

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

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School: Crocker Highlands Elementary School	School ID: 111
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2: SCHOOL PRIORITIES, GOALS & PRACTICES

1) SCHOOL PRIORITIES

Task: Review your needs assessment and current Site Plan to choose four priorities (or "Big Rocks") for your 18-19 Site Plan, one in each of the following areas: Language & Literacy, Standards-Based Instruction, Conditions for Student & Adult Learning, and Conditions for English Language Learners.

As you consider your school's priorities, take note of any areas on the SPF or Report Card where you have seen little growth for two years. Which priorities might you select to address these areas? You may choose a priority from the drop-down menu or write your own. For each priority, you must measure progress with a relevant indicator from the drop-down menu. However, you can and should continue to use other leading indicators such as site-specific metrics or implementation measures to monitor progress as well.

2) SCHOOL GOALS & TARGETS

Task: Set a three-year goal and an annual target for each priority.

For each priority, set a multi-year goal, and choose a student learning indicator to measure annual progress. If you identified a goal in your 17-18 Site Plan for this area, this will automatically appear in your plan, but you are free to develop a new goal.

3) KEY PRACTICES

Task: For each priority, identify up to 12 sets of teaching and leadership practices that you will implement to reach your goal.

Practices from your current site plan will automatically appear for each priority. (Note that leadership and organizational practices have been combined into a single section for the 2018-19 Site Plan.) **As you further develop your practices, be explicit about how you will address the needs of low-income students, African-American students, students with disabilities, English learners, foster youth, or other subgroups at your school to help close any achievement gaps.**

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Standards-Driven Planning in ELA	Increase the number of students in Grades 3-5 scoring proficient or advanced on SRI by 5% by June of 2019			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	All Students	0.89	0.94	0.99
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	F&P and SBAC are reading achievement indicators; Writing assessments, writing journals, reading journals, science notebooks also provide data about literacy skills.				

<p>Theory of Action for Language & Literacy Priority:</p>	<p>If we provide all students with quality Tier 1 classroom reading instruction, and if we continue to use the targeted supports of our reading lab and differentiation within the classroom to support and accelerate struggling readers, then we will continue to have improved outcomes in reading for all students while closing the achievement/opportunity gap.</p>		
<p>#</p>	<p>TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom? How will they plan and practice out of class? Which programs will we implement?</i></p>	<p>LEADERSHIP ACTIONS <i>What will school leaders do? What staffing and resources are needed?</i></p>	<p>EVIDENCE OF IMPACT <i>How will we know it's working?</i></p>
<p>1-1</p>	<p>Providing reading opportunities at students' independent levels for both independent and small group work</p>	<p>Support shared and individual classroom leveled libraries and look for evidence of leveled reading in classrooms</p>	<p>All students will make at least one year's progress in reading.</p>
<p>1-2</p>	<p>Work with Tier 2 reading support providers to support differentiated reading instruction at all grade levels. Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading shuffle in grades 1 and 2 and work with PTA employee to provide reading support to students at grades 3-5. Ensure African-American, Latino, English Learners, Foster Youth and Low Income students get needed support as we move towards eliminating the opportunity gap.</p>	<p>Targeted students should be identified within the first month and assigned to Tier 1 and Tier 2 supports. Schedule reading lab, reading shuffle, PTA support in literacy in K classrooms and for 3rd-5th grade students; hire STIP to staff in order to support struggling readers and English learners; gifted students grouped together for advanced word study and/or reading groups</p>	<p>Kids who are more than a year behind will make more than one year's growth.</p>
	<p>Special education staff should use Common Core ELA Standards to plan instruction in support of reading and writing goals for their students.</p>	<p>Include special education staff in all ELA PD and encourage collaboration between general education and special education staff.</p>	<p>PD schedule</p>
<p>1-3</p>	<p>Implement a reader's workshop and keep families informed of student progress in reading. Ensure there are frequent opportunities for students to talk about what they read using academic language and to write about what they read citing evidence from both fiction and nonfiction texts.</p>	<p>Ensure teachers having Reading Workshop curriculum and that reading strategies and skills are taught.</p>	<p>Classroom observations, anchor charts in classrooms, report card comments</p>

1-4	Base instructional literacy program on strong foundational understanding and application of Common Core Standards and adjust teaching strategies to meet the needs of all students, and particularly students with IEPs, based on informal and formal assessments as we prepare students for middle school.	Hold teachers accountable for grade level PLCs around assessment data to identify implications for instruction; schedule time for PLCs to discuss reading data; hire part-time TSA to support 504 process and to work with struggling students; review data with SSC	Students will grow at least a year in reading.
1-5	As part of implementing culturally responsive strategies, include multicultural literature in classroom libraries, including books written in other languages spoken by our students. Encourage appreciation of diverse literature by inviting parents and community members to participate in read-ins (i.e. African-American, Latinx, Asian/Pacific) organized by the Oakland Education Fund.	Encourage teachers and librarian to select new books both for classrooms and school library reflecting the cultures and languages of the school's students and continue work with Culturally Responsive Instruction. Hold book swap, providing free books for all students and budget for purchase of multicultural books both for classrooms and the library.	Increase in numbers of African-American, Latinx and students of multiple ethnicities reading at or above grade level
1-6	Teach each group of kindergarten students over the course of the first three days, gathering initial data about pre-literacy skills. Schedule year-long reading support from PTA employee in Kindergarten classrooms and as a pullout in K-2.	Plan balanced beginnings and meet with teachers on 3rd day to make balanced final class lists. Kindergarten orientation event for students to spend 20 minutes in each kindergarten class, draw themselves and write names if possible so we get a sense of literacy readiness	Classes will be balanced, based on review of data

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Rigorous Common Core Tasks in Math	Surpass 70% proficiency on SBAC math sections in grades 3 through 5 and narrow gap between low-income students and all others by 5%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	30.6	40.6	50.6
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	End of unit assessments, SMI and Frontrowed assessments; Science Goal: 60% proficiency on FOSS MAP assessments in grades 3-5; Evidence of high quality writing across the curriculum (science notebooks, math notebooks, writing about reading, 3 types of writing).				
Theory of Action for Standards-Based Instruction Priority:	If we support students to more fully develop number sense, integrate the mathematical practices into our teaching, and use CCSS to inform lesson-planning, then students will become increasingly able to apply mathematical concepts and procedures to a broad range of problems and will improve their success in their classroom work and on assessments.				

#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom?</i> <i>How will they plan and practice out of class?</i> <i>Which programs will we implement?</i>	LEADERSHIP ACTIONS <i>What will school leaders do?</i> <i>What staffing and resources are needed?</i>	EVIDENCE OF IMPACT <i>How will we know it's working?</i>
2-1	Use District-provided Core Curricular plans to guide instruction and assessment; keep parents/guardians informed of student progress.	Devote PLC time to planning math instruction. ILT and whole staff to review math benchmark data	Walk throughs, math benchmarks, SMI, PLC time, report cards
2-2	Use District-provided Math Expressions curriculum or Bridges Math curriculum in addition to supplemental materials teachers choose (i.e. Math Their Way). Use Frontrowed.com for differentiation and Bridges for intervention.	Provide professional development time for work with mathematics instruction Provide supplementary math materials, including manipulatives and other curricula as needed. Include FrontRowEd.com access to provide opportunities for acceleration for GATE students.	Walk throughs, math benchmarks, SMI, PLC time
2-3	Use math data to assign students including GATE, foster youth, English learners, low income students, African-American and Latino students to receive Tier 1 and Tier 2 support.	Coordinate STIP's schedule to include time for math support. Add .2 TSA to provide math acceleration.. Provide for a STIP in the budget. Thoughtfully plan intervention program and assign students to receive support early in the year.	STIP and TSA schedules, walk throughs, math benchmarks, SMI, PLC time
2-4	Deepen understanding of Common Core Standards in order to plan more rigorous tasks.	Devote some PD time on Wednesdays to understanding Common Core Standards, revisiting math resources created by TSA as well as learning from our study of Mathematical Mindsets. Provide release time and schedule PLC time to focus on math planning.	Walk throughs, teacher observation and evaluation
2-5	Implement strategies from Mathematical Mindsets.	Collaborate with mental health interns to support students. Provide funding for mental health interns.	Walk throughs, teacher observation and evaluation
2-6	Provide math homework that involves families in supporting children and understanding CCSS in math.	Plan for and schedule Family Math Night and one parent education event regarding math standards (likely PTA funded). Include math program in afterschool offerings as well as access to Frontrowed.com.	Conversations with teachers

2-7	Special education staff should use Common Core Math Standards to plan instruction in support of math goals for their students.	Include special education staff in all math PD and encourage collaboration between general education and special education staff.	PD schedule
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CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Professional Development	By June 2019, all teachers will have expanded their skills in culturally responsive instruction, and in math pedagogy. This will mean a reduction of 5% in URFs.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Weekly PLC Time		#N/A	#N/A	#N/A
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Academic data, URFs, CHKS give information about student outcomes based on PD. Staff feedback about professional development will give info about its effectiveness.				
Theory of Action for Conditions for Student & Adult Learning Priority:	If teachers expand their skills in culturally responsive instruction in all areas and if teachers increase collaboration around math instruction and support, then our achievement gap will narrow and student conflict will be kept to a minimum.				
#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom? How will they plan and practice out of class? Which programs will we implement?</i>	LEADERSHIP ACTIONS <i>What will school leaders do? What staffing and resources are needed?</i>	EVIDENCE OF IMPACT <i>How will we know it's working?</i>		
3-1	Teach new PBIS matrix (including voice levels), continue use of Cougar Commendations, use restorative practices to facilitate conflict resolution to help kindergarten transition, welcoming new students and reinforcing schoolwide expectations with continuing students.	IPBIS team continues meeting to plan and train staff during Phase 2 of PBIS implementation; provide restorative questions & conversation starters to staff & review training	Low numbers of URFs and no suspensions		
3-2	Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, newcomers homeless and foster youth.	Purchase Zaretta Hammond's book Culturally Responsive Education and the Brain and use it for a staff read	Reduction in achievement gaps based on race and income on SBAC		

3-3	Teach & reinforce our school mantra, "At Crocker, we show respect to everyone," as well as words of the month, use Caring School Community curriculum	Parent workshops on issues relating to equity (pending PTA funding), PD time to review how mantra & words of the month are taught in class and during assemblies	Reflection? Meeting notes? Low URFs and no suspensions
3-4	TBD	Joint faculty/parent equity team continues work begun at National Equity Project institute.	Reflection? Meeting notes? Low URFs and no suspensions
3-6	Collaborate with colleagues around standards and curriculum	Provide time for vertical and grade level alignment around standards and curriculum	Improved math scores (benchmark, SMI, SBAC), conversations with grade level teams
3-6	Joint lesson planning	Lesson study	Improved math scores (benchmark, SMI, SBAC)
3-7	Participate in collaboration around social justice issues with Edna Brewer student leaders, who will also teach about restorative justice circles.	Help coordinate social justice collaboration	Actions taken by students (i.e. letter-writing, posters, etc.) and notes from debrief after implementation
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3-9			
3-10			

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	ELD	All eligible students will reclassify by June 2019.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Progress	All Students		coming soon	coming soon
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Reclassification, SRI				
Theory of Action for English Language Learners Priority:	If we provide dedicated English language instruction and use GLAD strategies with English learners, these students will improve their skills and reclassify on time.				
#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom? How will they plan and practice out of class? Which programs will we implement?</i>	LEADERSHIP ACTIONS <i>What will school leaders do? What staffing and resources are needed?</i>		EVIDENCE OF IMPACT <i>How will we know it's working?</i>	

4-1	Participate in professional development related to improving ELA instruction for ELL students and implement targeted instruction for English learners.	Hire STIP to provide release time for teachers' professional development and support ELL students Schedule professional development opportunities as well as reading lab to support English learners.	CELDT? Adept? SRI
4-2	Teachers with English learners in their classes will implement integrated ELD using 2 high-leverage strategies for Integrated ELD: Academic Discussions and Interactive Wordwall.	In partnership with ELLMA, teachers learn high-leverage strategies. Teachers to create lessons or units based on grade-level content. Extended contract pay and sub release days for teacher training.	Classroom observations and feedback notes
4-4	Teachers of ELLs will engage families at least twice a year in academic goals setting via parent conferences. Teachers will use the ELL Snapshots to discuss student progress and create a plan of action for the student to move towards reclassification with the families.	Model and set the expectation of sharing the EL Snapshot with teachers during teacher PD before conferences.	Observations of goal setting conferences and parent sign-in forms.
4-4	Reclassification criteria and data will be shared with parents.	Set dates on master calendar for reclassification parent meetings.	Calendar
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