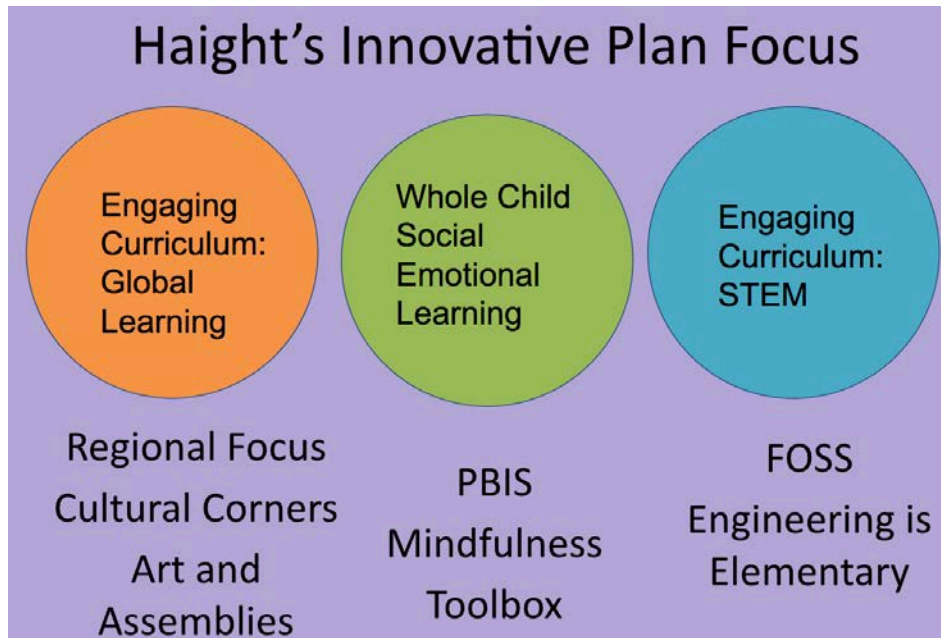


Highlighting Alameda Schools: Haight Elementary

April 27, 2018

Tracey Lewis, Principal



Introduction

- **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 develop critical 21st century skills to empower them to be deep thinkers, positive, hard-working contributors, and leaders in our global community with readiness for any academic and career path.

LCAP Goals

1. Eliminate barriers to student success and maximize learning time
- 2a. Support all students in becoming college and career ready
- 2b. Support all English Learners (ELs) in becoming college and career ready
3. Support parent/guardian development as knowledgeable partners and effective advocates for student success
4. Ensure that all students have access to basic services

Positive Behavior Intervention and Supports (PBIS)



PBIS Year 4 Highlights:

Successful school-wide implementation of Tiers 1 and 2 as measured by the TFI (Tiered Fidelity Inventory).

Tier 1 **90%**

Tier 2 **73%**

Tier 3 : 32% (Year 1 of implementation)

Multi Tiered Systems and Supports (MTSS)



MTSS Year 1:

Natural integration
of the MTSS framework
into our existing systems for
PBIS, RTI, distributed
leadership model,
and our innovative plan.

Henry Haight Elementary Schoolwide Work Plan 2017 - 2018
MTSS = Multi-Tiered Support Systems, Prevention-based framework

AUSD 4-Year Plan: Multi-Tiered Support Systems (MTSS)

Focus on Tier 1 instruction and positive school culture at all schools to ensure full access to high quality learning experiences for all students.

Focus Areas/Evidence-Based Practices:

Explicit instruction of routines, Flexible grouping, Student-to-student discourse

Supports for school: School visits and walkthroughs

School Vision

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

2017-2018 School Mission

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

Haight School Tier 1 Instructional Focus Areas

Explicit instruction of routines	Flexible grouping	Student to student discourse
1 st Trimester	2 nd Trimester	3 rd Trimester

Distributed Leadership

Instructional Leadership Team	Cultural and Climate Team	Coordinated Services Team
Focus on schoolwide Tier 1 academic practices	Focus on schoolwide Tier 1 culture and climate practices	Focus on schoolwide Tier 2 & 3 supports and interventions

In School Supports and Resources

Literacy and ELD Coaches: Frances and Monica
Science Coach: Joyce Craig
Instructional Lead/Culture & Climate Coach: Melissa
In class Mindfulness demos
Grade level release time for professional development and common planning time
After school PD
Theme focused PD
California Standards for the Teaching Profession

Special Recess Supports

Tier 1 Leadership Opportunities as Junior Coaches

Tier 2 Social Emotional Learning Supports for Recess



English Learner (EL) Program



- All grade levels have at least 2 staff members trained to deliver Designated ELD. Our goal is to train all classroom teachers. All students receive 40 minutes a Designated ELD 4 days a week.
- A select group of our Grade 2-5 English Learners are participating in an after school booster class Feb-April. These students have a CELDT level of 1 or 2. ELAC parents requested that we offer some sort of tutoring to help students perform better on the SBAC and ELPAC.

English Learner (EL) Program



- Students are being tested with the new ELPAC which was written using the most recent ELD standards and is more rigorous than CELDT. It will show students' proficiency in the four domains – listening, speaking, reading, and writing.
- Because of the new ELPAC, we do not yet have data for redesignation to RFEP (Fluent English Proficient) for 2017-2018.
- In 2016-2017, 13 English Learners were redesignated to RFEP compared to 8 English Learners in 2015-2016. We had 0 LTELs in 2016-2017.

Parent/Guardian Engagement



We just hosted an evening Family Math Festival to increase family awareness and understanding of importance of math education. We actively promote our online academic resources to increase parent access.

We've recently purchased the *Parent Party* Curriculum to provide a more enticing and engaging parent education program.

Parent/Guardian Engagement



Our Parent Liaison is also our LEAPS Director which allows us to build upon our relationships with LEAPS families to offer parent education and counseling through our partnership with Alameda Family Services. She also coordinates with our Intervention Lead.

We are in the process of conducting our 2nd Annual *Parent Partnership* survey, which is available online and on paper in 4 different languages.

Questions?