ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
2017-18

Haight Elementary
School Name

CDS Code:

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Date of Last Revision	4.26.17
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

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SCHOOL PROFILE

Innovative Plan Theme – Everyone Achieving through Global Learning and Environmental Stewardship

Haight's School Mission and Vision

- Mission: We have a moral imperative of ensuring equitable outcomes of college and career readiness in Alameda. Therefore, as a Title 1 school, we must provide our diverse students with engaging, integrated curriculum, personalized learning opportunities, and an empowering school culture that supports the whole child.

- Vision: All students will have exceptional 21st century skills empowering them to be deep thinkers, positive hard-working contributors, and leaders in our community, with readiness for any academic and career path.

Haight Elementary is a Title 1 school of 480 students in the Alameda Unified School District with a long history of closing the achievement gap and successfully meeting the needs of all students. We are privileged to have the opportunity to work with a richly diverse group of students, parents and guardians. A look at our demographic demonstrates Haight's ethnic, cultural, and linguistic diversity. 30% of our students are Asian, 21% Latino, 10% Filipino, 13% African American, 16% White, 8% two or more races, and 40% of our students are designated English Learners. Our multicultural school community allows our students to experience and understand varying perspectives and cultures every day. We value our diversity as an asset for teaching and for learning.

Named a Title 1 Achievement School over multiple years including 2016, Haight also was awarded the Gold Ribbon Award that honors public schools that show improved student outcomes by raising student academic performance and closing achievement gaps. Through hard work and dedication, Haight School has earned a reputation of being committed to equitable outcomes and effective intervention supports.

We were awarded approval of our innovative plan in in 2014 and completing year 2. Through our diverse funding sources, we provide students with a challenging and engaging curriculum that meets the needs of all learners.

Theory of Action
We believe:
*If w*e transform the teaching and learning at Haight by engaging our students in deeper learning experiences that require critical thinking, solving complex problems, and working collaboratively
And,

   If we address these **3 Essential Elements**:

- provide an relevant, *engaging curriculum* that integrates *global learning with STEM problem solving and*
- we support the whole child by focusing on the equally important area of social emotional learning and
- *we personalize* and differentiate students' learning experiences to meet their individual needs, *Then*

Haight students will

- develop mastery of the content of the Common Core State Standards
- develop their competencies for communication, collaboration, critical thinking, and creativity,
- value diversity and develop skills for global competency
- become positive, hardworking contributors to their community and world
- be engaged learners, ready for an academic path in middle and high school and beyond, including STEM (Science, Technology, Engineering and Math).

By engaging in professional development and regular coaching support, we are building our capacity to integrate global learning and STEM learning to enhance student engagement and academic growth. We are committed to building our capacity to establish a global learning and STEM learning environment at Haight that will include authentic investigations of the world beyond our immediate environment, researching significant age appropriate problems through the use of integrated, cross-curricular student-led learning. STEM careers are growing 3 times as fast as other sectors. We want to ensure that students become empowered to pursue careers, especially STEM careers, which will allow them to truly become our future problem solvers. Teachers are deepening their understanding to how to fully implement the FOSS science curriculum and integrate Engineering is Elementary extensions that allow for open ended, hands-on learning.

Why is our Innovative Plan so important? It's all about equity. We believe that we, as a community, must reach out further to move beyond our already implemented programs that support our vision of a successful Title 1 School that serves Alameda children. The Haight community is pursuing an Innovation grant because our students need access to cutting edge, researched based models of teaching and learning that are cutting edge, innovative, and that address experiential learning.   We want to move beyond paper and pencil to provide students with engaging and complex learning experiences that challenge them as well as prepare them for success. To level the playing field among all of Alameda's future citizens, we must provide exceptional access to opportunities and educational experiences that are critical for all children. We believe our Innovative Plan provides the roadmap to creating such a learning environment.

The vision is to create a school that focuses on integrated units organized around global learning and STEM to promote rigorous, enthusiastic student learning. Our approach will help students to see the big picture as well as the connections across the curriculum. Students are motivated to be our future problem solvers and they recognize and are motivated by innovations in the areas of science, engineering, math and technology (STEM). They know that STEM related work is essential for solving some of the planet's most vexing problems. Our biggest challenge is the lack of sufficient teacher collaboration time, given the dearth of quality substitutes to release teachers to work in teams to develop integrated units of study. We will also be working without the waiver next year, which also impacts schoolwide collaboration opportunities.

We also believe social emotional learning is an essential support for academic achievement to allow students to be reflective and able to better regulate their emotional responses. The school community further enriches the learning experience through support of programs for art docents, garden and go green initiatives, Peacemakers, cross age reading buddies, multi-tiered intervention system and more.

EAGLES focuses on key features of the CCSS such as integrated learning opportunities and deeper thinking skills. As a result, students will know and be able to meet the rigorous standards of the CCSS. In ELA, integrated units will provide rigorous practice in reading, writing and research. In math, students will need explain and apply math in real world contexts. We believe that after 3 years of full implementation, we should see improved performance on measures of ELA and Math and on the science CST. Through our focused effort, we strive for classroom instruction to be more student-centered, with more integrated, cross-curricular projects. Haight students are engaged in more hands-on learning including STEM projects and working with integrated ELA/ELD standards on a daily basis. Our English Language Learners are strengthening their language proficiency and use of academic language through hands-on learning as well as Designated and Integrated ELD instruction. Students are developing stronger skills for interpersonal communication, collaborative work and solving conflicts peacefully. Ultimately, we are expecting to see deeper engagement, where students take full ownership of learning activities with a willingness to ask questions, pursue answers, and consider alternatives.

Every effort is given to proactively support students to learn how to participate productively and respectfully in our school community and to make good school choices. We use AUSD adopted curricula and systems (e.g., PBIS, Progressive Discipline, Caring School Community, Steps to Respect, Protected Classes Literature Lessons) along with character education to support student citizenship, a positive school climate, skills for problem solving and conflict resolution. Haight has been hard at work implementing the Positive Behavior Intervention and Supports (PBIS) for our tier 1 behavior system. Through our successful implementation of Tier 1 and Tier 2 for PBIS, we continue to explicitly teaching the expected behavior and routines and monitoring for consistency. We closely monitor student behavior in the common areas of the school (hallways, stairways, cafeteria, and playground) where there is lower adult supervision, which allows us to intervene and coach students before there are problems. Close supervision during recess in particular helps redirect and encourage appropriate play, problem solving and conflict resolution using the Peace Path process.

We believe that social emotional learning should be at the heart of our work and have incorporated mindfulness practices and Toolbox curriculum schoolwide as tier 1 best practices. Building on previous strategies of Character Education, Caring Schools Curriculum and funding for Peacemakers, we have deepened the shared beliefs and procedures for a positive school culture and social emotional learning for students. We believe that social emotional learning should be at the heart of our work and have incorporated mindfulness practices and Toolbox curriculum schoolwide as tier 1 best practices. Through implementation of school-wide Mindfulness and other stress relief strategies, our goal is for students to develop skills for self-regulation, calming, refocusing and encouraging a sense of wellbeing. Toolbox Learning is a tk-5 SEL curriculum that teaches students to use a variety of 'tools' to manage their personal emotional states and interpersonal interactions. We will provide the Mindfulness Teaching professional development and classroom modeling in the fall to reinforce our schoolwide practice. We are also implementing S'cool Moves or movement breaks to systematically allow for the movement and stretch breaks needed by our students.

Our entire school community works together to ensure we maintain high expectations for student success by providing many opportunities for students to become successful learners. With the new adoptions for ELA and Math, we will be better able to provide instruction aligned to the rigorous CCSS. As progress-monitoring tools are implemented, we will be able to use grade level meeting time to analyze and strategize around student performance data.   We provide daily small-group instruction and targeted academic

interventions to address the full range of student needs. Recognizing the importance of providing support for both academic and behavioral needs, Haight has developed a robust model utilizing a team approach that takes advantage of all the expertise of the staff. Recognizing the importance of providing support for both academic and behavioral needs, Haight has developed a robust model utilizing a team approach that takes advantage of all the expertise of the staff. The model addresses two important areas of need:

Strategy 1: Using data to create and monitor "Just right" tiered language development instruction every day for every student and every teacher in grades TK–5.
Strategy 2: Collaborative support and intervention services deployed for both strategic and intensive students for both academic and behavioral needs.

To support increased differentiation, we have are also integrating technology and have acquired sets of 6 ipads for every k-2 classroom and sets of 6 chrome books for grades 3-5 to share. We will continue to explore blended learning as model in classrooms that will feature small group rotations, including a technology rotation and adaptive software for language arts and math such as Successmaker. Utilizing in-house support, teachers will be trained to integrate chrome books and ipads into daily instruction to support more personalized learning opportunities for students.

Haight prioritizes the continual growth of our multiple tiers of student supports - MTSS. Through weekly meetings, Haight uses a collaborative approach called COST to utilize the expertise of teachers, Title 1 and ELD specialists and Special Education staff to discuss and coordinate services for our most at risk students. Our Tier 2 coordinator and Student Support Provider provide both push in and pull out support to help students to regulate their emotions in order to stay focused and engaged in learning activities. Other PBIS tier 2 supports include Check In, Check Out (CICO), small social groups and individual counseling and structured inside and outside recess options.

Finally, parent and community involvement rounds out our plan. We will offer parent workshops on CCSS, understanding Eureka math, grade level standards and how to support students at home. We will provide more opportunities for students, their families and community to share and celebrate student learning. We have gathered initial family partnership data through surveying our families in multiple languages and will analyze the ratings to further refine our parent partnership efforts.

Our Innovative Plan addresses student needs and supports high achievement in important ways: It provides a clearer sense of purpose toward a common vision of teaching and learning at Haight. It sets high expectations for academic performance as well as college/career readiness. It builds on the strength of our diversity by embedding a global/multiple perspective analysis in the learning. It uses authentic questions to drive the inquiry and problem solving process. It shifts the focus from teacher centered to student centered. It focuses on the importance of relationships as part of a successful learning environment. It employs the best practices for instruction. It increases the professional culture by supporting greater collaboration between teachers, administration, and staff.

Recent implementation of a new math curriculum, the impending adoption of our new ELA curriculum and work to align our assessment system to each and the relatively new CAASPP assessment system poses a challenge for define SMARTe goals. This year, we will be able to collect baseline data based on the district's development and alignment of the data and assessment system. Students will pilot the new online Science

					test
SWD	0	4% +4	0	4% +4	this

year. We will be able to have a baseline measure to document growth in science. Next year, we should have clearer targets and benchmark assessment to monitor student performance. We will continue to explore the use of the IABs and other formative assessments for progress monitoring. Refinement of P21's 4C's Rubrics will help us to measure growth in the soft skills of communication, critical thinking, collaboration, and creativity.

Student Performance Data

State summative assessments:

Our CAASPP results show that both our ELA and Math scores improved over last year scores.

CAASPP	SBAC ELA 2015	SBAC ELA 2016	SBAC Math 2015	SBAC Math 2016
	45%	**54% +9**	36%	**43% +7**

Overall 3rd - 5th grade performance improved from 2015 to 2016 in ELA. In Math, we also showed improvement in performance except for 4th graders (current 5th graders).

CAASPP	2015 SBAC ELA	2016 SBAC ELA	2015 SBAC Math	2016 SBAC Math
3rd	42%	49% +7	45%	56% +11
4th	44%	52% +8	37%	29% -8
5th	47%	64% +17	27%	38% +11

Below is grade 3-5 Cohort performance change from 2015 to 2016. There was significant growth for both cohorts of students in ELA. Math, however, dropped for last year's 4th graders and stayed flat for our 5th graders.

ELA	Change 2015 to 2016
3rd to 4th grade	+10
4th to 5th grade	+17
Math	
3rd to 4th grade	-14
4th to 5th grade	+1

Looking at performance change from 2015 to 2016 by Ethnicity

Asian, Filipino, Hispanic and English Learners and students with disabilities improved their performance from 2015 to 2016 in both ELA and Math

White students dropped slightly in ELA and improved slightly in math. African American student performance dropped significantly in both ELA and Math, with an only 11% of AA students proficient in math in 2016.

CAASPP	2015 ELA	2016 ELA	2015 Math	2016 Math
All	**45%**	**54% +9**	**36%**	**43% +7**
African American	46%	28% -18	23%	11% -12
Asian	55%	64% +9	52%	63% +11
Filipino	39%	50% +11	23%	37% +14
Hispanic/Latino	22%	56% +34	23%	30% +7
White	61%	57% -4	47%	50% +3
English Learners	40%	48% +8	35%	38% +3
SED	40%	41% +1	35%	34% -1

Meeting the challenge of CCSS and improving our CAASPP Performance.

<u>CAASPP ELA *areas of need*</u>:
Only 29% of last year's African American and 33% of Hispanic students scored at or above standard in ELA. There is a significant gap in performance between our Asian and White students and our Hispanic and African American students in ELA. 42% of LEP students scored proficient. 41% of SED students scored proficient.

<u>CAASPP Math *areas of need*</u>:
Only 29% of last year's 4th graders score proficient in math
.Only 39% of LEP students were proficient.
Only 11% of our African American students and 30% of our Hispanic and 37% of our Filipino students met standard for math. 34% of SED students scored proficient.

These scores, while improved, show we have significant areas to improve. We will continue to need to focus on better preparing our students for the rigorous common core standards and the demands of the SBAC test. Math, in particular shows flat improvement. Math, especially for our African American and Hispanic students who are significantly below standard, will need to be a major focus of improvement. We need to disaggregate our data by claim area to better understand our areas of weakness. We will also need to determine how to provide more and earlier interventions for math. We have built afterschool math intervention into our budget and will also look for better ways to progress monitor students' level of understanding and proficiency in math. Part of the challenge is the transitioning to new curriculum better aligned to the CCSS and level of rigor of the SBAC. In year 1 of implementation of Eureka Math, some teachers have taken advantage of professional development opportunities but there is still much to learn about how to teach Eureka. After year 1, we will need to reflect on our level of implementation, including what went well, what areas need additional professional development and how to provide intervention for students who need additional instructional support. We will also more fully utilize zearn.org online and the dashboard features, including student reports, to evaluate its effectiveness in providing additional support for Eureka math. Money has been put in the budget to support additional after school intervention services for math. Parent University workshops will be developed to support families to support their students at home. Following this year's CAASPP testing, we will need to analyze our spring 2017 results on CAASPP to identify trends, areas of improvement and areas of needed improvement. We will also examine released test items to better answer what students are being asked to do and how well they are prepared to face the challenging problems on the CAASPP test. More practice using the online IAB's will also provide additional practice and data on performance. Math benchmark tests are needed to progress monitor students proficiency over the course of the year and math screeners are needed to better identify and support students with significant skill gaps.

English Learners Growth on CELDT
12 English Learners were re-designated to RFEP (Fluent English Proficient) in 2016-2017. This compares to 8 English Learners in 2015-2016.

60% of our English Learners increased 1 level on the CELDT for 2015-2016. This does not include students who were re-designated. This compares to 45% for 2014-2015.

Primary Reading Performance Data: Kindergarten AB proficiency grew to 75% in 2016 (as compared to 58% in 2014 and 54% in 2015) - a new high. We attribute our kindergarteners' high proficiency level to the benefit of small class size in 2015-2016. As the chart shows, year-to-year outcomes for kindergarten vary considerably.

End of Year Reading Benchmarks	EY Met end-of-year Reading Level
K 1516 (current 1st)	**75%**
K 1415 (current 2nd)	54%
K 1314 (current 3rd)	58%
K 1213 (current 4th)	67%

 For 1st grade, 57% of students met the end of year benchmark in 2016. There is significant variability in outcomes from year to year.

End of Year Reading Benchmarks	EY Met end-of-year Reading Level
1st grade 1516 (current 2nd)	**57%**
1st grade 1415 (current 3rd)	88%
1st grade 1314 (current 4th)	72%
1st grade 1213 (current 5th)	67%

Looking at the same data disaggregated by ethnicity shows similar variability from year to year.

Kindergarten AB Proficient	2014	2015	2016
All	**58%**	**54%**	**75%**
African American	62%	53%	50%
Asian	64%	57%	87%
Filipino	50%	80%	100%
Hispanic/Latino	56%	33%	63%
White	57%	54%	82%
English Learners	48%	46%	74%
SED		40%	50%
SWD			

First Grade H/I Proficient	2014	2015	2016
All	**63%**	**74%**	**57%**
African American	33%	86%	53%
Asian	74%	70%	63%
Filipino	83%	89%	70%
Hispanic/Latino	56%	77%	50%
White	83%	67%	50%
English Learners	62%	69%	58%
SED		72%	60%

However when following cohort of students, there is an overall increase of students meeting end of year benchmarks. The good news is that for the most part, *more* students are proficient by the end of 1st grade, which *shows an acceleration of growth*.

Kindergarten End-of-Year Met Reading Benchmarks	**1st grade** End -of-Year Met Reading Level
All 2014 58%	All 2015 74%
All 2015 54%	All 2016 57%
All 2016 75%	All 2017 TBD
All 2017 TBD	All 2018 TBD

Disaggregated by ethnicity show promising data, in some cases double digit improvement.

Kindergarten End-of-Year Met Reading Benchmarks	1st grade End -of-Year Met Reading Level
AA 2014 62%	AA 2015 86% +24
AA 2015 53%	AA 2016 53% *no growth

Asian 2014 64%	Asian 2015 70% +6
Asian 2015 57%	Asian 2016 63% +6

Hispanic 2014 56%	Hispanic 2015 77% +21
Hispanic 2015 33%	Hispanic 2016 50% +17

White 2014 57%	White 2015 67% +10
White 2015 54%	White 2016 50% - 4

2nd grade utilizes a different measure for end-of-year benchmarks. There is variability from year to year but overall growth from beginning to end of year.

2nd Grade EY Proficient Reading	**2014**	**2015**	**2016**	**2017**
Benchmark Reading 1 –Fall	*46 %*	*36 %*	*48 %*	*30%*
Benchmark Reading 2 -Winter	*62 %*	*57 %*	*61 %*	*50 %*

Primary Reading Performance Data:
We will continue to focus on good first teaching for strong foundational teaching in reading, writing and math. A new ELA adoption better aligned to CCSS will be implemented in 2017-2018. We hope to continue the promising accelerated cumulative growth for students over time.

Attendance:
Attendance is critical for the success of all children. Attendance issues are often one symptom of a greater need of support for a student and their family. As a school, we work with families to ensure they understand the importance of consistent on-time attendance and how it relates to academic, social and emotional success. We believe our success in lower the number of unexcused absences is due to tight monitoring of daily attendance and a lot of parent education in our office, on our website and over the phone. We closely monitor students' attendance and intervene and counsel families who are showing a pattern of absences, especially unexcused absences. We strive to have a personal connection with our families as they stop in the office or call us on the phone.

School average = 96.3% average daily attendance
By subgroups : Asian 98**%,** AA 95%, Filipino 97%, Hispanic 95%, White 96%, Multi 96%
By Grade Level – TK 95%, K 95%, 1st 96%, 2nd 97%, 3rd 97%, 4th 97%, 5th 96%
EO= 95%, LEP= 97%

District goal=8% Students with 3+ unexcused absences = 8.1%
Multi 3%, Asian 4%, Filipino 7%, **AA 11%, White 12%, Hispanic 13%,**
TK 16%, K 18%, 1st 12%, 2nd 3%, 3rd 3%, 4th 5%, 5th 11%
EO 11%, LEP 5%

We stress that attendance is state policy and is to be taken seriously. We use district policies and procedures (SART, SARB) to support and enforce on-time daily attendance. Given the research that shows the importance of good attendance in Kindergarten as a predictor of school success, it is important to better educate families on the importance of good attendance early on. Grades TK-1 have our highest unexcused attendance rate. Next year, we will engage in a campaign to highlight and stress the importance of daily attendance on academic success for our youngest students. We will increase the profile of acknowledgement and rewards for the classes with good attendance habits. 34 out of 481 students are chronically absent. Personal outreach by our Parent Liaison and Student Support provider will be conducted to personalize our support and address barriers to good attendance as well as clarify attendance policies for excused vs. unexcused absences. Some subgroups have more chronic absenteeism – Hispanic students 12.6, African American and White students at 11%. Given that sub group absenteeism and academic performance mirror each other, it's clear we need to address the gap for our sub-groups for attendance and academic performance to go up.

2016: 1.1% suspension as compared to 3.4% last year,
2016-2017 to date:

By Ethnicity	3.9% African American	2.9% Multi-racial	.8% Hispanic
By Grade Level	Kindergarten 3% 1st grade .8%	2nd 0% 3rd .6%	4th 0% 5th 0%

Unfortunately, our current Kindergarten students have the highest rate of suspension. We have a small group of students who have been physically aggressive resulting in suspensions. We are hopeful that our additional Support Provider attention and intervention and Toolbox/Mindfulness will help reteach and reinforce our positive behavior expectations for our youngest students resulting in a reduction in suspendable offenses.

Parent Engagement

School Smart Graduates: Haight graduated 40 parents from School Smarts, compared to 11 in 2015. PTA Membership:

PTA: We have 147 members (including 22 teachers) in 2016-2017. This compares to 124 members in 2015-2016.

School Website:https://haightschool-alamedausd-ca.schoolloop.com

School Accountability Report Card (SARC) link:

http://www.doc-tracking.com/screenshots/Serve/4550/2016/HenryHaightElementarySchool.pdf

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

Goal 1:   Student Engagement: eliminate barriers to student success and maximize learningtime.

Goal 2:   Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).

Goal 3:   Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success

Goal 4:   Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:
- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:
- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:
- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	**Identified districtwide needs:**
	AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include: • Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism • Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates • Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
	Metrics used to evaluate progress towards goal:
	• Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% of more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal:
	To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title. In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curriculum at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify areas in social studies curricular that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work. The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation,

including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), a districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, and substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive.

Our site has provided the following services to support implementation of PBIS:
- Active school-wide PBIS team
- Intervention Team/COST Team
- Site-based professional development
- Development of instruction in explicit behavioral expectations
- School-wide incentives/recognition through Eagle Eyes and Lifeskills/Toolbox Recognition monthly assembly
- School-wide behavior management system (behavior flow chart, referral system, etc.)
- Social Emotional Learning through Mindfulness and Toolbox Curriculum
- Tier 2 supports including Check In-Check Out and Structured Recess
- Student Support Provider for push in and pull out behavioral supports
- Counseling through Alameda Family Services
- Small Group Counseling support

Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is 70% for Tier 1 and Tier 2.

The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars.

SCHOOLWIDE

School goal(s):

Implement T1, T2 and T3 PBIS elements with fidelity.

Data used to form school goal(s):

Tiered Fidelity Inventory, T1, T2 and T3

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Our current TFI subscale scores are:
T1:
Teams 100%
Implementation 72%
Evaluation 62%

T2:
Teams 75%
Interventions 80%
Evaluation 75%

How progress toward school goal(s) will be evaluated:
This year we plan to increase our TFI subscale scores by 15% in each subscale area. We will participate in a mid-year TFI in January to track progress as well as an end-of-year TFI to be conducted in May.

GOAL 1: Eliminate barriers to student success and maximize learning time

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
1.PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, LETTERS, ANNOUNCEMENTS, PERFECT ATTENDANCE AWARDS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	All	Materials and Supplies	LCFF Base (0001)	$5946
2.MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS	All	Classified Hourly	LCFF Base (0001)	$780
3.POSITIVE BEHAVIOR INTERVENTION & SUPPORT – PBIS TEAM, SITE PROFESSIONAL DEVELOPMENT TRAINING AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, ANTI-BULLY AND RECESS CONTRACTS – BOOST	AUGUST 2017 - JUNE 2018	DISTRICT TRAINING AND PBIS RESOURCES LUNCH TIME RECESS SUPPORT (BOOST) SUPPLIES FOR PBIS/RTI	All	Professional Services District Funds	PTA (9046) Materials and Supplies	$6000 $1000

4.CHARACTER EDUCATION – TOOLBOX, CLASSROOM MINDFULNESS, CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, LIFESKILL AWARDS ASSEMBLY						
5.BEHAVIOR INTERVENTION SUPPORT – COST PROCESS FOR TIER 2 SUPPORTS INCLUDING ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017- MAY 2018	INTERVENTION SPECIALIST, PRINCIPAL, SCHOOL PSYCH	All Unduplicated	Certificated FTE	Choose an item.	.5 FTE (District Supported)
6.STUDENT SUPPORT PROVIDER -- ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017- MAY 2018	STUDENT SUPPORT PROVIDER, PRINCIPAL,	All Unduplicated	Classified FTE Classified FTE	LCFF Base (0001) Title 1 (3010)	.325 FTE .55 FTE $51,970
7. SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - BOOST! LEADERSHIP, JR. COACHES	OCTOBER 2017- MAY 2018	PRINCIPAL, TEACHERS, PTA	All	Professional Services	PTA (9046)	SEE #3 ABOVE
8.INCLUSIVE SCHOOL ACTIVITIES AND EVENTS - INTERNATIONAL NIGHT, ANTI-BULLY ASSEMBLY, ETC.	OCTOBER 2017- MAY 2018	PRINCIPAL, TEACHERS, PTA	All	Choose an item.	Choose an item.	PTA SUPPORT

GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE	**Identified districtwide needs:** Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness. • Improve student achievement on both statewide and local assessments • Increase College and Career Readiness **Metrics used to evaluate progress towards goal:** • Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – *including focus on 3rd grade reading strand and 8th grade math performance* • Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade • Percentage of graduating class completing Career Technical Education (CTE) Pathway • Number of students enrolled in a Career Technical Education (CTE) Pathway • Percentage of graduating class completing of University of California 'a-g' requirements • Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP) • Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark • Percentage of students enrolled in an AP course **Districtwide actions/services provided to site to reach goal:** The district's broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program. The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to: • Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1. • Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum • Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)). • Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program • TK-8 Teacher Librarians and Media Center program • Math and reading intervention software at K-5 (Successmaker) • Naviance college and work-preparedness tool (software) • Software to enhance K-5 content (Discovery Education license) • Turnitin software to support high school writing and research

	• Credit recovery software (Cyberhigh license) • More Starfall and Tumblebook Library digital subscriptions (TK-5) Haight also provides the following programs to support student achievement: • ZEARN.COM ABC Mouse, TUMBLEBOOKS • Fountas and Pinnell Assessment and Leveled Library Intervention System • Differentiated groupings for ELD and Literacy Development • Typing Club/Type2Learn • Lucy Calkins' Units of Study, Reader's and Writer's Workshop Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program: • $74,3000 Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming: • $139,2000
SCHOOLWIDE	**School goal(s):** 80% or more students will meet or exceed standards as measured by district and state standardized assessments. **Data used to form school goal(s):** CAASPP data District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS, CST (new state science test for 5th grade next year will be CAST) **Findings from the data analysis:** *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)* 54.3% of our student scored proficient on the ELA portion of SBAC. This is a 9.5% improvement from last year. 43% of our student scored proficient on the Math portion of SBAC. This is a 6.6% improvement from last year. CAASPP ELA Areas of need: Only 29% of last year's African American and 33% of Hispanic students scored at or above standard in ELA. There is a significant gap in performance between our Asian and White students and our Hispanic and African American students in ELA. 42% of LEP students scored proficient. 41% of SED students scored proficient. CAASPP Math areas of need: Only 29% of last year's 4th graders score proficient in math Only 39% of LEP students were proficient.

Only 11% of our African American students and 30% of our Hispanic and 37% of our Filipino students met standard for math. 34% of SED students scored proficient.

How progress toward school goal(s) will be evaluated:
Grade level and schoolwide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
9.PROFESSIONAL DEVELOPMENT, PEER OBSERVATION & COLLABORATION FOR CCSS, INNOVATIVE PLAN COMPONENTS, DATA ANALYSIS, INTEGRATED AND SYSTEMATIC ELD, MATH, IBD, BAYSCI,	SEPTEMBER 2017 - JUNE 2018	PRINCIPAL, TITLE 1 SPECIALIST, TEACHERS, ELD COACHES	All	Certificated Hourly	Title 1 (3010)	$16995
10.READING AND MATH DIFFERENTIATION (IE: INTEGRATED AND SYSTEMATIC ELD, STRATEGIC LEARNING SUPPORT)	SEPTEMBER 2017 - JUNE 2018	TITLE 1 SPECIALIST, ELD COACHES	All Unduplicated	Certificated FTE	Title 1 (3010)	$102,000
11.READING AND MATH DIFFERENTIATION (IE: INTEGRATED AND SYSTEMATIC ELD, STRATEGIC LEARNING SUPPORT)	SEPTEMBER 2017 - JUNE 2018	LITERACY PARA EDUCATOR	All Unduplicated	Classified FTE	LCFF Supplemental (0002)	$49,213
12.READING AND MATH INTERVENTION(AFTER SCHOOL GROUPS)	SEPTEMBER 2017 - JUNE 2018	TEACHERS	All Unduplicated All Unduplicated	Certificated Hourly Certificated Hourly	LCFF Supplemental (0002) LCFF Base (0001)	$6357 $1000
13.INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, CHROMEBOOKS, SOFTWARE PROGRAMS & APPS)	SEPTEMBER 2017 - JUNE 2018	TEACHERS	All	Equipment	LCFF Base (0001)	$1887
14.PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE	SEPTEMBER 2017 - JUNE 2018	TEACHERS	All	Materials and Supplies	LCFF Supplemental (0002)	$2100
15.SUPPORT STEM LEARNING THROUGH .6 COACHING SUPPORT	SEPTEMBER 2017 – JUNE 2018	TEACHERS	All	Certificated FTE	LCFF Supplemental (0002)	$62,000

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTIRCT

Identified districtwide needs:

A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners

Metrics used to evaluate progress towards goal:

- Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT)
  - *The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.*
- Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT
- Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status

Districtwide actions/services provided to site to reach goal:

To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:

- 1.5 FTE

Our site efforts to improve EL achievement also include:

- RTI Strategic Learning Groups/Platooning/tiered interventions (i.e.: ELA small reading groups in K-3 include EL instructional groups, 5th grade ELD/Writing platooning)
- Site training and collaboration for integrated ELD in the classroom: differentiation, scaffolding
- Translation support for communication

SC

School goal(s):

67% or more EL students will meet or exceed standards as measured by district and state standardized assessments. (xx% improvement from last year)

	Data used to form school goal(s):				
	CELDT data District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS				
	Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*				
	Summarize your findings about your school's AMAO, CELDT, Redesignation & performance data. 12 English Learners were re-designated to RFEP (Fluent English Proficient) in 2016-2017. This compares to 8 English Learners in 2015-2016. 60% of our English Learners increased 1 level on the CELDT for 2015-2016. This does not include students who were re-designated. This compares to 45% for 2014-2015.				
	How progress toward school goal(s) will be evaluated:				
	Grade level and schoolwide data analysis. Examine growth trends, and performance of EL population.				

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
16.ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATIOM	AUGUST 2017 - JUNE 2018	PRINCIPAL, ELD COACH, TEACHERS	English Learners	DISTRICT PROVIDED 1.5 FTE Certificated	Choose an item.	
17.**PROVIDE BOOKS/ADDITIONAL TEXT** FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	SEPTEMBER 2017 – JUNE 2018	PRINCIPAL, TEACHERS	All Unduplicated	Materials and Supplies	LCFF Base (0001)	$3089
18. **PROFESSIONAL DEVELOPMENT FOR CCSS, ADOPTED MATERIALS, STEM AND GLOBAL LEARNING LINKS TO DIFFERENTIATED AND INTEGRATED ELD INSTRUCTION**	SEPTEMBER 2017 – JUNE 2018	PRINCIPAL, TEACHERS	All	Professional Services	LCFF Supplemental (0002)	$8860
10.READING AND MATH DIFFERENTIATION (IE: INTEGRATED AND SYSTEMATIC ELD, STRATEGIC LEARNING SUPPORT)			Choose an item.	Choose an item.	Choose an item.	See Goal 2A #10 above

11.READING AND MATH DIFFERENTIATION (IE: INTEGRATED AND SYSTEMATIC ELD, STRATEGIC LEARNING SUPPORT)			Choose an item.	Choose an item.	Choose an item.	See Goal 2A #11 above

GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

DISTRICTWIDE

Identified districtwide needs:

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

Metrics used to evaluate progress towards goal:

- Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program
- Input: Percentage of parents/guardians completing annual survey
- Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events

Districtwide actions/services provided to site to reach goal:

The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is: 40

District enrollment includes outreach and support, including translation, to assist families with online enrollment.

Our site supports parent/guardian involvement in the following ways:

School Handbook
School website
Autodialer calls throughout the school year
REMIND text and email reminders
CAASPP & CELDT test reports mailed home
Report Cards three times a year
Parent-Teacher Conferences, in the fall and as needed in the spring
Translation available for parent meetings
Teacher phone calls and emails
Morning Assemblies
Homework

	Development of MTSS including COST progress, SST (Student Study Team), IEP (Individualized Education Plans), 504, IIP (Individualized Intervention Plan), and BIT (Behavioral Intervention Team) meetings throughout the year PARI (Promotion, Acceleration, Retention, Intervention) process Fall Back to School and TK & Kindergarten Information Nights Middle School Information Nights Weekly newsletter & Teacher newsletters Open House ELAC (English Language Advisory Council), monthly meetings SSC (School Site Council), monthly meetings PTA meetings/events, monthly Parent Volunteers: room parent communicators, classroom helpers, lunchroom supervision, chaperones, art docent, reading groups, garden docent ELL (English Language Learner) Parent Survey ELD (English Language Development) Re-designation Ceremony Parent Partnership Survey Attendance/SART Awards and Award ceremonies throughout the year
SCHOOLWIDE	**School goal(s):**
	50 parents attend School Smarts program. 50% of parents join the school PTSA 4000 volunteer hours on site
	Data used to form school goal(s):
	Meeting/event sign-in sheets:, PTA, SSC, ELAC, Open House, Volunteer sign ins sheets, school-loop data of usage, online newsletters, Blackboard autodialer data, Remind. Survey data
	Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*
	School Smarts attendance: We were pleased that 40 parents participated in School Smarts, compared to 11 in 2015. Much of this can be attributed to the offering of School Smarts in multiple languages. 30% of our families formally join the PTA.
	How progress toward school goal(s) will be evaluated:
	Overall growth with particular focus on multi-lingual participation.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
12. PARENT COMMUNICATION – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS, REMIND TEXTS &TRANSLATORS WHEN NEEDED – DUPLICATION AND POSTAGE	AUGUST 2017 - JUNE 2018	PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF	All All	Materials and Supplies Materials and Supplies	LCFF Base (0001) Title 1 (3010)	$5540 $347
13. PARENT EDUCATION OPPORTUNITIES – (IE: SCHOOL SMARTS ACADEMY, TOOLBOX, MATH UNIVERSITY MIDDLE SCHOOL OPTIONS)	AUGUST 2017 - JUNE 2018	PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF	All	Materials and Supplies	Title 1 (3010)	$165

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE

Identified districtwide needs:

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.

- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

Metrics used to evaluate progress towards goal:

- Teacher Qualifications
  - Percentage of teachers fully credentialed and highly qualified
  - Percentage of teachers qualified to teach English Learners (ELs)
  - Percentage of teachers appropriately assigned
- Instructional Materials: Number of substantiated Williams textbook complaints/year
- Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)

Districtwide actions/services provided to site to reach goal:

To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR). The district provides ongoing professional development and collaboration opportunities.

Core instructional materials are provided to sites through the Educational Services department. These include:

- Annual renewal or replacement materials for adopted curricula
- Board-approved materials for new courses
- Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels.
- 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA/ELD) adoption.
- Science curriculum through the Full Option Science System (FOSS) – K-8
- Supplemental ELA curriculum through Inquiry by Design (IBD)

School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include:

SCHO

School goal(s):

Support teachers in attending district professional development.
Build teacher capacity through site collaborative learning.
Site support for successful implementation of core curricula.
Monitoring and evaluation for continued learning and accountability.

Data used to form school goal(s):	
SARC Data	
Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*	
93% of teachers Haight are credentialed and highly qualified. 100% are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials. See 'metrics' indicated above.	
How progress toward school goal(s) will be evaluated:	
SARC data analysis No Williams findings New adoption of ELA instructional materials and implementation	

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION	AUGUST 2017 - JUNE 2018		Choose an item.	Choose an item.	Choose an item.	
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT	AUGUST 2017 - JUNE 2018		Choose an item.	Choose an item.	Choose an item.	
CONTINUED IMPROVEMENT OF RECESS OPTIONS INCLUDING SHADE AND QUIET ACTIVITIES.	AUGUST 2017 - JUNE 2018		Choose an item.	Choose an item.	Choose an item.	
CONTINUED GLOBALIZATION OF THE LOOK AND FEEL OF THE CAMPUS	AUGUST 2017 - JUNE 2018		Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

SITE BUDGET SUMMARY: Discretionary Funding

(Delete this guidance upon insertion of the budget: Insert 1 page budget allocation summary provided by Fiscal Services – please cut and paste the excel table here. If you use a screen shot of the table, please check the resolution at full-page size)

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives <u>funding</u>, then the plan must include the proposed expenditures.)

State/Federal Programs	Allocation
☒ Title I, Part A: Schoolwide Program <u>Purpose</u>: Upgrade the entire educational program of eligible schools in high poverty areas	$ 139,200
☐ Title I, Part A: Targeted Assistance Program <u>Purpose</u>: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
☐ Title I, Part A: Program Improvement <u>Purpose</u>: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$
☐ Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u>: Improve and increase the number of highly qualified teachers and principals	$ 0
☐ Title II, Part D: Enhancing Education Through Technology <u>Purpose</u>: Support professional development and the use of technology	$ 0
☒ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u>: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$0
☐ Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u>: Support learning environments that promote academic achievement	$ 0
☒ Title V: Innovative Programs <u>Purpose</u>: Support educational improvement, library, media, and at-risk students	$ 0
☐ Other Federal Funds (list and describe[1])	$ 0
Total amount of state and federal categorical funds allocated to this school	$ 139, 200

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[1] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ * Ethnicity	Primary Language	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	
David Ross Stewart	M	W	E				x	
Darla Aragon	F	Hispanic	E				x	
Jennifer Sweeney	F	W	E				x	
Melanie Abad	F	Vietnamese / Filipino	E				x	
Yolawnda Hansen	F	W	E				x	
Tracey Lewis	F	W	E	x				
Eddie Garrett	M	AA	E			X		
Brooke Sussman	F	W	E		x			
Teresa Morrison	F	W	E		x			
Janay Gonsalves	F	W	E		x			
Kathleen Collins (non-voting)	F	W	E		x			
Hung Mai (non-voting, member of ELAC)	M	Vietnamese	Vietnamese				x	
#s of members of each category	2 M 8 F	7 W 1 Asian 1 AA 1 Hispanic	10 E	1	4	1	5	

See race/ethnicity codes in Aeries

50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012
A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.

The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

SITE VALIDATION QUESTIONS

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?
   Yes

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?
   No

Racial/Ethnic Groups	School Population	SSC Composition
African American	10%	10%
Asian	29%	10%
Hispanic/Latino	22%	10%
White	16%	70%

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

   We have made a concerted effort to reach out through our PTA, SSC members and graduates of the School Smarts program to explain the important role of the SSC and the need for diverse voices. This year's SSC is more diverse than the 2016-2017 SSC. We now have a district-funded Parent Liaison who we are strategizing with to find additional representatives for our diverse student population.

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

   The principal will be presenting information on the process for the SPSA development at the January ELAC meeting. An initial needs assessment and recommendation survey used last year with ELAC members is being improved and will be more widely distributed to English Learner families and also be available online electronically. We now have a non-voting member on our SSC who is also an ELAC member who will help us bridge both groups for input on the development of the SPSA plan.

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
    (Check those that apply):

    _X_ School Advisory Committee for State Compensatory Education Programs

    _X_ English Learner Advisory Committee
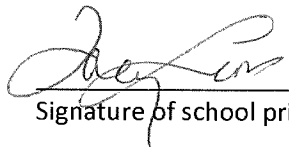
    ___ Community Advisory Committee for Special Education Programs

    ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This 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.

6. This school plan was adopted by the school site council on: .

Attested:

Tracey Lewis		4·26·17
Typed name of school principal	Signature of school principal	Date
Yolawnda Hansen		4-26-17
Typed name of SSC chairperson	Signature of SSC chairperson	Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:
Are special education staff members providing support to general education students at your school site?

Yes
Haight Elementary has a Learning Center called CAMP, which supports both general education and special education students. Under the guidelines for RTI, our special education and general education teachers collaborate to support the learning needs of students who qualify for Tier 2 interventions in ELA and/or math, provided that all identified students with special needs are appropriately served. The collaboration between Special Education, Title 1 and ELD staff on a regular, ongoing basis helps to coordinate services and monitor student improvement. This is a proactive measure for intervention with the goal of decreasing the number of students referred for assessments. Support for students is provided in small groups. Students are identified by multiple measures, and services focus on the development of foundational skills, behavioral supports and counseling. In addition, our special education staff works collaboratively with general education teachers to provide intervention support for students who are below grade. Depending upon caseloads, special education teachers and paraprofessionals work with some of our lowest performing students who do not qualify for special education. Students who do not have IEPs (Individual Education Plans) and need extra small group support, especially in the area of reading, join pullout groups to have direct instruction from special education staff. When paraprofessionals are assigned to do push-in support for students with IEPs, other students who may also need extra help can also join the group tutored by the paraprofessional. In short, special and regular education teachers work in tandem as much as possible to improve the academic achievement of all students who are below grade level.

APPENDIX B: TITLE 1 SCHOOLWIDE PROGRAM PLAN

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT
Student achievement is assessed annually through multiple measures at the district level (benchmark assessments in English Language Arts (ELA) and math.) and state level (Smarter Balanced Assessment (SBAC). This data is regularly reviewed by both the staff and the SSC as well as presented to the PTA. Next year we will have three years of data from CAASPP that will inform staff how well students are moving towards Common Core State Standards (CCSS). This new information will require additional time for analysis and determining next steps. Grade level teams meet in Grade Level Study Teams for grade level collaboration to review student progress by looking at student work and benchmark data. Teams develop intervention plans and then monitor student progress throughout the year.

Physical fitness testing is given in grade 5. Next year we will continue to help students set goals and to provide them feedback throughout the year on progress towards the goal. We will also pretest in the winter and send that data home to families as a way to connect with parents and to get them on board with the goals we have for student fitness.

School Site Council (SSC) meets monthly to monitor the Single School Plan, to problem solve issues that arise in the community and to provide input on possible initiatives. The English Language Advisory Group (ELAC) meets regularly throughout the year and provides feedback on how their children are doing and needs still to be met. PTA also meets monthly. In these meetings issues often surface that come back to one of the advisory councils or to staff.

Needs Assessment Results:
An achievement gap is notably evident in language arts and math between Hispanic/African American and White/Asian as well as between English Learners and non-English Learners, particularly in Math. We will continue to implement Eureka Math and Systematic English Language Development (ELD). Designated ELD is provided to students during our 'Just Right' tiered Language groups.   We will continue to provide after school math intervention groups and strategize as to how to close the skill gap for our African American and Hispanic students in math. We will need to further refine our understanding of what students need to know and be able to do to reach proficiency meeting the rigor of the CCSS and the CAASPP.

COMPONENT 2: SCHOOL-WIDE REFORM STRATEGIES
We use a variety of research-based strategies to increase student performance in core academic areas. Language Arts: This year, all TK-2nd grade teachers utilize Houghton Mifflin Reading as the core of their ELA instruction. This core program is supplemented with other research based programs such as- Lucy Calkins' Units of Study, Step Up to Writing, and Guided Reading. 3rd- 5th grade teachers use a variety of approaches including Instruction By Design (IBD) and supplement with the resources listed above. The District provides professional development and ongoing coaching for teachers in IBD. With the new adoption, we will utilize CCC curriculum is better aligned to CCSS.

Each school year, each grade levels regroups students to provide tiered intervention support for reading and ELD. We provide a mixture of enrichment and Tier 2 and Tier 3 intervention using the following research based programs: Literacy Learning Intervention (LLI), Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), Quick Reads, Making Connections, Language! and Guided Reading. This allows us to increase the time historically underserved students spend on learning as well as to change the strategies and materials. Students who are ready are accelerated with enriched curriculum during this time.

Math: AUSD provides math coaches and professional development to all teachers K-5. Coaches are available to model lessons, observe, to support planning and data analysis. Given our performance gaps on the Math SBAC test, we will need to further differentiate our math instruction. The new math adoption of Eureka Math was implemented this year that will be more aligned to the CCSS. We will need to determine what interventions are needed to address our lower performing student needs.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS
The school site, together with the district personnel office, works to ensure that teachers are highly qualified, as defined by NCLB. District office reviews teachers' credentials and files with the site managers and maintains required documentation. One hundred percent of Haight's teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 4: PROFESSIONAL DEVELOPMENT
-Teachers, administration, and support staff participate in a variety of professional development activities throughout the school year supported by the district. The staff has passed the waiver for another year to provide more opportunities for school-wide collaboration.
-Implementation of Common Core State Standards (CCSS) continues to be the focus of the majority of professional development this year. Continued implementation of Toolbox, Eureka Math and new ELA adoption materials will be provided in the fall along with professional development to support its implementation
-Multiple cohorts of teachers have been trained in systematic and designated ELD with El Achieve to support the academic success of our ELLs. Our goal is to eventually train all teachers on staff.
-Our innovative plan supports a .6 STEM coach to increase student opportunities for hands on learning and to deepen teachers understanding of the NGSS. Teachers in grades 3-5 also continued to receive coaching through BaySci.
-Haight is completing year 3 of Positive Behavior and Intervention Systems (PBIS) training this year. A team of teachers, the psychologist and the principal will continue to attend 6 days of training, shared ideas with staff and deepen the implementation plan for this year and next.
The principal is participating in the leadership team for the development of MTSS for the district and will be hiring a Tier 2 Interventionist to support the Tier 2 work along with the Title 1 teacher and ELD coaches. This training supports our implementation of multiple tiers of intervention and the refining of Tier 1, Tier 2 and Tier 3 interventions.
-The focus of our professional development in 2017-2018 will include elements of the Innovative Plan proposal for Global and STEM learning, continue to be increase implementation of CCSS and to use what we've learned about MTSS to refine the systems already in place academically and socially.

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

The school site, together with the district personnel office, actively recruits and hires teachers who are highly qualified, as defined by NCLB. One hundred percent of Haight's teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 6: PARENT INVOLVEMENT

The Haight School staff, PTA, School Site Council and English Learner Advisory Committee all work collaboratively to provide the following activities designed to strengthen the home-school relationship and ensure that all parent voices are heard and supported through the following activities.

• Families attend Morning Ceremony every Wednesday at 8:20 to acknowledge Eagle Eyes, Life Skills, and birthdays along with the Haight Eagle Pledge to build school community.

• PTA and SSC conduct open meetings each month. Both meetings include time for comments from the public. SSC agendas are posted 72 hours in advance.

• ELAC meets three times a year. These meetings include ample time for parents/guardians to voice concerns and ask questions as well as professional development to support parent participation in their child's education.

• Working with California PTA, we offer School Smarts Academy each year to help parents understand how to advocate for their children as active members of the school community, with translators for speakers of other languages. This year AUSD sponsored Vietnamese and Tagalog School Smarts Academies.

• The Haight Eagle News is sent out every other week electronically with additional paper copies translated into multiple languages. It includes a note from the principal, announcements from the district, upcoming calendar of events, and general information.

• PTA Dad's Club hosts monthly Family Fun Nights. These special events are attended by hundreds of participants.

• Teachers and parents work together to support Back to School Night, Open House, Multi-Cultural Night, and music/performance nights.

• COST Team meetings are held weekly to coordinate the services provided for students in need of Tier 2 and Tier 3 supports. SSTs are provided to engage family members as part of the intervention team creating the most effective support systems for their children, academically and socially.

• Individual report card conferences are held each fall for families to meet with teachers and discuss their child's progress. Student led conferences are held each spring for families to witness student work and growth for the school year.

COMPONENT 7: TRANSITIONS

-Haight School actively works with the TK/K team, the office staff and student services to make a smooth transition to kindergarten. The entire team attends the K Information Night. Teachers do a K interview to help in placement decisions for incoming students.

-The school supports students beyond the school day include access to the intervention program, SuccessMaker, as well as afterschool Math Intervention.
-5th grade teachers work closely with Alameda Middle Schools to provide academic and social data on incoming students. Staff works hard to place students in appropriate classes for 6th grade.
-We make every effort to recruit and enroll students in appropriate summer school.

COMPONENT 8: TEACHER DECISION-MAKING
-Haight School is designed with grade level teams for on-going collaboration. Collaboration is organized by grade level on Wednesdays.
-Every teacher assumes various leadership roles at the school including SSC, Leadership Team, PBIS Team, Global Committee, Technology Committee, Sunshine and School-wide Events. Each year teachers sign up for various committees and are elected to some positions.
-Teachers work as a group to review and update our 'Theory of Action' for continuous improvement as documented in the Single School Plan.

COMPONENT 9: SAFETY NET
Haight School has a pro-active set of components to ensure the success of all students with either academic and/or social skill deficits. The following are part of the school's safety net:
Academic: We will continue with the following:
•   Most incoming K students are screened before school begins by a K interview to assess academic and developmental readiness.
•   All students (grades K-5) are assessed in the first two weeks of enrollment to determine areas of strength/need. These include, but are not limited to sight words, fluency, and math. On-going assessment and progress monitoring occurs throughout the year.
•   New students with a primary language other than English are assessed on the CELDT for English Language proficiency before they enter school in the fall or shortly after their enrollment date during the year. Students are reassessed on CELDT on a yearly basis. The ELD teacher provides instruction based on students' proficiency level on the ADEPT and administers this assessment 3 times a year to monitor progress.
•   An Individual Intervention Plan (IIP) is developed for every student who performs below benchmark, is at risk of retention, and scores 2.5 or lower on multiple measures. Families meet with the teacher to discuss the plan. Teachers use on-going assessments to modify lessons and provide in-class intervention (tier 1 intervention) through differentiated instruction and small group work. In addition, students are grouped 4 days a week for targeted intervention in ELA. Finally, students visit the RS or SDC program (tier 3 intervention) as a guest.
•   Interventions are intensive, flexible, and research based instructional programs. These programs include LLI and other leveled reading groups.
•   Alameda Education Foundation sponsors after school enrichment classes for students in grades K-5.

English Learners: English Learners comprise 30% of our total school population. We will continue with the following:
- Daily ELD instruction based on ADEPT proficiency levels.
- ELD para push-in and pullout support.
- School Smart Academy for new EL families to learn about US schools and how to help their children with school.
- ELAC parent meetings held regularly throughout the school year.
Social: As a result of the Comprehensive Needs Assessment, we know that some students are not feeling safe and respected by their fellow students. We will:
• Implement school wide anti-bullying curriculum.
• Utilize the class meetings as prescribed in the Caring Schools Community curriculum.
• Students in need of support to develop positive relationships with peers, process difficult life challenges, learn to control anger, or develop greater self-confidence are offered services from our second year psych intern. Referrals are based on teacher and administrative input.
• When appropriate, an individual contract is developed with the parent, student and teacher. The contract will have goals for the child and include a home/school component.
• Responsible older students assist with student jobs. These include student council, greeter at the curb, rainy day monitor, lunchroom monitor and play structure monitor

COMPONENT 10; COORDINATION AND INTEGRATION
Intervention Team, made up by the Title 1 Specialist, ELD Specialist, Special Education Staff and the School Counselor, meet regularly to discuss student needs and look at academic and social interventions across the site. Student Study Team meeting weekly as needed to discuss students' academic and social needs, developing academic and social interventions and monitoring student progress. Behavior Intervention Team meeting as needed to develop support plans for students.

• Tiered Intervention currently occurs 4 days a week for grades K-5 coordinated by the Title 1 Teacher and supported by the Title 1 para.

• Learning Center provides support and full inclusion with the goal of having every child in the Least Restrictive Environment (LRE). Resource and full inclusion paraprofessionals provide in class support to students.

APPENDIX C: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTONS

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage
1. When and why did the program start? Pg. 2
2. What is the vision and mission of the program? Pg. 2
3. What are the goals of the program? Pg. 3
4. What are the student performance expectations resulting from being a different type of program? Pg. 4
5. How will the program measure progress towards goals? Pg.
6. How will the school know that students are learning? Pg. 3
    a. What will this look like in the classrooms? 3-4
7. How will the school know whether students are engaged? Pg. 3-4
    a. What will this look like in the classrooms? 3-4
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? Pg. 5, 14, 18, 19
9. How will the program encourage parental and community input and involvement? Pg. 5

Leading for High Performance
1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence? Pg.3
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence? Pg. 3 - 5
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence? Pg.4-5
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence? Pg. 3-5
5. To what extent do teachers analyze data collaboratively? Evidence? Pg. 4-5, 14, 18, 19

Theory of Action
1. Given the current reality, what is the Theory of Action? 2-3
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math? Pg. 5
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap? Pg. 5

Improving our Teaching Practices
1. Describe, summarize, and analyze the identified data related to student academic achievement. Pg. 6
    • Comment on the allocation and usage of resources based on data analysis. Pg. 4, 7
2. How do teachers use data findings to modify teaching practices to improve learning outcomes? Pg. 7
    • What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set? Pg. 7
4. How are teachers provided feedback on instructional practices to improve instruction? Pg. 7
5. How is the program's theme integrated into your teacher practices and learning outcomes? Pg. 5

Findings and the Road Ahead
1. Identify and discuss significant accomplishments. Pg. 6 - 10
    • What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why? Pg. 6-10
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently? Pg. 3

4. Discuss how the program has changed over time. Pg. 3-4