

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Crocker Highlands Elementary School

**School ID:** 111

**3: SCHOOL STRATEGIES & ACTIONS**

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*District Strategy:* Building **CONDITIONS FOR STUDENT LEARNING**

<b>School Priority ("Big Rock"):</b>	Sense of Belonging
<b>School Theory of Change:</b>	If the school staff implement systems that attend to the social emotional needs of students, teachers build positive relationships with students, and students build positive relationships with each other, kids will feel safer taking academic risks, which will lead to improved academic outcomes.
<b>Related Goal(s):</b>	All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<i>All Students, with particular focus on students of color, low-income, English learners and students with learning differences</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teach PBIS matrix (including voice levels); continue use of Cougar Commendations; use restorative practices to facilitate conflict resolution; and reinforce schoolwide expectations with continuing students.	PBIS team continues meeting to plan and train staff during Phase 3 of PBIS implementation; provide restorative questions & conversation starters to staff & review training	Low numbers of URFs and suspensions	
1-2	Integrate culturally responsive teaching strategies such as creating relevant math word problems and using stations that target diverse learning styles and interests into instruction to support all students, in particular our students of color, newcomers, homeless, foster youth and GATE students.	Continue using shared literature, videos and speakers to help teachers learn about best practices. Schedule PD time for this.	Reduction in achievement gaps based on race and special education status on SBAC	

1-3	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	CHKS data, PBIS meeting notes	
1-4	Help all new students transition to Crocker with buddies, lunch club, orienting them to the school building, weekly class meetings to help build community. Connect interested families new to Crocker with buddies.	Kindergarten orientation, buddy families supported by PTA, principal spend time getting to know and personally welcoming new students in upper grades, principal spending time in kindergarten classes getting to know students	List of buddy families, new students integrating onto the yard and within the classroom, personal interviews with new families regarding the transition, talk to kindergarten parents to help orient with culture of school, etc.	
1-5	Teachers continuously move around the playground during yard duty, helping students to solve problems using restorative questions.	Make sure all staff members have training on restorative practices at the beginning of the year and remind them about it during the year.	Reduction in URFs.	
1-6	Keep families informed of work in classes related to bias, diversity, etc. Assign projects that reinforce these concepts through weekly newsletters.	Encourage staff to include in their newsletters updates related to bias and diversity.	Teacher newsletters	
1-7	Participate in free community events that bring together our diverse families.	Coordinate with PTA leadership to plan events and to recruit volunteers who represent the spectrum of families.		

*District Strategy:* Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	STEM
<b>School Theory of Change:</b>	If all students receive high quality NGSS-aligned science instruction for at least 60-90 minutes per week, then they will meet or exceed science standards. If they receive daily rigorous, standards-aligned math instruction and differentiated support, then students will meet or exceed math standards.

<b>Related Goal(s):</b>		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		
<b>Students to be served by these actions:</b>		<i>All Students, with particular focus on students of color, low-income, English learners students with learning differences.</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Use Common Core State Standards and Math Practices as well as district-provided Math Expressions or Bridges Math curriculum in addition to supplemental materials teachers choose (i.e. Mathematical Mindsets, Math Their Way). Use Frontrowed.com for differentiation and Bridges for intervention. to guide planning in mathematics.	Devote professional development and PLC time to planning math instruction. ILT and whole staff to review math benchmark data. Provide supplementary math materials, including manipulatives and other curricula as needed. Include freckle.com access to provide opportunities for acceleration for GATE students.	Walk throughs, math benchmarks, Bridges assessments, IABs, PLC time, report cards aggregated both by subgroups and overall.	
2-2	Use math data to assign students to receive help from math intervention teacher.	Provide funding for part-time teacher to support students. Collaborate with mental health interns and/or psychologist and special education staff to support students. Fund .2 psychologist and mental health interns if approved by parent body.	Walkthroughs, math benchmarks	
2-3	Provide math homework that involves families in supporting children and understanding CCSS in math.	Plan for and schedule one parent education event regarding math standards (likely PTA funded). Include math program in afterschool offerings (enrichments) as well as access to freckle.com.	Conversations with teachers	

2-6	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	
2-4	Develop strong number sense through heavy use of manipulatives in K classrooms (no TK at this school).	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	Walk throughs, teacher observation and evaluation	
2-6	Use NGSS standards and FOSS curriculum to plan science lessons occurring at least 60 minutes per week in K-2 and 90 minutes per week in grades 3-5.	Devote PLC time to collaboratively planning science. Evidence; CAST, FOSSMap,PD plan. Support teachers in creating weekly schedules that include science. <b>EVIDENCE: CAST, FOSSMap,PD plan</b>		

*District Strategy:* Developing **LANGUAGE AND LITERACY** Across the Curriculum

<b>School Priority ("Big Rock"):</b>	ELA			
<b>School Theory of Change:</b>	If students receive rigorous, standards-aligned instruction in English language arts, and if we provide Tier 2 and 3 supports to students needing extra support, then they will meet or exceed grade level expectations in reading and language arts.			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>All Students, with particular focus on students of color, low-income, English learners and students with learning differences.</i>			
<b>#</b>	<b>\</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>

3-1	Providing reading opportunities at students' independent levels for both independent and small group work	Support shared and individual classroom leveled libraries and look for evidence of leveled reading in classrooms. Encourage RSP and classroom teachers to share leveled reading resources.	Lesson plans, walkthroughs	
3-2	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 reading specialist to support 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.	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 and PTA-funded reading specialist to support struggling readers and English learners; gifted students grouped together for advanced word study and/or reading groups	Reading lab and STIP schedules	
3-3	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.	Ensure teachers have Lucy Calkins Reading Workshop curriculum and that reading strategies and skills are taught.	Classroom observations, anchor charts in classrooms, report card comments	

3-4	Base instructional literacy programs in general education and special education 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 general ed and special ed teachers accountable for grade level PLCs around assessment data to identify implications for instruction; include all teachers in ELA professional development sessions; schedule time for PLCs to discuss reading data; hire reading specialist using PTA funds to work with struggling students; review data with SSC	PD schedule	
3-5	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.	Classroom and main library equity audits	
3-6	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 lists	

3-8	Provide all students, particularly ELLs and Special Education students, access to complex texts and teach strategies to make meaning from what they read.	Devote some PD time to teaching strategies for reading complex text (difficult sentence structure, sophistication of content)	PD schedule	
3-9	Encourage student participation among homeless and low income youth in after school programs by providing free access to them. Provide supplemental access to classroom libraries to our low income, foster youth and English learners to expand their range of available books to read at home.	Work with after school programs to ensure scholarships are available for homeless and low income students to participate free of charge. Ensure low income and non-English speaking parents know about the book donation box in the office to provide additional access to books to bring home for their libraries	School bulletins	

**District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Respectful Culture of Inquiry and Learning
<b>School Theory of Change:</b>	If school leadership is responsive to staff needs and requests for their own learning, then teachers will feel supported and engaged in professional development. This will lead to improved academic outcomes for students.
<b>Related Goal(s):</b>	Staff development should be respectful, relevant and meaningful.
<b>Students to be served by these actions:</b>	<i>All Students, with particular focus on students of color, low-income, English learners and students with learning differences</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Collaborate with colleagues around standards and curriculum	Staff leaders create and lead PD related to standards and curriculum	Improved math (SBAC), reading (SRI) and ELA (SBAC) for all groups, and in particular African-American and students with disabilities	

4-2	Teacher equity team	Hold regular meetings, strategically plan for professional development and action plans	PD and equity team notes and agendas	
4-3	Determine focal students and plan how to support them. Track progress of ELLs and recently reclassified students to ensure they continue to make grade level progress.	Schedule sphere of Success exercise and build in time for teachers to write action plans to support focal students	Improved math (SBAC), reading (SRI) and ELA (SBAC) for all groups, and in particular African-American and students with disabilities;	
4-4	Demonstrate openness and respect when discussing issues of race, gender identity, sexual orientation, etc. in order to foster a safe environment for all staff, particularly those in traditionally marginalized groups.	Courageously name instances of inequity and bias, lead conversations about what happened and what we need to do to address it, establish norms that create safe space for staff discussions	PD agendas and notes, CHKS staff data	
4-5		Incorporate training for distance learning		

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	English Language Development			
<b>School Theory of Change:</b>	If we provide dedicated English language instruction and use GLAD strategies with English learners, these students will improve their skills and reclassify on time.			
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>



5-1	Participate in professional development related to improving ELA instruction for ELL students and implement targeted instruction for English learners as well as GLAD strategies such as planning for peer interaction, supporting meaning with use of realia, visuals and movement when introducing concepts, activating prior knowledge during initial instruction and creating shared knowledge as the lessons progress and conclude.	Hire STIP to provide release time for teachers' professional development and support ELL students. Schedule professional development opportunities with Network 2 ELL Coordinator as well as reading lab to support English learners.	ELPAC, SRI	
5-2	Teachers with English learners in their classes will implement integrated ELD using 2 high-leverage strategies for Integrated ELD: Academic Discussions and Interactive Wordwall.	Teachers to create lessons or units based on grade-level content.	Classroom observations and feedback notes	
5-3	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.	Examining list of books purchased	

5-4	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.	
5-5	Connect newcomer students and families with peer buddies	Connect newcomer parents with peer families	Newsletters, peer connection survey	