to deepen and refine their skills; ILT will plan PD in areas of Balanced Literacy. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	Budget prioritizes funding for attendance at professional conferences, School-wide retreats and OUSD offered PD; Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.
2-8	Afterschool Teacher Liason provides PD for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	Provide teacher stipends for PD Partner with Ujima Foundation to provide quality academic intervention and broader enrichment supports after school. Ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.	Afterschool -ASES funds allocated for Teacher Liaison; Agenda, Meeting notes, feedback from classroom observations from teacher liaison to Ujima ASP staff
2-9	TK and Kindergarten teachers will host Fall Orientation/Open House for incoming TK and Kindergarten parents to welcome students and families to school (Parent Engagement).	Calendar TK, Kindergarten Orientation/Open House for incoming families. Share priorities with families (e.g. Daily, On Time Attendance) Set clear student attendance and achievement goals for TK, Kindergarten families that are public; create and share a calendar that allows us to monitor progress towards these goals.	Calendar with TK, Kindergarten Orientation, Parent Invite, Sign in sheet of attendees
2-10	TK and Kindergarten students have access to blended learning high quality software (ST Math, Front Row) to ensure students are prepared for transition to Kindergarten and 1st grade	Create calendar and Blended Learning Block to ensure students have access to high quality software that accelerates learning. Share priorities with families (e.g. Daily, On Time Attendance) Hire 1.0 Instructional Leadership teacher to provide PD to strengthen technology competency for all teachers.	Weekly lesson plans with Blended Learning block, ITL schedule with TK, Kindergarten classes, progress on software programs (ST Math)

2-11	Teachers create and implement individualized acceleration plans for those students who have demonstrated proficiency in the core subject areas (GATE)	Blended Learning opportunities integrating technology (software, hardware) is utilized to respond to GATE students' needs (acceleration) Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of GATE students.	Weekly lesson plans with Blended Learning block, Data with GATE student progress on software programs (ST Math); specific projects using technology (e.g. Google Docs, Maker club, etc.)
2-12	Teachers create, implement, monitor and revise Individual Education (IEP) plans and differentiated strategies for students with disabilities to ensure their individual needs are met.	Leadership will provide resources and access to instructional technology to support students disabilities in Special Day Classes (SDC) classrooms as well as students in regular classes with IEP's. Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of students of disabilities.	Progress of completed and compliant IEP's (Monthly Dashboard)
2-13	Teachers organize classroom environments that are nurturing and engaging so children want to come to school every day. Classrooms are organized to ensure that there are multiple opportunities for students, particularly Low Income students, to move around and interact with peers appropriately helping them to build and sustain positive relationships.	Leadership Team, circuit and grade level teams will observe classrooms and provide feedback to ensure that every classroom is emotionally safe, clean, comfortable, provides opportunities for students to move around, access to learning materials, stimulates learning and help build warm classroom communities. Provide resources, including prioritizing budget resources, to create classroom environments that are warm, nurturing and inviting; focus on practices that INCREASE Average Daily Attendance and DECREASE Chronic Absenteeism.	PD aligned to PBIS classroom management strategies, optimum classroom arrangement for grade levels, weekly attendance, monthly attendance tracking (Dashboard)-Goal=decrease from double digit to single digit by End of Year.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT		Priority ("Big Rock"):	JUNE 2021 GOAL			
		Chronic Absence	Decrease chronic absenteeism and tardies to less than 10% by June 2021.			
		Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
Chronic Absence	All Students	20.63%	18.13%	15.63%		
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Leading Indicators to monitor include: Log of Family and Community Coordinator Attendance plans, Daily Attendance, Uniform Referral Form (URF), Attendance Team minutes with/attendance plan, C.O.S.T. minutes for students with "At Risk" attendance; Improved attendance rate (Dashboard)					
Theory of Action for Conditions for Student & Adult Learning Priority:	If we teach SEL Skills and strategies to ensure that Burckhalter Elementary School and EVERY classroom is safe and welcoming, nurturing and engaging; engage parents in the importance of attending school EVERYDAY (incentivizing attendance) and closely monitor daily attendance to interrupt chronic absenteeism, then of all students especially Title I , English Learners and Foster Youth will want to come to school every day and the chronic absenteeism rate will decrease to less than 10% by June 2018.					
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION		
3-1	Teachers will use progressive discipline outlined on Universal Referral Form URF) to redirect "off task" student behavior.	Leadership Team will continue school wide SEL practices that cultivate student positive engagement; Monitor student behavioral referrals. Create Student/Parent handbook that includes school-wide behavioral expectations with input from parents (Family Engagement).		Weekly,monthly URF tracking on Dashboard		
3-2	Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best. All teachers will: organize the physical design of the classroom to promote collaboration, develop and teach predictable classroom routines, and post, define and teach 3-5 positive classroom expectations. In PLC's teachers will Identify the expected behaviors, Teach, model and have students practice what those behaviors look like, sound like, and feel like, and specifically praise appropriate behavior with private or public acknowledgement regularly (e.g. distribute Weekly Burckhalter Bucks)	Principal and ILT complete End of the Year PBIS self-assessment and use data to create, implement staff development aligned to site-based, school-wide PBIS/SEL revisions		Progress on PBIS rubric (BoY-EoY), URF Tracking, behavior referrals (goal=less than 20/year), decrease in chronic absenteeism, reading and math data that shows positive academic growth		

3-3	Teachers create instructional plans that facilitate "bell-to-bell" teaching and learning.	Leadership Team members, including when appropriate parents , will conduct classroom walkthroughs to collect evidence of effective student engagement and positive discipline strategies to share schoolwide. Include parent members of School Site Council (SSC) and PTO as core group of parents to help develop school-wide handbook identifying commonly agreed upon behavioral expectations.	Classroom walkthrough notes; feedback with Next Steps; monthly SSC meeting notes
3-4	Teachers, working in teams, develop written, common classroom motivation and management plans. These plans are communicated in writing to parents and students, explained orally and posted in classrooms permanently.	Principal will monitor classrooms daily and provide feedback to staff on effective engagement and culture practices. Partner with Ujima ASP to survey parents and use data to host a minimum of (3) parent workshops annually (Family and Community Engagement).	Prioritize "During the Day" planning time-weekly school-wide schedule; copies on Individual/Goal setting for students
3-5	Teachers produce and share progress reports with parents and students, that include feedback regarding student conduct.	Staff participate in yearlong Positive Behavior Interventions and Supports (PBIS) PD; assess year 1 progress and create Year 2 goals; implement plan; explicitly teach positive and appropriate behaviors to all students Increase student safety and minimize negative peer-to-peer interactions during recess; Increase student safety and minimize negative peer-to-peer interactions during recess.	Copies of progress reports, report cards indicating progress in soecific academic and/or SEL areas of focus
3-6	Teacher create behavior improvement plans for students who repeat negative behaviors.	Noon Supervisor and Playworks coach train Junior Coaches in Conflict Management strategies to reduce negative verbal and physical interactions Contract with Playworks, purchase resources, incentive materials, food and refreshments for student trainings	Reduction in URF's, Incident Reports from Noon Supervisor-Goal is 20 or fewer URF's by End of the Year
3-7	Teachers work collaboratively to support each other and monitor progress and growth toward identified core beliefs.	Principal will ensure learning environments have all necessary supplies. All students have access to on site behavioral resources including mental health staff and counseling services (i.e. Ann Martin Center staff and/or counseling intern).	Budgets with needed supplies; C.O.S.T.Team meeting notes; Family and Community Coordinator log of calls, meetings (monthly)

3-8	Teachers will take attendance daily.	Members of the Attendance Team will meet with parent/families of each "At Risk" of being chronically absent after each absence. Create Attendance Improvement Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits.	Attendance Team meeting notes' C.O.S.T. Team meeting notes with "At Risk" students progress (updated monthly); copies of Attendance Improvement Plans and/or copy Family and Community Coordinator log of calls, meetings with families with improvement plan
3-9	Teachers will use attendance and behavioral referral data as a basis for improving and strengthening student engagement especially for Title I, Low Income, African American, ELL's, Foster and Homeless Youth	Leadership Team will identify high leverage academic and behavioral interventions, aligned to data, to target Title I, African American males, ELL, Foster and Homeless students' needs. Enlist the support of Family and Community Coordinator to support culture and climate priorities	Copies of weekly monthly classroom attendance; positive behavior and perfect attendance (improved attendance) assemblies and budget for prizes
3-10	Afterschool Teacher Liaison provides PD in core teaching areas for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	Partner with Ujimaa ASP to provide Extended Day for targeted and identified youth , Explicitly teach positive and appropriate behaviors to all enrolled Ujimaa ASP students Partner with Ujimaa Foundation to identify resources to support positive and appropriate behaviors.Ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.	Afterschool -ASES funds allocated for Teacher Liaison; Agenda, Meeting notes, feedback from classroom observations from teacher liaison to Ujimaa ASP staff
3-11	Teachers will use attendance and behavioral referral data as a basis for improving and strengthening student engagement especially for GATE identified students	Leadership Team will identify high leverage academic interventions, aligned to data, to target students' needs (e.g. GATE). Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of GATE students.	Copies of weekly monthly classroom attendance; positive behavior and perfect attendance (improved attendance) assemblies and budget for prizes

3-12	Explicitly teach positive and appropriate behaviors to all students beginning in TK, Kindergarten; reteach often Tier 2 and Tier 3 students	Calendar monthly and trimester celebrations to recognize students academically, with perfect and improved attendance and good and improved citizenship beginning in TK-Kindergarten Host regular celebrations for families aligned to improved academic achievement, attendance and positive behaviors. Purchase resources, incentive materials, food and refreshments for student recognition	Copies of weekly/ monthly positive behavior and perfect attendance (improved attendance) assemblies and budget for prizes
tuesday	Staff describes the expectations for student behavior and conduct and outlines the procedures to be followed when these expectations are not met.	Distribute Parent/Family Handbook (2018-2019) which includes input from parent groups (SSC, PTO, ELAC, Dad's Club) . Use policies and procedures contained within to guide student behaviors while at Burckhalter Elementary School and promote a positive school culture and climate.	Copy of Parent/Family Handbook (2018-2019); copies of returned parent, student page; PBIS lessons in classrooms, posters throughout school; decrease in URF's-Fall 2017-Fall 2018
3-14	Teachers provide EXTENDED TIME afterschool and/or during Saturday school for students who need it to get specific, intensive remediation in core subjects where they're struggling	Leadership provide teacher stipends for EXTENDED TIME afterschool and/or during Saturday school for students who need it to get specific, intensive remediation in core subjects where they're struggling	<i>Data (Baseline)-After Extended Time Interventions to show growth.</i>

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Language Development	By Spring 2019, more than 25% of all English Learners will be reclassified.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	English Learners	0.00%	12.50%	25.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Leading Indicators to monitor include: Fall Reclassification numbers; ELPAC scores, SRI and Writing Assessments, SBAC ELA				
Theory of Action for English Language Learners Priority:	If we ensure that English Language Learners across all levels of language proficiency can access and fully engage with rigorous grade-level English Language Arts (ELA) and mathematics standards called for in the Common Core Standards; then we can ensure that English Language Learners will acquire the reasoning, language skills, and academic registers they need to be successful across the curriculum and throughout the school day.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will use data (ELPAC, SRI, Writing samples, etc.) to determine the proficiency level of Latino's ; teachers form groups based upon data; create and teach lessons for English Learners to develop English language proficiency during daily protected time during the regular school day-Designated English Language Development (ELD).	Principal and ILT will assess and identify the current level of Designated and Integrated ELD implementation; decide focus needed to move to next stage; Provide access to ELL data; group students according to language needs; create an agreed upon Daily/Weekly Designated ELD block (minimum 30 minutes); identify and provide supplemental materials aligned to ELPAC levels of students; provide professional development to build teachers capacity to provide Designated ELD in core content area; observe and give feedback aligned to ELD rubric during Designated ELD block to ensure ELL's (including Newcomers) are developing proficiency in English; provide resources for ELD	Increase in reclassification rates among ELL's; increase in SRI reading proficiency growth (BoY-EoY0, writing samples show progress
4-2	Teachers will provide scaffolds to ensure English Learners (ELs) especially Newcomers learn the content and academic language used in content area lessons-Integrated English Language Development (IELD).	During walkthroughs, observe and give feedback during Integrated ELD block to ensure ELL's (Newcomers) are developing proficiency in acquiring specific academic vocabulary and writing skills during content area blocks (Science, Social Studies); provide resources for ELD	PD calendar and agendas aligned to Designated and Integrated English Language Development (ELD); Daily schedules with Designated ELD block; Teaching Charts to support Reader's and Writer's Workshop lessons (Lucy Calkins); data from ELPAC, SRI, SBAC Interim SMI assessments
4-3	Teachers ensure ELLs, especially Newcomers , build the capacity to speak, read, and write in English and are provided protected time everyday to become proficient (Designated ELD) and throughout the content areas (Integrated ELD); teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum; teachers familiarize themselves with Specially Designed Academic Instruction in English (SDAIE) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)	Teachers are provided detailed assessment data (ELPAC, SRI, SMI, and SBAC) of ELLs to provide appropriate language development supports; Leadership ensures teachers receive necessary resources including "protected time" for data analysis and plan classroom instruction aligned to English Language Development	PD calendar and agendas aligned to Designated and Integrated English Language Development (ELD); Daily schedules with Designated ELD block; Teaching Charts to support Reader's and Writer's Workshop lessons (Lucy Calkins); data from ELPAC, SRI, SBAC Interim SMI assessments

4-4	<p>Teachers implement key elements of Reader's and Writer's Workshop daily:</p> <p>A. Read Aloud (Introduce reading/writing strategy-ELL's, especially Newcomers listen to fluent readers)</p> <p>B. Minilessons (Reading and Writing Strategies or Skills-provide ELL's, especially Newcomers with appropriate and authentic scaffolds they can readily use)</p> <p>C. Independent Reading/Writing (applying the reading/writing strategy or demonstrating use of the skill-ELL's, especially Newcomers practice oral reading)</p> <p>D. Individual or Small Group Conferencing(ELL's, especially Newcomers are in small groups that allow them to practice language)</p> <p>E. Response to Reading (Oral and/or Written between students-ELL's especially Newcomers, practice speaking and writing)</p>	<p>Principal and ILT utilize weekly observation "Look Fors" checklist-provide feedback (written and/or oral) within 24 hours of observation; Principal closely monitors Read Aloud, Minilessons and small group work during Reader's/Writer's Workshop; Teaching Points match student tasks when assessed during 1 to 1 conferring. Weekly PLC Collaboration for data analysis and planning-budget for release time; "protected time" is set aside for teachers to analyze data together.</p>	<p>Feedback from Observations including Next Steps; PLC meeting notes; budget prioritized for extended time (Leadership Team Retreats, Planning Time)</p>
4-5	<p>Teachers will use data (ELPAC, SRI, Writing samples, etc.) to determine the proficiency level of ELL's ; teachers form groups based upon data; create and teach lessons for English Learners to develop English language proficiency during daily protected time during the regular school day-Designated English Language Development (ELD).</p>	<p>Principal and ILT will assess and identify the current level of Designated and Integrated ELD implementation; decide focus needed to move to next stage; Provide access to ELL data; group students according to language needs; create an agreed upon Daily/Weekly Designated ELD block (minimum 30 minutes); identify and provide supplemental materials aligned to ELPAC levels of students; provide professional development to build teachers capacity to provide Designated ELD in core content area; observe and give feedback aligned to ELD rubric during Designated ELD block to ensure ELL's (including Newcomers) are developing proficiency in English; provide resources for ELD</p>	<p>Increase in reclassification rates among ELL's; increase in SRI reading proficiency growth (BoY-EoY0, writing samples show progress</p>

4-6	<p>Teachers will use data (ELPAC, SRI, Writing samples, etc.) to determine the proficiency level of Newcomers; teachers form groups based upon data; create and teach lessons for English Learners to develop English language proficiency during daily protected time during the regular school day-Designated English Language Development (ELD).</p>	<p>Principal and ILT will assess and identify the current level of Designated and Integrated ELD implementation; decide focus needed to move to next stage; Provide access to Newcomer data; group students according to language needs; create an agreed upon Daily/Weekly Designated ELD block (minimum 30 minutes); identify and provide supplemental materials aligned to ELPAC levels of students; provide professional development to build teachers capacity to provide Designated ELD in core content area; observe and give feedback aligned to ELD rubric during Designated ELD block to ensure ELL's (including Newcomers) are developing proficiency in English; provide resources for ELD</p>	<p>Increase in reclassification rates among Newcomers; increase in SRI reading proficiency growth (BoY-EoY0, writing samples show progress</p>
-----	--	--	--

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter 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
\$105,518.69	After School Education & Safety (ASES)	Provide Extended Day, Enrichment and Leadership opprtunities for Identified students groups: ELL's, Foster Youth, Transitional Youth, G.A.T. E	Literacy	A1.6 After School Programs	5825				105-1
\$7,774.10	General Purpose Discretionary	Supplies for all students	Mathematics	A2.3 Standards-Aligned Learning Materials	4310				105-2
\$1,342.20	General Purpose Discretionary	Surplus, to be used for additional Noon Supervisor	n/a	n/a	4399				105-3
\$10,114.66	General Purpose Discretionary	Chromebooks, computers for Blended Learning block	Mathematics	A3.1 Blended Learning	4420				105-4
\$5,000.00	General Purpose Discretionary	Equipment Maintenance Yearly	Language Development	A2.1 Implementation of the CCSS & NGSS	5610				105-5
\$3,500.00	General Purpose Discretionary	Contract for on site EXCEL Reading Clinic to support ELL's, students not reading at grade level	Language Development	A4.1 English Learner Reclassification	5825				105-6
\$2,500.00	General Purpose Discretionary	Software (Licensing-ST Math, Starfall)	Mathematics	A3.1 Blended Learning	5846				105-7
\$125.00	General Purpose Discretionary	Postage (Mailings to schools and families)	Literacy	A6.5 Academic Parent-Teacher Communication & Workshops	5910				105-8
\$10,769.04	General Purpose Discretionary	Noon supervision	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV9999	0.20	105-9
\$12,383.70	LCFF Supplemental	Extended Contracts for Leadership Development-Instructional Leadership Team Meetings, Extended Day	Literacy	A2.10 Extended Time for Teachers	1120				105-10
\$7,512.54	LCFF Supplemental	Books Other Than Textbooks, Supplemental Materials to support CCSS/NGSS	Literacy	A2.3 Standards-Aligned Learning Materials	4200				105-11

\$10,000.00	LCFF Supplemental	Professional Development , Retreats and/or Conferences for Staff	Literacy	A3.4 Teacher Professional Development focused on Literacy	5200				105-12
\$8,500.00	LCFF Supplemental	Hire Recess Coach-Playworks	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				105-13
\$104,606.63	LCFF Supplemental	TSA to support academic acceleration	Literacy	A2.1 Implementation of the CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA0200	1.00	105-14
\$7,430.22	Title I: Basic	Academic Mentors	Literacy	A2.1 Implementation of the CCSS & NGSS	2928				105-15
\$5,000.00	Title I: Basic	Provide books for student at home libraries-BookTrust	Literacy	A3.2 Reading Intervention	4200				105-16
\$538.30	Title I: Basic	Supplies to support students	Literacy	A2.1 Implementation of the CCSS & NGSS	4310				105-17
\$30,000.00	Title I: Basic	Hire Family and Community Coordinator	Chronic Absence	A5.4 Root Causes of Chronic Absence	5825				105-18
\$2,000.00	Title I: Basic	Assemblies to support positive school climate	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	5828				105-19
\$7,500.00	Title I: Basic	Admission Fees for extended learning , enrichment	Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	5829				105-20
\$1,290.42	Title I: Parent Participation	Supplies to fully develop Parent Room, Parent Education opportunities	Literacy	A6.1 Parent/Guardian Leadership Development	4310				105-21

School Parental Involvement Policy

Part 1. General Expectations

Burckhalter Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

- 1) ***Burckhalter Elementary School*** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - ***Distribute for review and approval the Parent Involvement Policy and Rules at the Annual Title I Meeting***
 - ***Discuss the current state of the school data and academic goals at the Annual Title I Meeting***

- *Distribute for review and approval the Home School Compact at SSC monthly meeting (before December)*
 - *Suggested revisions will be reviewed and adopted by the School Site Council (SSC)*
- 2) *Burckhalter Elementary School* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
- *Distribute with monthly Parent/Community newsletter*
 - *Extra copies will be kept in the front office for parents*
- Burckhalter Elementary School* will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
- *Monthly SSC Meetings*
 - *As safety issues arise*
- 3) *Burckhalter Elementary School* will convene an annual meeting to inform parents of the following:
- That their child's school participates in Title I
 - About the requirements of Title I
 - Of their rights to be involved
 - Of their right to participate in the development of the District's Title I Plan
 - About their school's participation in Title I
 - *Annual Title I Meeting will be held –childcare will be provided*
- 4) *Burckhalter Elementary School* will hold a flexible number of meetings at varying times, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
- *PTO Meetings-Monthly (TBD annually)*
 - *Dad's Club-Monthly(1st and 3rd Thursdays)*
 - *SSC Meetings-Monthly*
- 5) *Burckhalter Elementary School* will provide information about Title I programs to parents of participation children in a timely manner:
- **Monthly Newsletters**
 - **SSC Meetings**
- 6) *Burckhalter Elementary School* will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
- *Annual Title I Meeting*
 - *State of the School Presentation*
 - *SSC Meetings*
 - *Data Summits*

- 7) *Burckhalter Elementary School* will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- 8) *Burckhalter Elementary School* will submit to the district any parent comments if the school wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) *Burckhalter Elementary School* will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - *PTO Meetings-Monthly (TBD annually)*
 - *Dad's Club-Monthly(1st and 3rd Thursdays)*
 - *SSC Meetings-Monthly*
- 2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
 - *Parent Guide, List of Rules, Referral Procedures, Due Process*
- 3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
 - The requirements of Title 1
 - How to monitor their child's progress
 - How to work with educators
 - *Semester Grade Level Meetings (October, March)*
 - *SSC Meetings-Monthly*
- 4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
 - *Semester Grade Level Meetings (October, March)*
 - *SSC Meetings-Monthly*
- 5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach


out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- 6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- 7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

Part 4. Adoption:

- This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by
- *Annual Title I Meeting*
- *State of the School Presentation*
- *SSC Meetings*
- *Semester Grade Level Meetings (October, March)*

This policy was adopted by the *Burckhalter Elementary School* Site Council on *Tuesday, October 3rd, 2017* and will be in effect for the period of *2017-2018*. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before *Tuesday, October 3rd*. It will be made available to the local community on or before *Tuesday, October 3rd*. The *Burckhalter Elementary School's* notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



principal

Burckhalter Elementary School, Parent and Student Compact

Burckhalter Elementary School and the parents of enrolled Burckhalter Elementary School students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School, Parent and Student Compact is in effect during the 2017--2018 school year.

School Responsibilities —

Burckhalter Elementary School will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**

*All teachers will utilize the district adopted **Common Core** curriculum and implement effective instructional strategies that will ensure that all students are successful in their grade level. All teachers will teach towards the grade level standards and provide differentiated instruction so that all students have equal access to actively participating in the classroom.*

- **Hold parent-teacher conferences each trimester during which this compact will be discussed as it relates to the individual child's achievement.**

During the conference, the teacher will discuss the individual child's academic and social achievement. Parents and/or teachers can request additional conferences based upon student needs.

- **Provide parents with frequent reports on their children's progress.**

Formal report cards are provided (3) times during the academic school year. Each parent will receive a progress report prior to the end of the 1st report card period. On other occasions, teachers keep parents informed about their child's progress either by one-on-one meetings, phone calls, texts and/ or written notes.

- **Provide parents reasonable access to staff.**

Teachers are available to speak with parents either before school, after school or by appointment.

- **Provide opportunities for parents to volunteer and to participate and to observe classroom activities in their child's class.**

Parents are encouraged to volunteer, participate and observe in the classroom. Parents may make arrangements with the teacher. Parents need to have a T.B. test if they plan to volunteer in the classroom for an extended period of time. Parents must sign-in in the main office before entering the classroom as part of the education code.

Parent Responsibilities —

We, as parents, will support our children's learning in the following ways:

- *Bring my child to school on time;*
- *Attend school meetings;*
- *Make sure my child does his/her homework;*
- *Check my child's homework everyday;*
- *Keep in touch with the teacher;*
- *Talk to my child at home;*
- *Make sure my child eats well;*
- *Pick-up my child from school on time;*
- *Check and clean my child's backpack regularly and,*
- *Work to keep other parents informed about important school-wide important events by helping to create a better communication system between classroom-school-home (for example, becoming a room parent; creating and participating in the phone tree)*

Student Responsibilities —

We, as students, will share the responsibility to improve our academic achievement and meet the State of California's academic standards. We will:

- *Follow all Burckhalter rules and norms;*
- *Do my homework every day;*
- *Ask for help when I need it;*
- *Read for at least 15 minutes every day, outside of school (Kindergarten, 1st and 2nd grade students)*
- *Read for at least 30 minutes every day, outside of school (3rd, 4th and 5th grade students).*



2017-2018

School Site Council Membership Roster – Elementary

School Name: Burckhalter Elementary School

Chairperson : Brittany walker-Pettigrew
Vice Chairperson:
Secretary: Carin Geathers

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Bahijat Abdul				X
Erich Butler, Sr.			X	
Lisa Capuano		X		
Carin Geathers	X			
Lillie Hayes-Staples		X		
Derek Kilgore				X
Zotunde Morton				X
Brittany Walker Pettigrew				X
Jon Pettigrew				X
Heidi Stickever		X		

Meeting Schedule (day/month/time)	2nd Tuesday of month (Oct., Nov., Jan., Feb., March, April, May)
-----------------------------------	--

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.

