

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

June 27, 2012

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2012/2013 CSSSP – Hillcrest Elementary School

**Action Requested:**

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Hillcrest Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

**Discussion:**

The Single Plan for Student Achievement 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 improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to 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.

**State Programs**

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

**Federal Programs**

- Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Hillcrest Elementary School.



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: Hillcrest K-8**

**6001911**

**School Year: 2012-2013**

# **COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)**

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

**VISION:** All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

**MISSION:** Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

#### SCHOOL SITE

##### CONTEXT

Hillcrest School was established in 1950 in the Upper Rockridge district of Oakland, California. Hillcrest is a high-performing school serving students in kindergarten through eighth grades. Through services provided by the Oakland Unified School District, we provide Special Education services for students who qualify under the Individuals with Disabilities Education Act (IDEA), including support from a Special Education Resource Specialist, Speech Therapy, Occupational Therapy and Autism Support and Intervention Services. Hillcrest School, built in 1950, is located in the East Bay Oakland hills of the San Francisco Bay area. Its unassuming exterior belies the fact that it is one of the most sought after schools in Oakland. Its rigorous curriculum is coupled with a standards-based, vertically aligned, K-8 format and resources that support students in actively engaged learning and higher order thinking. The Parent-Teacher Association is extremely involved at Hillcrest, providing art, music, instructional technology, Spanish, classroom support in the form of instructional assistants, and literacy support. The high parent involvement, which is estimated to be 80% of parents volunteering their resources and/or time, totals thousands of hours per year to our school. The Hillcrest School Library boasts more than 10,000 titles, 11,000 copies and a PTA funded School Librarian. Our 30 unit portable computer lab, technology consultant, computers in classrooms, and laptop computers are available to support both the teachers and students. A PTA funded school psychologist helps to provide early diagnoses of learning issues and to guide better understanding of learning challenges. Weekly SST meetings by the School Support Team are imperative in working closely with the teachers to serve the whole child. The quality onsite before and after school care, Adventure Time, works in concert with these supplemented resources to provide the many working families in our community and accommodates close to 40% of the student body. The Hillcrest principal works closely with the PTA Programs Liaison, to provide parent education assemblies and workshops to the Hillcrest community. Monthly family gatherings and assemblies are also a staple at Hillcrest, to celebrate the students' learning. Hillcrest's Community Service Program, "Hillcrest Helps Out", has contributed much time and many hands to the community of Oakland. Parent-student community service opportunities, as well as school-wide, grade level-specific events to help support schools and organizations in Oakland, have

been extremely successful in teaching our students to give back to their community. Over nine years, Hillcrest has shown consistent and significant growth, as measured by the California Standardized Tests. At 972, Hillcrest is tied with Montclair School as one of the highest scoring elementary and middle schools in Alameda County. Both our API rank and the similar school rank are 10/10 and we have met all AYP requirements over the past five years. Although we are in the top 1% of the schools in the state, we recognize that we must continually work hard to be reflective and thoughtful about our instructional practice.

### **VISION**

Hillcrest School is committed to a rich and challenging tradition of excellence, where every decision is made with the students' best interest in mind. With a partnership of parents, staff, and students, we accept responsibility for student growth and provides many unique opportunities for all students to be active participants in their own learning.

## Accountable for Quality: Ensuring Thriving Students and Healthy Communities

### Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

#### The School Accountability Plan

The School Leadership will create a culture of shared accountability for meeting school improvement performance objectives. -School culture of high expectations (e.g., student work displayed, minimized student/ classroom disruption, student engagement, changes in student academic performance, student academic supports, family and community engagement in school) -Teacher collaboration (e.g., professional learning communities), commitment toward school-wide collaboration, involvement and participation on school committees, teacher job-satisfaction on California Health Kids Survey The School Leadership will communicate vision for school's continuation of excellence to all stakeholders -Multiple media formats used to communicate sense of urgency and message of change (e.g., public meetings, forums, newsletters, parent meetings, business/community partnerships) -Types of quick wins will be pursued and recognized -Students, school staff, and parents will articulate their role in achieving the school's vision The School Leadership will provide all staff with high-quality, job-embedded, differentiated professional development - Professional development opportunities aligned with teacher evaluations, based on classroom observations, teachers' experiences and expertise, and on student performance and subgroup needs -Dedicated time for collaborative learning opportunities -Learning opportunities aligned the new Common Core State Standards, and supports the implementation of instructional initiatives (e.g., technology integration, RtI, differentiation of instruction)

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Hillcrest K-8

Principal: LYSBETH HINES

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

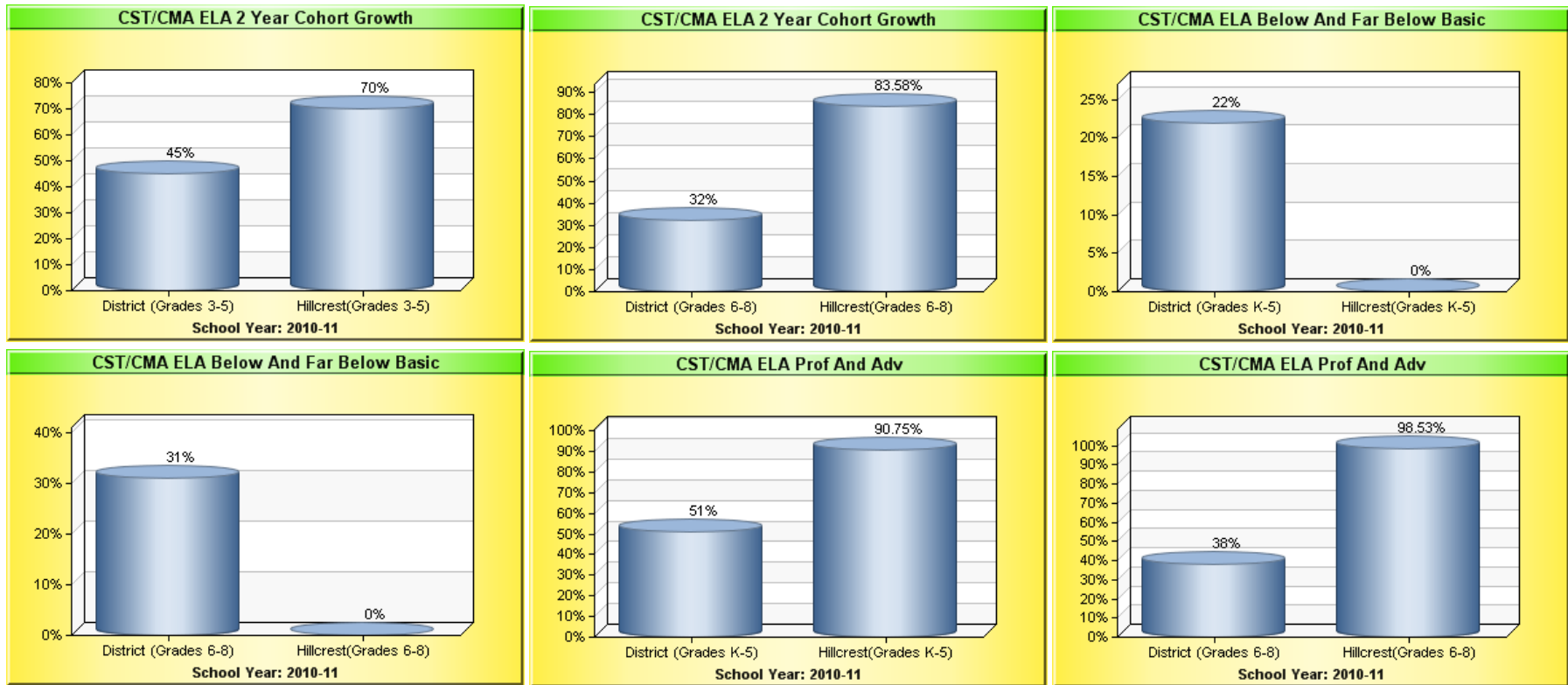
#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





**School Data**

- SRA's Open Court Reading is a research-based literacy program that was adopted in Oakland Unified School District over 10 years ago and parts are still widely used by Hillcrest teachers.
- Although the program exhibits a number of strengths, such as their phonics program, it is also thought to display weaknesses, such as developing lifelong readers; limiting its overall effectiveness as a balanced literacy program.

**Data Analysis**

- Strategic professional development in enhancing and modifying the current Open Court Reading program and a movement toward a balanced literacy approach to reading instruction is needed in order to meet a wider range of students' literacy needs.
- Targeted professional development in using data to extend and modify the school's literacy program is essential in order for teachers to differentiate instruction geared to their students' needs.

**Theory Action**

- If we address all facets of the instructional core--changing the role of the student in the instructional process, increasing the level and complexity of the content in our curriculum, and supporting the knowledge and skill development of teachers--

- then an increase in student learning will occur.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All elementary and middle school teachers at Hillcrest will need professional development training in integrating instruction to include shared reading, guided reading, literature grouping, independent reading, shared and interactive writing, independent writing, and intervention activities and strategies.	CST, Benchmark & BAS	All Students	August 2012 - June 2013	Hines	2/17/2012	127SQI1A720		N/A			0	\$0.00
Intensive phonics training for all teachers in order to provide intervention for students at various grade levels (K-8) who have failed to achieve appropriate progress in learning to read and/or mastering fluency when reading multisyllabic words.	CST, Benchmark & BAS	FBB, BB and BAS	August 2012 - June 2013	Hines	2/17/2012	127SQI1A722		N/A			0	\$0.00
Professional development around assessment techniques and strategies for all teachers so that they are able to regularly assess student reading difficulties and strengths in order to provide appropriate instruction to meet individual needs.	CST, Benchmark & BAS	All Students	August 2012 - June 2013	Hines	2/17/2012	127SQI1A721		N/A			0	\$0.00
At Hillcrest School, we will launch a Writers' Workshop program (based on the work of Lucy Calkins CTRWP and Being A Writer program) using curricular mapping aligned to the Common Core Standards. This will be a blueprint and living document that will be revised throughout the year and years to come.	CST, Benchmark & BAS	All Students	August 2012 - June 2013	Hines	2/17/2012	127SQI1A719		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Hillcrest K-8

Principal: LYSBETH HINES

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

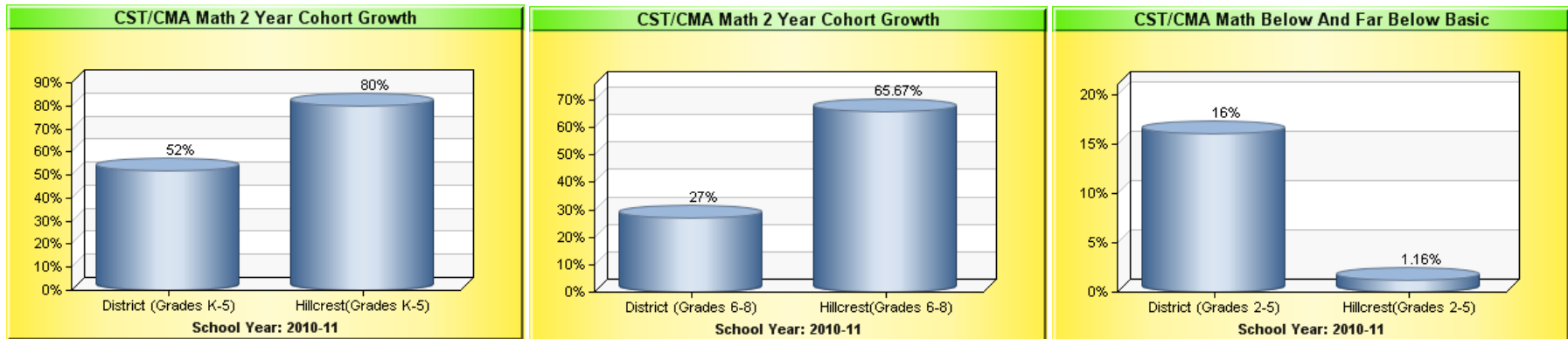
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

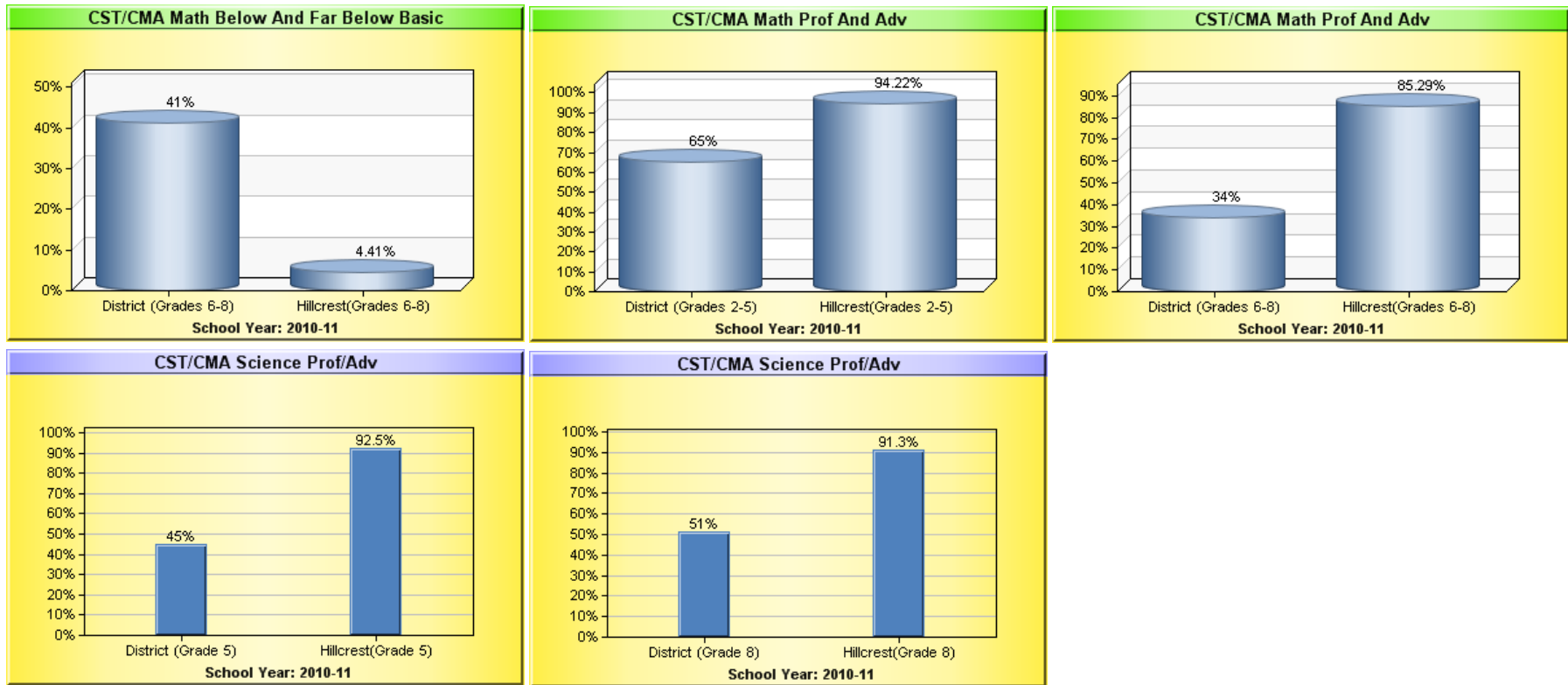
#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





**School Data**

- Teachers in grades k-5 are currently teaching science 90 minutes per week.
- The mathematics curriculum is enhanced by many teachers using effective, specific and observable instructional strategies.

**Data Analysis**

- Although the majority of Hillcrest's students are testing at proficient and advanced levels as measured by the CST, a more strategic use of assessment data and analysis to drive instruction must be weaved into each and every grade level.
- Effective, specific and observational instructional strategies, such as the use of multiple algorithms, side-by-side comparison models, and bar models to develop relational thinking must be used in each and every classroom at Hillcrest School.
- There must be coherence across classrooms/grade levels in the use of the "Big Four" as a standard for teaching mathematics: positive behavior classroom management, strategic planning, interactive teaching, thoughtful assessment.
- Targeted, differentiated professional development in mathematics for specific grade-level groups: K-2, 3-5, and 6-8.

**Theory Action**

- Our Theory of Action is simple: If we invest in human capital in the areas of Science, Technology, Engineering and Mathematics, (STEM); focusing on teacher

development and integration of academic knowledge with hands-on, real world activities

- in an educational setting; then we will have an increase in STEM motivation, engagement, knowledge and skills, and eventually STEM course-taking when students leave Hillcrest School after the 8th grade.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Students will be engaged in "hands-on, minds on" FOSS-based science experiences in their classrooms, which will be planned collaboratively in weekly grade-level teams.	Increase in students performing at Proficient & Advanced levels as measured by the CST	All Students	August 2012 - June 2013	Lissa Hines and Hillcrest Staff	4/2/2012	127SQ11B2205		N/A			0	\$0.00
Build upon leader's skill to have effective coaching conversations and to design effective learning modules for adult learners to increase their content knowledge and comfort in teaching mathematics.	Increased comfort in teaching mathematics		August 2012 - June 2013	Lissa Hines & Math Team	4/2/2012	127SQ11B3164		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Hillcrest K-8

Principal: LYSBETH HINES

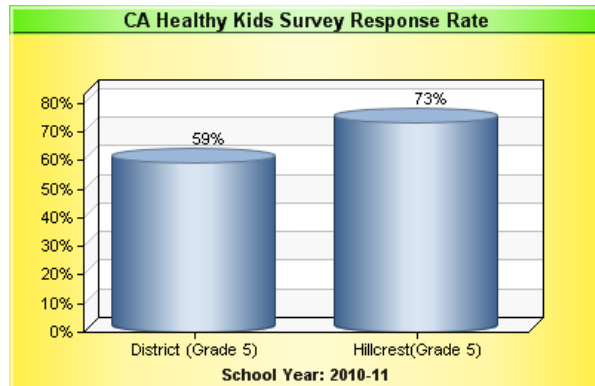
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



#### School Data

- Timely, short-term early interventions, such as time with a PTA funded literacy specialist, allow students in K-2 to catch up quickly in reading.
- A very involved parent force at Hillcrest School, which promotes and supports the goal of attending college.

#### Data Analysis

- Staff are organized to ensure that no student's academic, behavioral or personal needs go unnoticed.
- Multiple strategies are offered to improve students' test-taking skills, preparing them to be comfortable with assessment.

**Theory Action**

- If we deepen our understanding about how & why inequities and underachievement occur; implement strategies & best practices to turn those patterns around,
- then achievement will improve across the school and steady progression toward closing the achievement gap will be made.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional development for teachers on innovative and inclusive practices of teaching and learning; specifically tied to the Common Core Standards and students' needs.	CST, Benchmark & BAS	All Students	August 2012 - June 2013	Hines	4/2/2012	127SQ1C724		N/A			0	\$0.00
Engage teachers in ongoing, inquiry-based professional development that builds their capacity to accelerate learning for under-served students, as well as students with disabilities and learning differences.	CST, Benchmark & BAS	Special Education	August 2012 - June 2013	Hines	4/2/2012	127SQ1C725		N/A			0	\$0.00
A Response to Intervention (RTI) model will be identified and implemented at Hillcrest School and will include a pyramid of research-based interventions to provide holistic support for each student.	CST, Benchmark & BAS	FBB, BB and BAS	August 2012 - June 2013	Hines	4/2/2012	127SQ1C726		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Hillcrest K-8

Principal: LYSBETH HINES

#### School Quality Standards relevant to this Strategic Priority

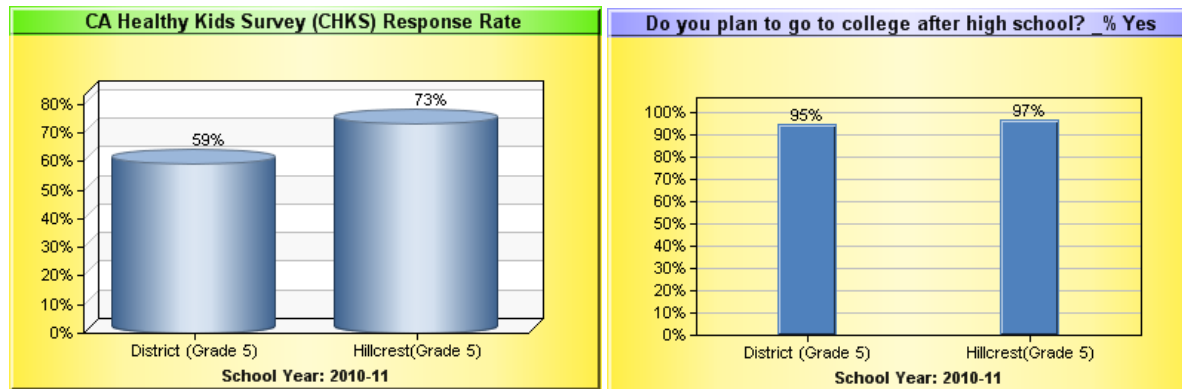
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



#### School Data

- School makes a commitment to provide the instruction necessary for every student to be prepared to meet grade level standards, every year- in every classroom.
- There is clear communication about what it takes to get to college in all classrooms at Hillcrest School.

#### Data Analysis



- In order for all students to be a part of a college ready culture, as a school, we must have a shared vision of high expectations, implement an academically rigorous curriculum, & continually examine/improve instructional practice.
- Hillcrest staff must "backwards plan" to align coursework to assessments, instruction, and student support systems with "college" being the end goal.
- Agreeing as a school community as to what a high level of educational coherence should look and feel like for our students, and agree on a plan for achieving this level of rigor in each and every classroom.

**Theory Action**

- If students are informed and believe that they will go to college and hold strongly to this vision, then they will exercise ownership over the educational process, making college and career a priority.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities to build awareness for the variety of careers available and to begin identifying areas of interest.					4/2/2012	127SQ1D3173		N/A			0	\$0.00
Support the learning conditions and provide the resources needed for all students to reach high academic levels.					4/2/2012	127SQ1D3171		N/A			0	\$0.00
Setting college readiness as the standard K-8 for all students.					4/2/2012	127SQ1D3170		N/A			0	\$0.00
Setting college readiness as the standard K-8 for all students.					4/2/2012	127SQ1D3172		N/A			0	\$0.00
Setting college readiness as the standard K-8 for all students.					4/2/2012	127SQ1D3174		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority E. Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Hillcrest K-8

Principal: LYSBETH HINES

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

**From OUSD Strategic Plan:**

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

**School Data**

- All teachers at Hillcrest School have been trained in Academic Language and Literacy strategies.
- Students in grades K-2 who are struggling in learning how to read or with literacy concepts, work with a PTA funded Reading Specialist.

**Data Analysis**

- Students who are not identified as Proficient or Advanced, as measured by the CST, are identified by classroom teachers and monitored closely to track their academic progress.
- Students who are not Proficient or Advanced are provided extra small group learning opportunities in their classrooms in order to master grade level standards.
- Teachers closely collaborate with students' teachers from the previous grade level(s), in order to identify a student's preferred learning style.

**Theory Action**

- If we identify students at-risk for failure BEFORE they fail, then we can PREVENT the achievement gap which exists in schools today.
- At Hillcrest School, we believe that kindergarten screening, early intervention, and progress monitoring is the key to eradicating the achievement gap.
- Student performance is influenced most by the quality of the interventions and differentiation of services we deliver and how well we deliver them.
- We must focus as a school on Academic Engaged Time (AET) for all students; which will ensure that we meet the needs of ALL students through effective instructional practices, professional development, data analysis & collaboration.
- We believe that student performance is influenced most by the quality of the interventions and instruction that we deliver daily in our classrooms.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Kindergarten Screening in May and June, 2 to 3 months before students begin school in the fall.		Pre-Kindergarten	August 2012 -June 2013	Hines	5/9/2012	127SQI1E727		N/A			0	\$0.00

Weekly grade-level meetings to discuss progress of students' in class and differentiation techniques.		All Students	September 2012-June 2013	Hines	5/9/2012	127SQI1E728		N/A			0	\$0.00
Kindergarten-Second Grade Schedule: Early Birds: 8:30 - 1:55 pm Late Birds: 9:30 - 2:55 pm The schedule remains the same with the exception of the "shortened Wednesday" schedule, when ALL students attend school from 8:30 am- 1:00 pm.	Benchmark Assessments and BAS	All Students	September 2012-June 2013	Hines	5/9/2012	127SQI1E733		N/A			0	\$0.00
Adding instructional minutes to the schedule: 3rd through 5th grades have a consistent Monday, Tuesday, Thursday, Friday schedule with a "shortened Wednesday" as follows: Monday, Tuesday, Thursday, Friday: 3rd - 5th Grades 8:30-2:55 pm. Wednesday: 8:30-1:00 pm.	CST, Benchmark & BAS	All Students	August 2012 - June 2013	Hines	5/9/2012	127SQI1E731		N/A			0	\$0.00
Adding instructional minutes to the middle school schedule: 6th through 8th grades have a consistent Monday, Tuesday, Thursday, Friday schedule with a "shortened Wednesday" as follows: Monday, Tuesday, Thursday, Friday: 6th-8th Grades 8:30-3:10 pm. Wednesday: 8:30-1:00 pm.	CST, Benchmark & BAS	All Students	August 2012 - June 2013	Hines	5/9/2012	127SQI1E729		N/A			0	\$0.00
Adding instructional minutes to the middle school schedule: 6th through 8th grades have a consistent Monday, Tuesday, Thursday, Friday schedule with a "shortened Wednesday" as follows: Monday, Tuesday, Thursday, Friday: 6th-8th Grades 8:30-3:10 pm. Wednesday: 8:30-1:00 pm.	CST, Benchmark & BAS	All Students	August 2012 - June 2013	Hines	5/9/2012	127SQI1E4365		N/A			0	\$0.00
Provide students who are English Language Learners with targeted, computer-based interventions in their	Increased achievement as evidenced by Benchmark Assessment Data and CST	English Learners	August 2012-June 2013	Principal and Teachers	5/9/2012	127SQI1E4366	EIA - LEP(7091)	7091-EIA - LEP	4310-SUPPLIES		0	\$959.33



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Hillcrest K-8

Principal: LYSBETH HINES

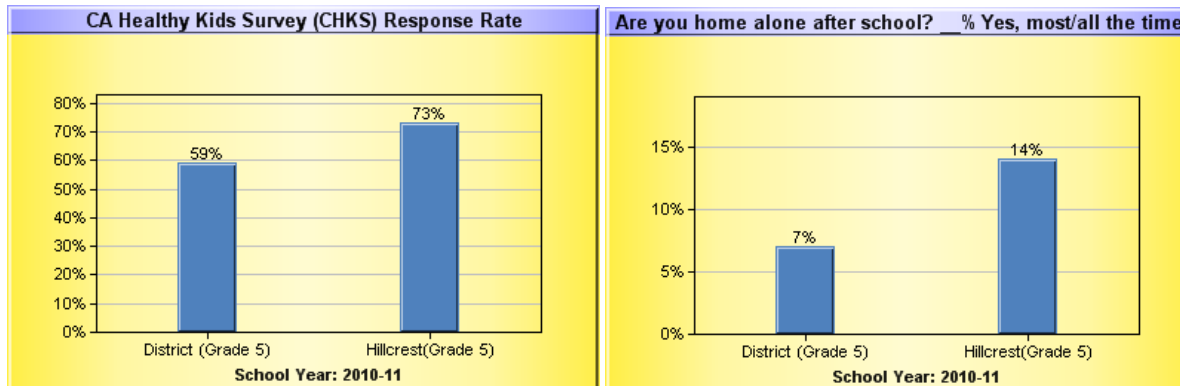
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

#### From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



#### School Data

- Students at Hillcrest School are provided with many different learning experiences before, during and after the school day.
- Study tours for students are planned monthly and Hillcrest parents are involved in planning these excursions with the teachers.

#### Data Analysis

- Many innovative programs are offered during the school day to extend learning time, including ecoliteracy, art, music, kinesthetic education and an instructional technology class.
- Family involvement is emphasized and expected at Hillcrest School, in order to enhance the children's learning and development.
- A well-planned, community service learning program for the middle school students provides our children with the opportunity to develop problem solving skills, citizenship, responsibility, & discipline.
- Grade-level, school-wide service learning opportunities are available for students in K-5, to teach them the importance of serving others and their community.

**Theory Action**

- We believe that if we have more time during the school day to individualize instruction for smaller groups of students, then we will be able to strategically implement high-leveraged and targeted instructional experiences for our Hillcrest students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Curriculum aligned, grade-level study tours will be planned in order to provide extension, intervention and enrichment of the school's curriculum			August 2012 - June 2013	Lissa Hines	4/2/2012	127SQ11F1512		N/A			0	\$0.00
Community Service Program in the Hillcrest Middle School, for students in 6-8 grades.	All Students		August 2012 - June 2013	Middle School Teachers and Principal	4/2/2012	127SQ11F3188		N/A			0	\$0.00

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Hillcrest K-8

Principal: LYSBETH HINES

#### School Quality Standards relevant to this Strategic Priority

A quality school...

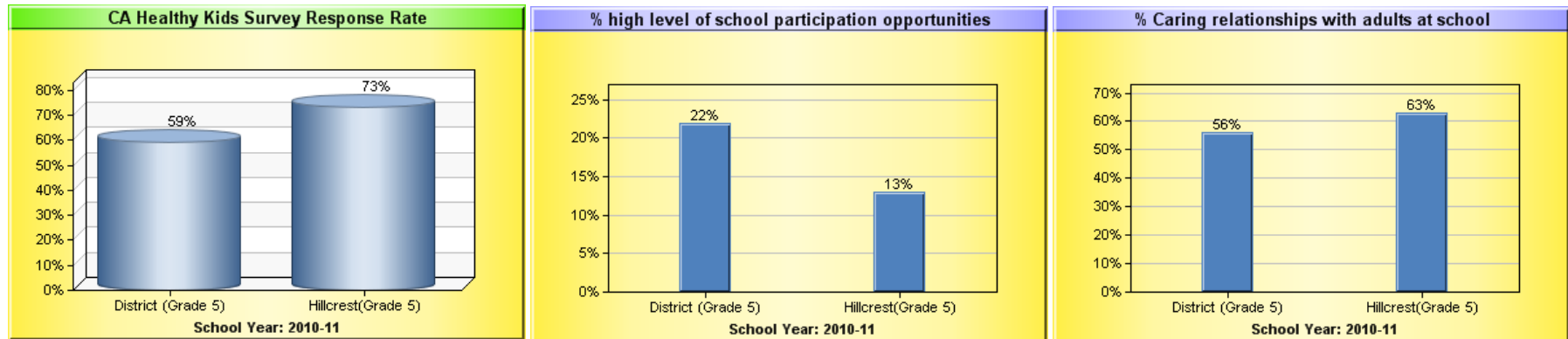
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

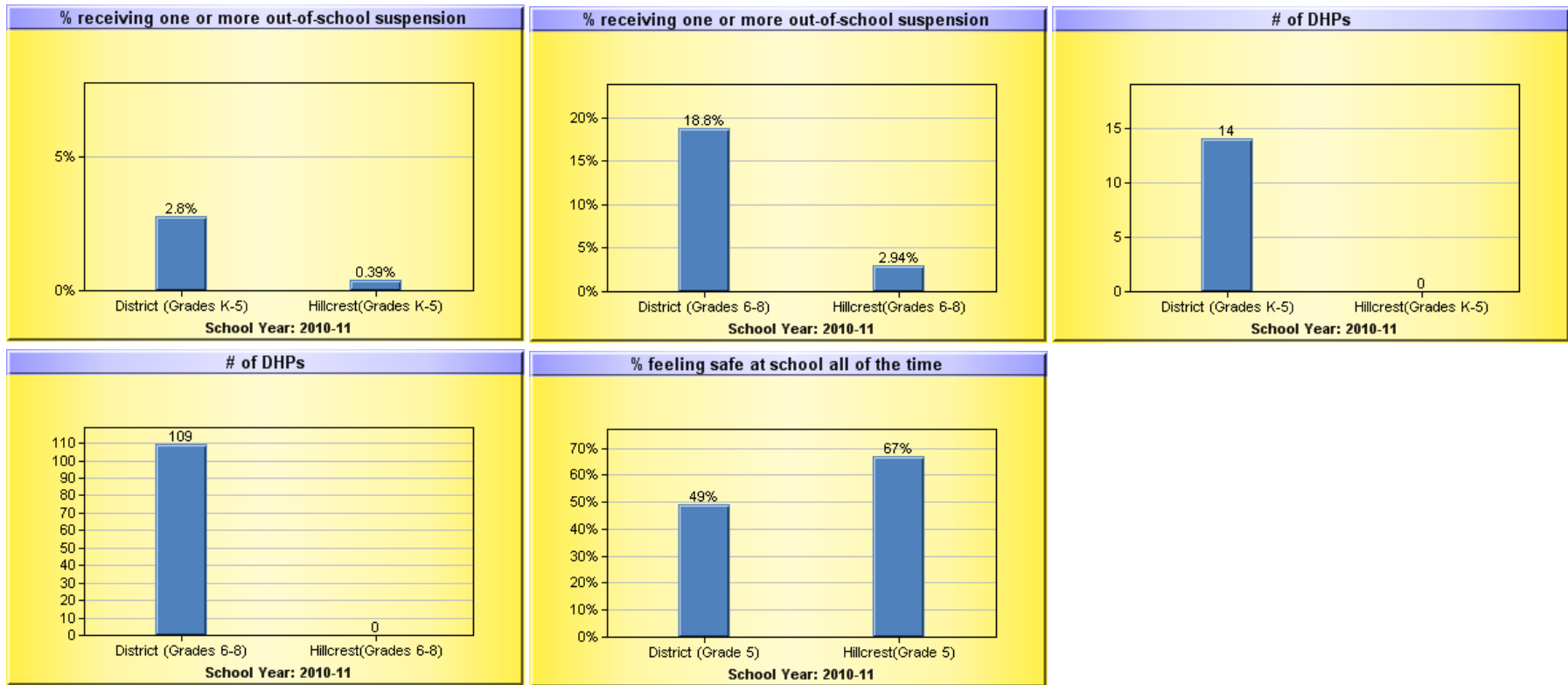
#### From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





**School Data**

- Our school staff realizes that in order to maintain a safe and orderly environment where safety and learning are maximized, that teaching & reinforcement of expectations and procedures must be explicitly taught to students.
- Routines and procedures in the classroom must be visible and consistent, so that all students are held to the same levels of accountability by the teachers & school administrator.

**Data Analysis**

- Hillcrest's school culture needs refining in the following areas: collegiality, high expectations, trust & confidence, reaching out to the knowledge base of peers, appreciation & recognition, & development of a caring/sharing atmosphere.
- Dave Levin, the co-founder of KIPP, says, "School culture is nothing but the sum total of a lot of little things." Therefore, "sweating the small stuff" is important in the creation and maintenance of a great school culture!

**Theory Action**

- If students are provided a safe, structured environment coupled with high academic and behavioral expectations and tremendous support;
- with teachers who plan and implement rigorously engaging instructional practices aligned with the Common Core Standards and which reflect content expertise



and knowledge;

- then all children can and will make tremendous academic advancement and will be prepared to enter, succeed in, and graduate from college.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use of "Teach Like A Champion" techniques that have been proven to close the achievement gap and ensuring that relevant and engaging occurs with increased frequency.	CST, Benchmark & BAS	All Students	August 2012 - June 2013	Hines	2/17/2012	127SQI2A734		N/A			0	\$0.00
Specific criteria and expectations will be given to students through the use models, examples, and "anchor" papers that specify our expectations around student work at Hillcrest School.	CST, Benchmark	All Students	August 2012 - June 2013	Hines	2/17/2012	127SQI2A735		N/A			0	\$0.00
Examination and revision of the school discipline policy, with an eye to making it more effective and less reliant on traditional exclusionary consequences, especially for our students in Special Education.	Reduction of suspensions for students in Special Education	Special Education	August 2012 - June 2013	Hines	2/17/2012	127SQI2A736		N/A			0	\$0.00
Creating a caring school community and climate through the implementation of the Caring Schools Community Program.	Reduction of referrals to the office		August 2012 - June 2013	Hines	2/17/2012	127SQI2A737		N/A			0	\$0.00

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority B. Health & Wellness

School: Hillcrest K-8

Principal: LYSBETH HINES

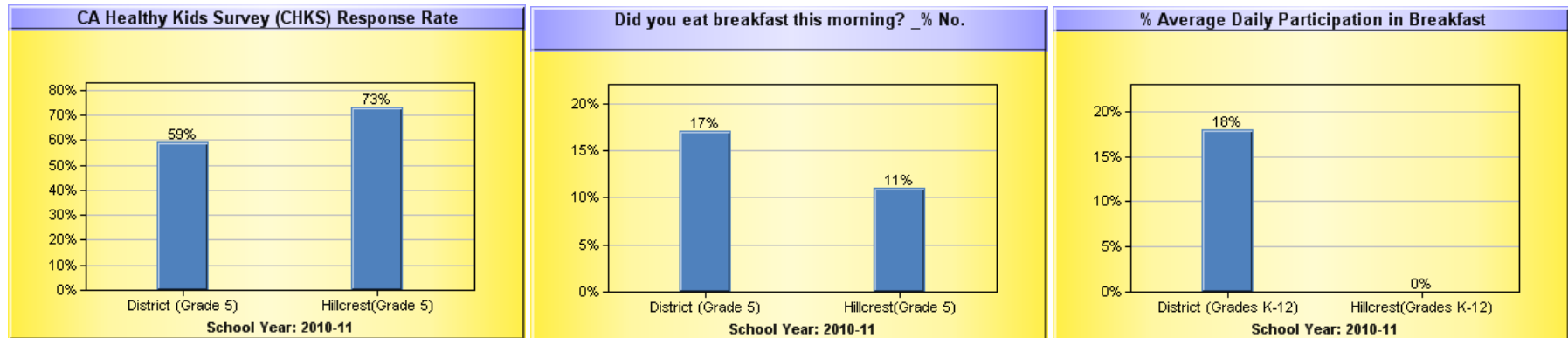
#### School Quality Standards relevant to this Strategic Priority

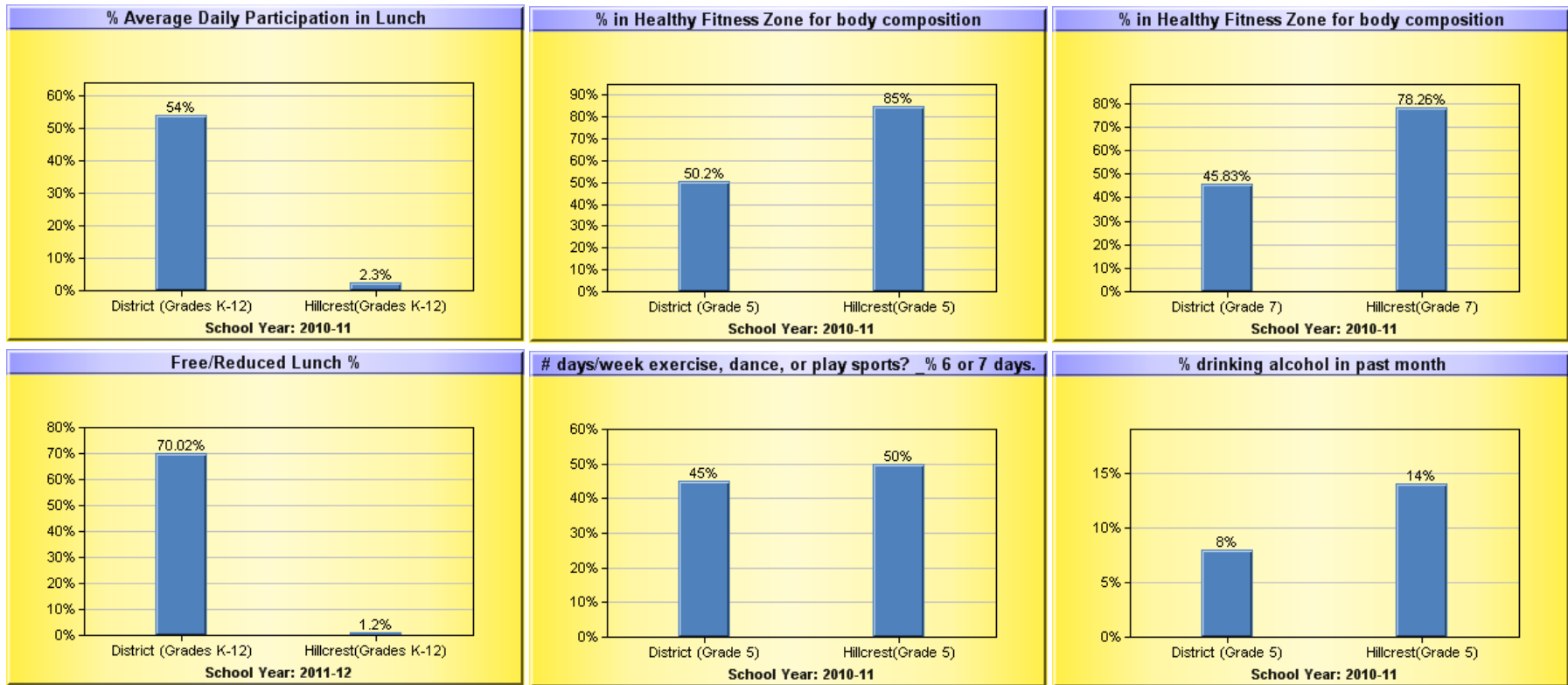
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

#### From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





**School Data**

- Hillcrest School offers its students Physical Education for 50 minutes per week, with an additional 50 minutes per week of Kinesthetic Education, by a credentialed PE teacher.
- Hillcrest Teachers receive school-based Professional Development around student health/behavioral topics, including mandated reporting and intervention for students who are experiencing socio-emotional health issues.

**Data Analysis**

- Students at Hillcrest School must continue to be provided with high-quality health and mental health education through District staff and our community partners.
- Nutrition, ecoliteracy, gardening, puberty education, anti-bullying, & social-emotional workshops will continue to be offered.

**Theory Action**

- If we continue to improve the health and wellness of our Hillcrest students by enhancing our physical education programming and through the promotion of active and healthy lifestyles;
- then we will increase our students' self efficacy to make healthy choices regarding their own health and wellness now and in the future.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide health education in priority areas (e.g. nutrition; alcohol, tobacco & other drugs; gardening; reproductive health; healthy relationships; social emotional learning) through OUSD staff and our community partners.		All Students	August 2012-June 2013	Hines	2/24/2012	127SQI2B903		N/A			0	\$0.00
Provide robust school-wide referral/case management system (e.g. SST) to both on-site and community-based student support services.		All Students	August 2012-June 2013	Hines	2/24/2012	127SQI2B904		N/A			0	\$0.00
Provide high-quality health & mental health services through District staff and our community PTA partners.		All Students	August 2012-June 2013	Hines	2/24/2012	127SQI2B905		N/A			0	\$0.00

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Hillcrest K-8

Principal: LYSBETH HINES

#### School Quality Standards relevant to this Strategic Priority

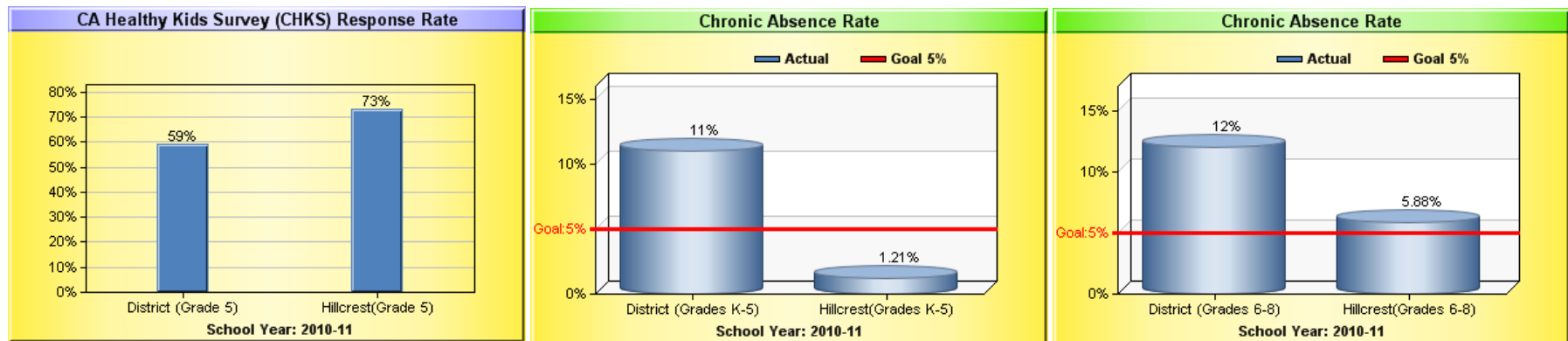
A quality school...

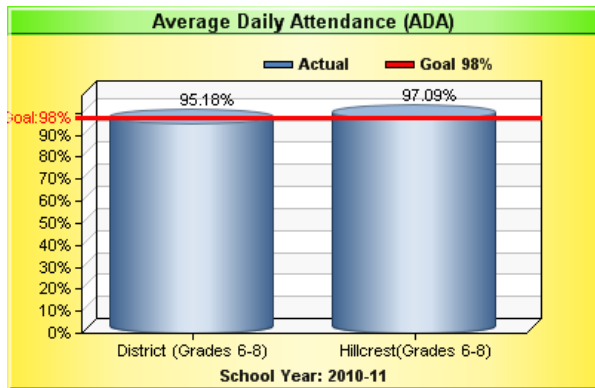
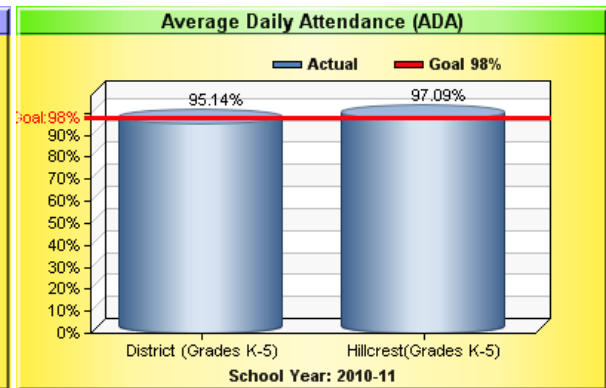
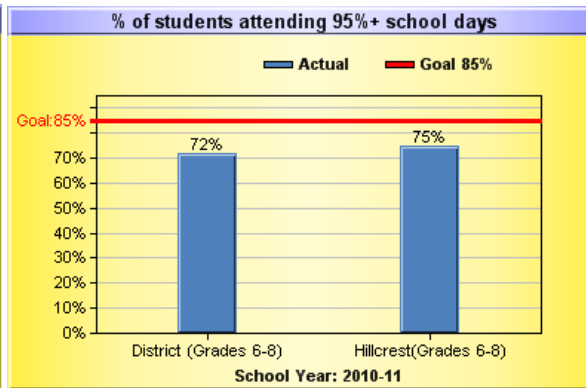
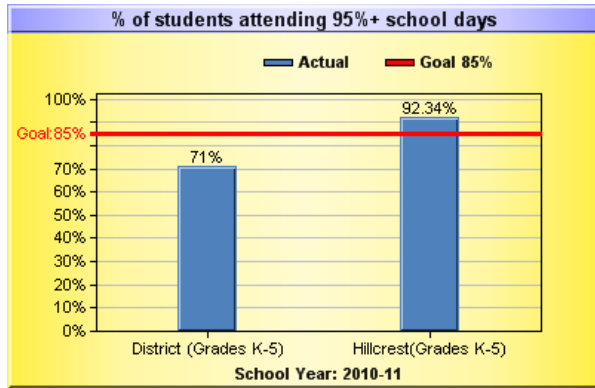
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

#### From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





**School Data**

- Hillcrest School has an Average Daily Attendance of 97.4%, just shy of the schoolwide goal of 98%.

**Data Analysis**

- Principal meets 1:1 with parents of students who are chronically absent.
- Staff professional development was conducted in August 2011 to brainstorm ways to encourage attendance.

**Theory Action**

- The theory of action behind Hillcrest School's Quality Indicator of Safe, Healthy and Supportive Learning Environments is simple: If we believe that the well-being of the child is necessary for quality education to be truly absorbed by students,
- then we will make it a priority to make sure that ALL students are in school, ready and prepared to learn.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Daily phone calls home by the school's attendance clerk to the	Daily Phone	All	August 2012	Attendance Clerk and	4/1/2012	127SQL2C2552		N/A			0	\$0.00

parents/guardians of students who have been reported as absent.	Log	Students	- June 2013	Principal								
Conduct parent education workshop on the importance of attendance at the annual State of the School Address in September 2012.	School Bins & Binders, PPT	All Students	September 2012	Lissa Hines	4/1/2012	127SQI2C2553		N/A			0	\$0.00

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Hillcrest K-8

Principal: LYSBETH HINES

#### School Quality Standards relevant to this Strategic Priority

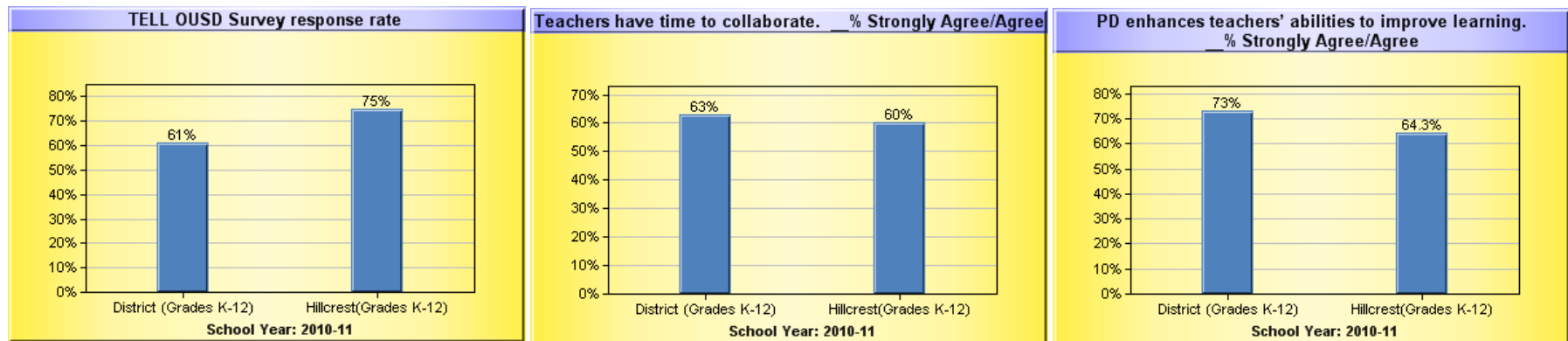
A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

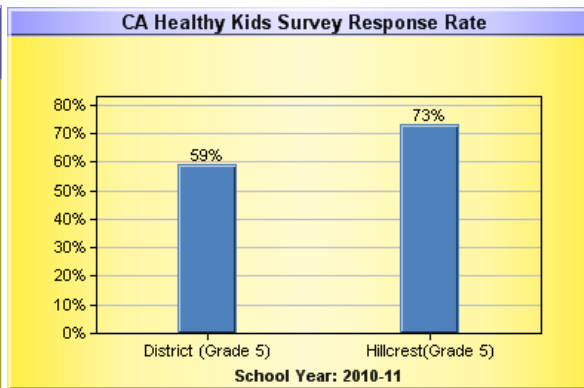
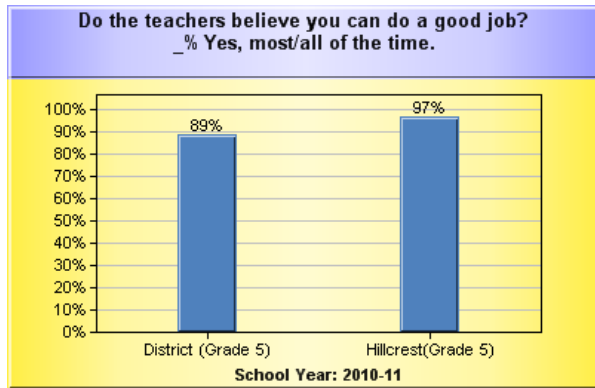
#### From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers







**School Data**

- Although Hillcrest has high performing students as measured by results of the CST, there has not been enough rigor in instructional practices to challenge students who are considered to be academically talented and gifted.

**Data Analysis**

- Research has found that a student with an effective teacher for three years in a row will score 50 percentage points higher on achievement tests than a similar student who is assigned three ineffective teachers during that same period.
- Research shows that the odds of a child being assigned highly effective teachers five years in a row are one in 17,000.
- "Great teachers are the bulwark of America. They should be valued and they should be honored...In too many places, we have no good way of distinguishing good teachers from bad ones... Success should be judged by results." -President Barack Obama
- "It's not rocket science. The better the teacher teaches, the better the student learns." -Harry K. Wong, Author, The First Days of School; How to Be an Effective Teacher

**Theory Action**

- If we work hard every day to deliver on our promise to our community to provide an outstanding education for all students; own our individual shortcomings and do not seek to blame external forces-
- If we are persistent, insistent, and deliberate in our actions; giving 100% each and every day, going the extra mile to make the difference in the lives of our students and their families;
- Most importantly ensuring that there is a highly effective leader in the building and highly effective teachers in EVERY Hillcrest School classroom,
- Then we will have the capacity and control to be not only a high-performing, but a highly-effective community school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
A clearly articulated professional development plan based on the school's goals of (1) differentiation of instruction, (2) student engagement and the (3) implementation of a school-wide balanced literacy program.		All Students	August 2012 - June 2013	Lissa Hines and Hillcrest Staff	3/28/2012	127SQI3A2202		N/A			0	\$0.00

Monthly staff induction to the Common Core State Standards	Hillcrest's Professional Development Plan		August 2012 - June 2013	Lissa Hines and Hillcrest Staff	3/28/2012	127SQI3A2203		N/A		0	\$0.00
At Hillcrest, we acknowledge that teachers, like our students, are at different levels of readiness, have varied interests, & preferred ways of learning. To meet these varied needs, our professional development plan will be flexible and approached in several ways: grade-level specific workshops in conjunction with different schools, whole-staff workshops, small study groups,paired study, etcetera	Hillcrest's Professional Development Plan	All Students	August 2012 - June 2013	Lissa Hines and Hillcrest Staff	3/28/2012	127SQI3A2204		N/A		0	\$0.00

## School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

### Strategic Priority A. Family & Community Engagement

School: Hillcrest K-8

Principal: LYSBETH HINES

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

**From OUSD Strategic Plan:**

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

**School Data**

- Hillcrest School has many PTA Community groups, including, Hillcrest Helps Out Community Service Committee, Ecoliteracy Committee, Benefit Committee, Art/Music Committee, MS Advisory Committee, & the Playground Committee.
- The Hillcrest School Programming Committee provides monthly adult workshops and family events.

**Theory Action**

- If we truly believe that family and community engagement is a two-way street where the school, families, and the community actively work together, creating networks of shared responsibility for student success,
- Then we know that the end result will be greater student success, stronger families, and healthier communities, where our Hillcrest students will have the richness of opportunity and experience that they need and deserve.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hillcrest School will welcome all families- and all family structures, sizes and arrangements- through the initiation of relationships with families that are receptive, responsive and respectful.	90% or higher positive comments from the CHKS	All Students	August 2012 - June 2013	Lissa Hines and Hillcrest Staff	3/28/2012	127SQI4A2173		N/A			0	\$0.00
There will be meaningful participation by principal, staff and support service personnel in Student Study Teams,												

parent meetings and community informational meetings, to ensure that information about services related to family and child well-being can inform teaching and instructional practice.	Reduction of Complaints to District OMBUDSMAN		August 2012 - June 2013	Lissa Hines and Hillcrest Staff	3/28/2012	127SQI4A2175						0	\$0.00
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## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Hillcrest K-8

Principal: LYSBETH HINES

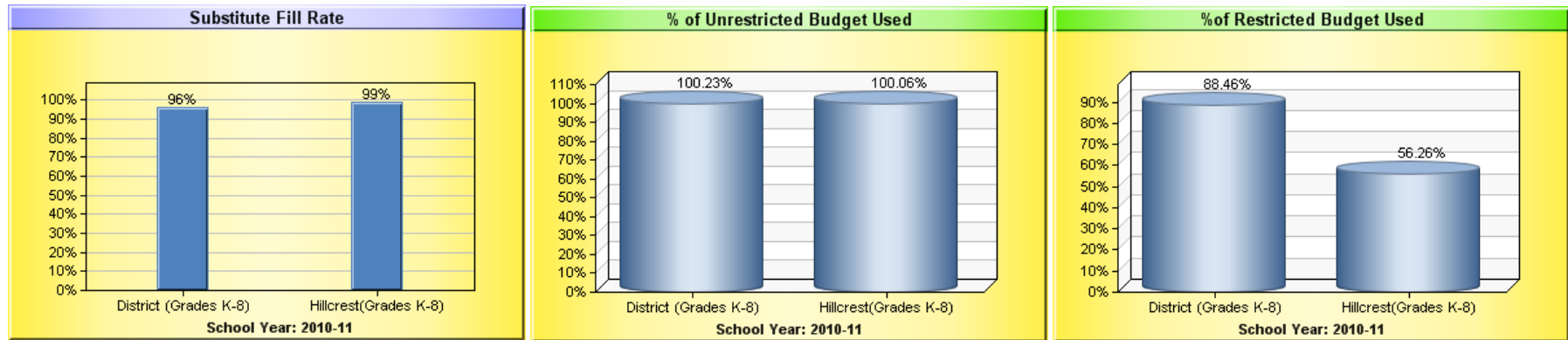
**School Quality Standards relevant to this Strategic Priority**

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

**From OUSD Strategic Plan:**

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



**Theory Action**

- If we create and sustain equitable conditions for student learning and growth, guiding and providing high-quality, healthy and safe learning environments before, during and after the instructional day;
- while simultaneously and strategically using our resources to adapt to the evolution of an effective 21st century school; then we will be able to fully provide the Hillcrest community with a thriving, quality Full-Service Community School.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hillcrest School's leadership, in conjunction with the SSC and PTA, will allocate resources to		All	August 2012 -	Lissa Hines,	3/28/2012	127SQI5A2154		N/A			0	\$0.00

support all student achievement by directing as many resources to the classroom as possible.	Students	June 2013	SSC & PTA									
Strategically working with our community partner, the Hillcrest PTA, Hillcrest School will continue to bring in additional funding that help to support the overall vision and mission of the school.	All Students		Lissa Hines & PTA	3/28/2012	127SQI5A2155		N/A				0	\$0.00

# Region One

## ASSURANCES 2012-2013

School Site: Hillcrest  
Site Number: 127

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on May 2, 2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Eileen Massey  
SSC Chairperson's Signature

N/A  
ELAC Chairperson's Signature

[Signature]  
Principal Signature

[Signature]  
Executive Officer's Signature

[Signature]  
Director, State & Federal Compliance Signature

Eileen Massey  
SSC Chairperson's Name (printed)

N/A  
ELAC Chairperson's Name (printed)

Lissa Hines  
Principal's Name (printed)

Mia Settles-Tidwell  
Executive Officer's Name (printed)

Suzann Ramirez  
Director, State & Federal's Name (printed)

May 2, 2012  
Date

N/A  
Date

May 2, 2012  
Date

5/14/12  
Date

6/7/12  
Date

**School Site Council Membership Roster**  
**Hillcrest Elementary School**  
**2011-2012**

<b>Chairperson:</b> Lissa Hines	<b>Vice Chairperson:</b> Eileen Massey
<b>Secretary:</b> Kleigh Hathaway	<b>DAC Representative:</b> Avis Walker

*Check Appropriate Representation*

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Lissa Hines	2899 Chelsea Drive, 94611	✓			
Kleigh Hathaway	5578 Harbord Drive, 94618				✓
Joan Cannon	449 Modoc Avenue, 94618				✓
Christina Freschl	1951 Virginia Street, Berkeley, CA 94709		✓		
Hallie Bahr	1411 Allston Way, Berkeley, 94702		✓		
Eileen Massey	924 Herzog Street, Oakland, 94608		✓		
Kenneth Newberger	6319 Contra Costa Road, 94618				✓
Sarah Holliman	5235 Proctor Avenue, 94618				✓
Monica Marcone	75 Elrod Avenue, 94618				✓
Avis Walker	Unlisted			✓	
<b>DAC Representative</b>	<b>Avis Walker</b>			✓	



**Hillcrest School**  
**Parent Involvement Policy**  
**2012-2013**

*Hillcrest School and the Hillcrest Parent/Caregiver community agree that this Parent Involvement Policy outlines how the parents, school staff, and student, will share the responsibility for improving student academic achievement. We firmly believe that the school community and parents must work in concert; so that we will build and develop a sustainable partnership that will help our children achieve the rigorous academic standards set forth by the great State of California.*

**School Responsibilities - Hillcrest School will:**

- 1) Provide high-quality, rigorous curriculum and instruction each and every day. We will provide our students with a supportive and effective learning environment and learning community. We are keenly aware that a successful learning community does not just happen; but that it is intentional at every level of our school.**
  - *Hillcrest School will provide a rigorous, high-quality curriculum and instruction, using the California Common Core State Standards, in order to meet the learning needs of every one of our students.*
- 2) Hold parent-teacher conferences bi-annually, during which this compact will be discussed as it relates to the individual child's achievement.**
  - *Parent-teacher conferences will be held twice during the school year and as needed or requested.*
- 3) Provide parents with frequent reports on their children's progress.**
  - *Report cards will be sent three times a year; and individual progress reports as needed.*
- 4) Provide parents reasonable access to staff.**
  - *School staff will be available for consultation with parents as needed. School staff will respond to all parents within 24 hours of first contact.*
- 5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
  - *Parents may volunteer, participate, and observe in all classroom activities.*

**Parent Responsibilities – We, as parents, agree to support our children's learning in the following ways:**

- *Monitoring daily attendance*
- *Making sure homework assignments are completed*
- *Promoting positive use of our child's time inside and outside of the classroom*

**Student Responsibilities – We, the students, will share in the responsibility to improve ourselves physically, socially and academically. We will:**

- *Do our homework every day*
- *Ask for help when we need it*
- *Read for a minimum of 30 minutes every day outside of school*

*“We must become the change we want to see in the world.”*

**-Mohandas Karamchand Gandhi**

Hillcrest Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Parent/Guardian