

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for New Highland Academy.

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 2016-2017 Single Plan for Student Achievement (SPSA) for New Highland Academy.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: New Highland Academy
CDS Code: 1612596001903
Principal: Lorena Reyes
Date of this revision: 5/11/2016

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

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

Contact: Lorena Reyes
Address: 8521 A Street
Oakland, CA 94621

Position: Principal
Telephone: 510-729-7723
lorena.reyes-nha@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: New Highland Academy

Site Number: 125

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

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

Date(s) plan was approved: 5-17-16

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

- Fliers in students' home languages
 Announcement at a public meeting
 Other (Notices, Media Announcements, etc.)

Signatures:

<u>Lorena Reyes</u> Print name of School Principal	 Signature	<u>5/25/16</u> Date
<u>Yolanda Magaña</u> Print name of SSC Chairperson	 Signature	<u>5/25/16</u> Date
<u>Monica Thomas</u> Print name of Network Superintendent	 Signature	<u>5/25/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	 Signature	<u>5/31/16</u> Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

School Site: New Highland Academy

Site Number: 125

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
12.15.15	ssc	Reviewed and discussed student achievement and attendance data to inform discussion of school plan, current and future. Determined what is successful and what needs improvement.
1.19.16	instructional leadership team	Looked at budget to determine what has helped with our school culture and literacy to keep, improve, and/or discontinue for next school year.
1.26.16	ssc	Budget training and review. Discussed outcomes/results from strategies to determine if going to continue for next school year as part of our SPSA plan.
2.8.16	staff meeting	Used SPF to determine priority areas. Identify practices that are working and those that are not to determine next steps for next school year.

2016-2017 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	\$70,589.42	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$203,391.76	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$99,999.99	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$470,860.34	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$72,465.39	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,857.57	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$74,322.96	\$0.00

ABOUT THIS SCHOOL

School Description

New Highland is a full service community school that serves 375 kids tk-5 and provides wrap around services for students needing additional supports. Our students are 82 percent Latino, 15 percent African American and 2 percent Asian/Pacific Islanders. New Highland Academy is an anchor school. Students receive art and dance on average every week. There is also a 6 week cycle where grade level teachers co-create and deliver arts integrated lessons. We have a family resource center onsite, a restorative justice coordinator, Lincoln, and additional coaches that support the school culture climate.

School Mission and Vision

Vision: New Highland Academy graduates are creative thinkers, effective communicators and compassionate members of their community. They attain academic excellence and develop powerful thinking skills. Students communicate effectively through oral and written English and a variety of arts and technology media. They are compassionate citizens possessing strong social-emotional skills and confidence in their own capacity to learn and achieve. Mission: Through a program that includes rigorous, differentiated and culturally relevant academic instruction, arts integration, social/emotional skill building and support, and strong, positive connections with families, New Highland Academy students will achieve proficiency or better in all subject areas.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Standards-Driven Planning
Major Improvement Priority #2:	Multi-Tiered Systems of Support (MTSS)
Major Improvement Priority #3:	Small Group Instruction/Differentiation

MAJOR IMPROVEMENT PRIORITY #1: Standards-Driven Planning

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
SRI growth from 2013-14 to 2014-15-3.8%	SBAC literacy proficiency only 13.9%
12.1% of students have been reclassified	EL proficiency for SBAC math & ELA 0%
65% of students below grade level moved at least 4 reading levels from BOY to beginning of March on F&P	SRI proficiency only 17.9%

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Observation/Feedback shows that teachers are consistently implementing Readers and Writer's Workshop, although quality varies. Not all components of balanced literacy are systematically and routinely implemented by teachers. Students are not doing the heavy lifting and classroom activities are not rigorous and/or don't requiring students to use academic language to read, write and discuss across the curriculum.

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

The majority of our students are not proficient in ELA or Math yet. Students are ending below grade starting at kinder. Teachers are consistently implementing balanced literacy practices. Teachers haven't had PD and planning around backwards design using CCSS to guide their work. PD's focus has been on getting teachers to know more about the different parts of balanced literacy and the new curriculum. As a school we haven't focused on backwards design and doing a deep dive of the CCSS. Thus, we are looking to shift our focus from following curriculum to planning instruction based on CCSS, data, and language demands for ELLs.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase by 20 percentage points the percent of students 2nd-5th grade reading at or above grade level as measured by SRI. Increase 10% proficient/advanced students on ELA and Math as measured by SBAC.	SBAC ELA	Low- Income Students	17.9% SRI, 13.9% SBAC ELA, 5.3% SBAC Math	30% SRI, 23% SBAC ELA, 15% SBAC Math	50% SRI, 33% SBAC ELA, 25% SBAC Math	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	All students (SEI and bilingual) far below grade level/below grade will increase at least 2 reading levels per trimester as measured by F&P.	F&P	All Students	n/a	65%	80%	3: Students are reading at or above grade level.
Academic	Teachers will increase the amount of students who are proficient/advanced by 20 percentage points each unit/trimester assessment.	Math C-EOU	All Students	n/a	K-64.1%, 1-23.9%, 2-17.2% 3-7.5% 4-6% 5-1.9%	K-84.1%, 1-43.9%, 2-37.2% 3-27.5%, 4-26%, 5-3.9%	1: Graduates are college and career ready.
Academic	Increase ELL reclassification rates from 12.1% to 31%	EL Reclassification	English Learners	12.10%	22%	31%	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Teachers will use CCSS to backwards plan units, assessments and lesson plans in literacy, math and writing.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will use F&P running records as diagnostic tools, Continuum of Literacy, writing units of study as tools for literacy instruction	PD structured to model and support teachers in using instructional tools to plan and assess student mastery of CCSS	Clear cycles of inquiry around reading and writing. PD is structured to align, model, and support teacher collaboration planning
Analyze reading, writing, math data to identify strengths, challenges, progress towards goals, and make an action plan	continuous analysis of data to determine strengths, challenges, progress towards goals and create actionable next steps as part of planning. Leading 3x/year data meetings with particular attention to ELLs	Calendar that has clear data analysis days set Grade level release days 3 times a year to look at data and grade level goals. Data collection and data reports for each cycle
Teachers will implement Readers, Writer's Workshop, and math tasks consistently	Bi-weekly one-on-ones – observation and feedback-walkthroughs	Dedicated time between literacy coaches and principal to observe instruction, make action plans to support individual teachers, grade levels and/or gather evidence for PD needs to align practices and structures.
Teachers will incorporate intervention and enrichment reading, writing, math strategies to support struggling readers and high achieving readers, including GATE students	Weekly Collaborative planning time for grade level teams with literacy coaches and/or Principal supporting teachers in identifying classroom needs and actionable next steps for students	Weekly non optional planning. Prep teacher and stip sub to release teachers for 2 preps during the school day
Teachers integrate technology into their classrooms using chromebooks- reading/comprehension practice, research, math fluency practice, and for publishing writing pieces	1 on 1 support from TSA and/or Principal	extended contracts for learning and planning how to include more technology in classrooms from tech lead
Teachers will set grade level goals, support students in setting goals and getting students to articulate next steps	Leadership teams facilitate school-wide data analysis and grade level data	Minimum days for teachers to have conferences with all families and students.
Teachers backwards plan reading, writing, math units to develop year, monthly, and daily common core learning targets/objectives with special attention to language demands for ELLs	Weekly Collaborative planning time for grade level teams with literacy coaches and/or Principal	Structured, weekly PD where TSA's and/or ILT members lead teachers through the different parts of backwards design. PD input on ELLs best practices

After School program tutors learn best practices to support students during homework time	Afterschool manager delivers PD that supports tutors understanding and skills around homework support and classroom management.	Afterschool program focus and creates a scope and sequence on building student proficiency in writing, math, reading through targeted support during homework time. Principal meets with afterschool coordinator and teacher liaison to support this work and assess progress and quality.
Teachers goal set with families and students at least 3 times per year	PD to align communication to families around literacy-reading, writing, math student progress	Minimum days for teachers to have conferences with all families and students.
		PD calendar that supports math and literacy planning with the math and literacy resources aligned with CC shifts.

MAJOR IMPROVEMENT PRIORITY #2: Multi-Tiered Systems of Support (MTSS)

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Culture/Climate: student (81.6%)	64.7% of students feel safe at school all the time
Suspension reduction: .5% (-0.5)	social emotional learning-57.4%
Culture/Climate: parent 73.4% & staff 72.90%	Chronic Absence- 13.1%

ROOT CAUSE ANALYSIS for Priority #2
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
Based on the culture and climate data, feedback, and observation parents, students, and teachers overall feel supported, safe, and happy. There is a reduction of suspensions and office referrals due to the explicit work done around teaching and re-teaching school expectations, RJ coordinator to support conflict resolution, and assemblies to highlight students who are modeling being safe, responsible, and respectful. A pattern that is emerging is that even though we have reduced referrals there are a couple of students you repeatedly are sent to the office.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
We have success with our Tier 1 school wide practices/structures for students around school culture but still have not been able to support tier 2 or 3 students adequately. Our PBIs work has focused on Tier 1. There are counselors to support tier 2 and 3 students but not all students can be seen. Some teachers are sending Tier 2 & 3 with office referrals due to their ability, knowledge, and patience in supporting these students in the classroom. Some teachers have slowly regressed in their effective instructional practice around positive re-enforcement.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Sustain 0% suspension rate. Decrease office referrals by 50%	Suspensions	African- American Males	0.5% susp. 112 URF	0% susp. 50URF	0% susp. 25URF	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Classroom referrals after 1st recess will drop by 25%	Culture/ Climate: Student	African- American Males	112	91	67	1: Graduates are college and career ready.
Climate & Culture	Increase numbers of students, parents and staff reporting positive school experiences as measured by CHKS from 72% to 86%	Culture/ Climate: Student	All Students	75%	72%	86%	5: Students are engaged in school everyday.
Climate & Culture	Reduce chronic absence by 7%	Chronic Absence	African- American Students	13%	10%	6%	6: Parents and families are engaged in school activities.
Climate & Culture	Increase by 25% points number of students responding favorable to SEL Survey.	Culture/ Climate: Student	All Students	40%	57%	82%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority:	<i>School wide expectations are explicitly taught to students and referred to by all adults. Supports are in place for students who need additional support/services so that students are in class 100% of the time. Teachers are building relationships with students and learning how to deescalate students to build a strong tier 1 through coaching and development. School wide structures that support tier 2 and 3 students to be successful in their classrooms.</i>
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KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Classroom culture plans (5 step consequence, 5-1 positive recognition, RJ practices) will be completed before the beginning of the school year.	PBIs team meets regularly to look at data and plan next steps to support teachers, other adults, or students. Create sample lessons and create resource list for teachers.	Retreat day to focus on 5-1 positive recognition, school goals around school culture and creating culture plans with support of PBIs team.

<p>Teachers will create lesson plans and articulate classroom expectations throughout the school year. First two weeks teachers will teach all expectations in behavior matrix. Students can articulate core values.</p>	<p>School-wide expectations are established and posted. Principal and PBIS team will observe and lead cycle of inquiry around classroom expectations. Feedback will be provided bi weekly to teachers. Communicate and reinforce expectations through daily announcements, weekly morning meetings, monthly assemblies, and incentives.</p>	<p>All staff is properly trained in the behavior matrix(expectations for students in every area of the school) and how to follow up with a student who is not meeting expectations on our monthly meetings. Posters posted in all classrooms and hallways. Checklist of non negotiables given to teachers and monitored closely first 6 weeks of school. Parents-student handbook distributed and signatures collected from families. Assemblies/scholar dollars given to highlight students meeting expectations</p>
<p>Restorative justice coordinator and day time support staff (Higher Ground) will support and guide teachers to lead morning meetings, restorative justice practices, and solution teams(No Bully Program)</p>	<p>RJ consultant will work with all teachers to support and implement classroom practices and school-wide structures.</p>	<p>Schedule of availability for RJ to go in and support teachers with setting up structures. RJ coordinator joins walk throughs for the first 6 weeks. Action plan between RJ coordinator and Principal is created to support staff or individual needs. Junior coaches support anti-bullying and conflict resolution strategies</p>
<p>Teachers and attendance team will be in contact with families for attendance issues or discipline</p>	<p>Attendance team meets regularly to look at data and create targeted supports and incentives for families</p>	<p>Daytime support from coaches for conflict resolution, student behavior plans, and family communication</p>
<p>As part of working through the classroom interventions as outlined in the URF (5-1 positive) all teachers will fill out a URF, in a timely manner, for students not responding to Tier 1 interventions.</p>	<p>Principal will meet to ensure alignment of campus resources to support tier 2 and 3 students: Higher Ground, Lincoln, RSP, counselor, speech specialist</p>	<p>All staff is trained in URF and de-escalation techniques. Teachers have access to encyclopedia of classroom supports available for students with particular needs not met yet.</p>
<p>Teachers will create a classroom incentive plan to encourage 100% attendance and call students when absent. Attendance/COST team will also do follow up conversations.</p>	<p>Attendance team meets weekly to look at attendance data. Based on the data, tiered plans are made for chronically absent students that include strategies on providing supports, messaging the importance of attending school everyday, celebrating improvement, and communicating on a regular basis with the teachers.</p>	<p>Starting in May and continuing through the summer meet with incoming TK and k families and students to introduce school expectations and procedures. COST team will meet weekly to look at attendance and student discipline data to guide our next steps and assess current supports with students. Teachers will be invited to be part of the process. Attendance team meets weekly with Principal.</p>
<p>Afterschool Program-Higher Ground tutors teach and reteach lessons as necessary aligned to our school wide expectations</p>	<p>Principal meets prior to the beginning of the school year and throughout the year with afterschool program coordinator to assess areas of strength and areas of growth</p>	<p>Share lesson plans, templates, matrix, voice level charts and include someone from HG program to partake in bi-weekly PBIs meetings</p>
<p>Teachers tutor students below grade level afterschool</p>	<p>Principal allocates funds and presents teachers with clear criteria for selecting students, data to be collected, and communication to be given to parents.</p>	<p>extended contract money, tutoring criteria and expectations</p>

		COST team will meet weekly to address student needs in particular that of homeless/foster youth. Efforts will be made to connect families with our family resource center.
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MAJOR IMPROVEMENT PRIORITY #3: Small Group Instruction/Differentiation

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
SRI growth-3.8%	SBAC literacy proficiency only 13.9%
12.1% of students have been reclassified	EL proficiency for SBAC math & ELA 0%
65% of students below grade level moved at least 4 reading levels from BOY to beginning of March	SRI proficiency only 17.9%

ROOT CAUSE ANALYSIS for Priority #3
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
PD has focused on small group instructional practices (literacy) but not on any other subject areas. Observational data from classroom observations and statements from teachers shows that teachers are not planning adequately for this time and/or are not managing their time.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
Teachers feel overwhelmed with all the curriculum and haven't prioritized small group instruction even with guided reading. Small group instruction takes more planning and organization. Teachers haven't had a lot of planning and PD around small group instruction due to other instructional needs.

STUDENT PERFORMANCE GOAL(S) for Priority #3							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase by 20 percentage points the percent of students 2nd-5th grade reading at or above grade level as measured by SRI. Increase 10% proficient/advanced students on ELA and Math as measured by SBAC.	SBAC ELA	Low- Income Students	17.9% SRI, 13.9% SBAC ELA, 5.3% SBAC Math	30% SRI, 23% SBAC ELA, 15% SBAC Math	50% SRI, 33% SBAC ELA, 25% SBAC Math	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	All students (SEI and bilingual) far below grade level/below grade will increase at least 2 reading levels per trimester as measured by F&P.	F&P	All Students	n/a	65%	80%	3: Students are reading at or above grade level.
Academic	Teachers will increase the amount of students who are proficient/advanced by 20 percentage points each unit/trimester assessment.	Math C-EOU	All Students	n/a	K-64.1%, 1-23.9%, 2-17.2% 3-7.5% 4-6% 5-1.9%	K-84.1%, 1-43.9%, 2-37.2% 3-27.5%, 4-26%, 5-3.9%	1: Graduates are college and career ready.
Academic	Increase ELL reclassification rates.	EL Reclassification	English Learners	21.10%	26%	31%	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Teachers will use Small Group Instruction/Differentiation to ensure that students learning needs are addressed in order to accelerate their growth to reach proficient and above.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will progress monitor small group instruction by analyzing student work & informal/formal assessments	PD support-present tools and protocols for analyzing data. Use bi weekly meeting time to look over assessments or student work	Data collection and data reports for each cycle. Extended contracts for additional planning
Teachers pull regular small groups in literacy and math	PD to support how to bridge best practices from literacy small groups to math & writing small groups. Weekly observations to support and monitor progress.	PD calendar that focuses on small group instruction that first focuses on literacy and then on math. Collect teacher lesson plans that include small group instruction to provide feedback. TSA's and principal observe and provide feedback
Teachers select focal 5 students each cycle	PD time to think through focal 5 students, create goals for these students (3/5 have to be ELLs) and mastery criteria	Set time in beginning of cycle to create goals and time at the end to see if goals met.
Teachers will confer with students and collect this data	TSA's and/or Principal collect data on student learning-whole group, small group, individually. Feedback is given in 1-1 sessions, whole school-staff meetings/newsletter/ILT	Stip sub releases 1 ILT member to join walkthroughs, debrief & analyze data collection on focal 5.

Teacher unit plans include opportunities to show mastery of subskills and ability to successfully complete performance tasks	Math and Literacy TSA analyzes data with school leadership team and plans PD with ILT	Academic conferences for teachers to reflect on their instruction and create differentiation plans
Stip sub, TSA, and CCTL pull LLI groups every day.	Provide opportunities for CCTL and Stip sub to attend LLI trainings and to meet to check progress and problem solve	Set schedule that is not changed
		Retreat at the beginning of the year to frame school vision, collective goals, and analyze school data

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Provide for an extensive after school program that closely aligns with the academic program at NHA, while also providing a variety of special enrichment classes.	After School program tutors learn best practices to support students during homework time	A1.6: After School Programs	5825	n/a	n/a	n/a	125-1	125
\$11,995.92	General Purpose Discretionary	provide coaching to teachers to improve practice with CCSS	1 on 1 support from TSA and/or Principal	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.14	125-2	125
\$15,000.00	General Purpose Discretionary	Extended contracts for teachers for additional collaboration, professional development, and special projects	Weekly Collaborative planning time for grade level teams with literacy coaches and/or Principal supporting teachers in identifying classroom needs and actionable next steps for students	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	125-3	125
\$6,000.00	General Purpose Discretionary	Substitues for professional development and data analysis / planning	Analyze reading, writing, math data to identify strengths, challenges, progress towards goals, and make an action plan	A4.4: Teacher Professional Development focused on English Learners	1150	n/a	n/a	n/a	125-4	125
\$12,000.00	General Purpose Discretionary	Provide extensive instructional supplies	Teachers will implement Readers, Writer's Workshop, and math tasks consistently	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	125-5	125
\$20,593.50	General Purpose Discretionary	to provide additional supports for the additional 2016-17 school year	Teachers integrate technology into their classrooms using chromebooks-reading/comprehension practice, research, math fluency practice, and for publishing writing pieces	A2.1: Implementation of CCSS & NGSS	4399	n/a	n/a	n/a	125-6	125
\$5,000.00	General Purpose Discretionary	Copier Maintenance	Teachers will use F&P running records as diagnostic tools, Continuum of Literacy, writing units of study as tools for literacy instruction	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	125-7	125
\$53,981.64	LCFF Concentration	TSA who will focus on literacy support for the entire school	Weekly Collaborative planning time for grade level teams with literacy coaches and/or Principal supporting teachers in identifying classroom needs and actionable next steps for students	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.63	125-8	125
\$18,918.31	LCFF Concentration	.3 additional prep to allow for teachers to do arts integrated units with readers and/or writers workshop and to cover classes as needed for teacher/tsa debriefs	Teachers backwards plan reading, writing, math units to develop year, monthly, and daily common core learning targets/objectives with special attention to language demands for ELLs	A3.4: Teacher Professional Development focused on Literacy	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0045	0.3	125-9	125
\$26,378.08	LCFF Concentration	STIP sub to provide release time for teachers to plan	Weekly Collaborative planning time for grade level teams with literacy coaches and/or Principal	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.54	125-10	125
\$721.96	LCFF Concentration	supplies	Stip sub, TSA, and CCTL pull LLI groups every day.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	125-11	125
\$19,707.58	LCFF Supplemental	TSA supports bilingual students with intervention	Stip sub, TSA, and CCTL pull LLI groups every day.	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.23	125-12	125
\$52,330.45	LCFF Supplemental	Coach teachers on Tier 1 school-wide practices and provide intervention support for Tier 2 and 3	Classroom culture plans (5 step consequence, 5-1 positive recognition, RJ practices) will be completed before the beginning of the school year.	A2.2: Social Emotional Learning	n/a	10 MONTH CLASSROOM TSA	C10TSA0178	0.5	125-13	125
\$7,587.50	LCFF Supplemental	Noon supervisor for recess, lunch, and dismissal support	Daytime support from coaches for conflict resolution, student behavior plans, and family communication	A2.2: Social Emotional Learning	n/a	NOON SUPERVISOR	NOONSV0117	0.25	125-14	125
\$45,960.94	LCFF Supplemental	support teachers with tier 2 and 3 students so that students are in class learning	Principal will meet to ensure alignment of campus resources to support tier 2 and 3 students: Higher Ground, Lincoln, RSP, counselor, speech specialist	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	SOCIAL WORKER	SOCWKR0015	0.4	125-15	125
\$67,597.95	LCFF Supplemental	Additional teacher to reduce combination classes and give students access to appropriate grade level content.	Teachers will implement Readers, Writer's Workshop, and math tasks consistently	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0514	1	125-16	125
\$9,829.35	LCFF Supplemental	provide intervention supports to struggling readers	Stip sub, TSA, and CCTL pull LLI groups every day.	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP0608	0.23	125-17	125
\$377.99	LCFF Supplemental	supplies	Teachers will implement Readers, Writer's Workshop, and math tasks consistently	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	125-18	125
\$21,000.00	Measure G (School Libraries)	.5 Library Clerk	Clear cycles of inquiry around reading and writing. PD is structured to align, model, and support teacher collaboration planning	A2.3: Standards-Aligned Learning Materials	4399	n/a	n/a	n/a	125-19	125

\$22,470.22	Measure G (TGDS)	release teachers for additional preparation/planning	Teachers pull regular small groups in literacy and math	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.46	125-20	125
\$669.78	Measure G (TGDS)	supplies	continuous analysis of data to determine strengths, challenges, progress towards goals and create actionable next steps as part of planning. Leading 3x/year data meetings with particular attention to ELLs	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	125-21	125
\$32,906.94	Program Investment	Provide additional period for teacher planning and collaboration	Weekly non optional planning. Prep teacher and stip sub to release teachers for 2 preps during the school day	A3.4: Teacher Professional Development focused on Literacy	n/a	TEACHER STIP	TCSTIP0608	0.77	125-22	125
\$913.05	Program Investment	supplies	Teachers backwards plan reading, writing, math units to develop year, monthly, and daily common core learning targets/objectives with special attention to language demands for ELLs	A4.1: English Learner Reclassification	4310	n/a	n/a	n/a	125-23	125
\$31,433.31	Title I Basic	Literacy TSA: Support teachers with small group instruction/differentiation; coaching and planning support for teachers; develop and lead professional development	PD calendar that focuses on small group instruction that first focuses on literacy and then on math. Collect teacher lesson plans that include small group instruction to provide feedback. TSA's and principal observe and provide feedback	A3.4: Teacher Professional Development focused on Literacy	n/a	10 MONTH CLASSROOM TSA	C10TSA0177	0.5	125-24	125
\$1,032.08	Title I Basic	Provide another opportunity for students to have access to leveled books	Teachers will incorporate intervention and enrichment reading, writing, math strategies to support struggling readers and high achieving readers, including GATE students	A2.9: Targeted School Improvement Support	4399	n/a	n/a	n/a	125-25	125
\$40,000.00	Title I Basic	Higher Ground Contract: Support for Tier 1 - whole school PBIS Behavior Intervention - Tiers 2 and 3	Principal will meet to ensure alignment of campus resources to support tier 2 and 3 students: Higher Ground, Lincoln, RSP, counselor, speech specialist	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	125-26	125
\$1,857.57	Title I Parent Participation	Supplies	Minimum days for teachers to have conferences with all families and students.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4399	n/a	n/a	n/a	125-27	125

**New Highland Academy 2015-2016
Parent, Teacher, Student Compact**

Parent/Guardian's Pledge

- I will support the New Highland Academy's 4 CORE values:
 - **BE SAFE**
 - **BE RESPONSIBLE**
 - **BE RESPECTFUL**
 - **AND ALWAYS PERSERVERE**
- I will make sure my child arrives at school every day on time (8:30 am).
- I will send my child to school everyday in the New Highland Academy uniform (navy blue bottom, light blue or white top).
- I will keep the emergency card correct with up to date, working phone numbers where I or a caring adult can be reached.
- I will maintain a collaborative relationship with my child's teacher and other staff members to ensure that my child receive the support needed for success.
- I will provide a quiet organized place where my child will complete the homework.

Parent/Guardian signature

Date

Teacher's Pledge

- I promise to appreciate, support, and respect every student as they grow as students and community members.
- Every member of the New Highland Academy staff, including myself, will demonstrate the highest standards of professionalism and serve as a role model for the school's 4 CORE values:
 - **BE SAFE**
 - **BE RESPONSIBLE**
 - **BE RESPECTFUL**
 - **AND ALWAYS PERSERVERE**
- I will enforce New Highland's 4 CORE values consistently and fairly.
- I will be prepared for class and hold my colleagues accountable for the quality of the instructional program and student progress.
- I will work respectfully with parents, communicating with them regularly, seeking their input, and working as a team in order to serve students more effectively.

Teacher signature

Date

Student's Pledge

- I promise to work very hard to achieve my personal best.
- I will do my best to attend school every day, on time and in uniform (navy blue bottom, light blue or white top).
- I will study New Highland Academy's 4 CORE values and try to live up to them every day:
 - **BE SAFE**
 - **BE RESPONSIBLE**
 - **BE RESPECTFUL**
 - **AND ALWAYS PERSERVERE**
- I understand that NHA's standards for academics and behavior are very high. There will be consequences if I do not live up to the 4 CORE values. If I fail to honor any of the values, I'll take responsibility for my actions, learn from my mistakes, and work to improve my behavior and academic performance.

Student signature

Date

School Site Council Membership Roster – Elementary

School Name: New Highland Academy

School Year: 2015-2016

Chairperson : Yolanda Magana	Vice Chairperson: Fabiola Acevedo
Secretary: Antwon McCoy	*LCAP Parent Advisory Nominee: Yolanda Magana
*LCAP EL Parent Advisory Nominee: TBD	*LCAP Student Nominee: TBD

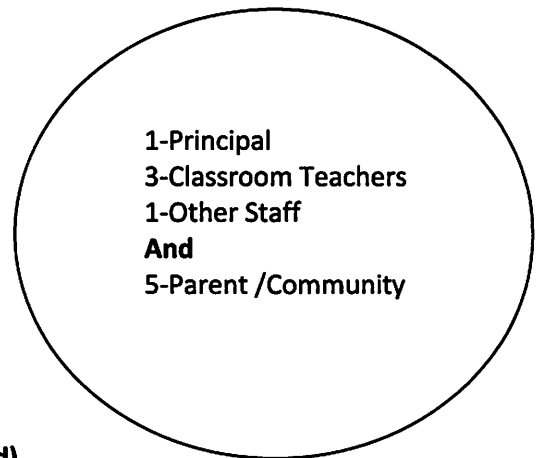
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Lorena Reyes	x			
Maria Karger				x
Yolanda Magana				x
Maria Raquel Castillo				x
Fabiola Acevero				x
Antwon McCoy				x
Norma Herria			x	
Rebecca Luna		x		
Julia Palacios		x		
Tracy Dordell		x		

Meeting Schedule (day/month/time)	Every second Tuesday of every Month @ 3:00pm
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SSC Legal Requirements: (Ed. Code 52852)

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



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

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

Title I School Parental Involvement Policy 2015 - 2016

Involvement of Parents in the Title I Program

NHA School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
Meeting times and information are sent out to parents, robo calls to families, and meeting information is posted.
- Offer a flexible number of meetings for parents. *SSC meeting are at times that held in the morning and late afternoon providing for more parent participation.*
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. *Parents are invited to be involved in SSC, and parent volunteers.*
- Provides parents of Title I students with timely information about Title I programs. *Parents are informed through bulletins and flyers on a regular basis.*
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. *Provided during parent conferences, Back to School Night, parent meetings*
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. *Title I parents are invited to all parent meetings.*

School-Parent Compact

NHA has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

NHA engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress

An annual Title 1 parent meeting is provided for parents to learn about the program and how we can support their children.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Parents are given information during Parent Conferences. Math, Reading, and Science Nights are held during the school the school year to give parents materials and trainings.*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *The school vision includes parents are partners in the education of their children. Teachers and staff develop strategies during professional development and meeting on how to improve communications with parents and the community.*
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *Activities are included in SSC.*
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. *Information is distributed to parents during all meetings.*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *Translation and other community support is available for all meetings.*

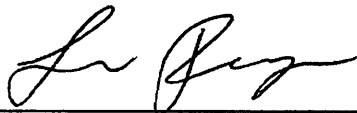
Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *Accommodations are provided for all parents including translation of information and reports.*

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the **NHA** School Site Council on 10/13/15 and will be in effect for the 2014-15 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The *Rise Community School*'s notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

10/13/15

(Date)