

**West Contra Costa Unified School District
Harbour Way Elementary School
Title I - Program Improvement**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
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**BOARD OF EDUCATION
2017 - 2018**

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Required Student Achievement Plan

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ELD
African American
Attendance
School Climate
Parent Involvement

Optional Student Achievement Plan

Science
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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed 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.

English Learner Advisory Committee

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 on 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: **N/A**.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

Paul Shatswell		
Typed name of school principal	Signature of school principal	Date
Typed name of SSC chairperson	Signature of SSC chairperson	Date

**West Contra Costa Unified School District
 Harbour Way Elementary School
 2017 - 2018
 School Site Council Membership Roster**

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

Names of Members	Term ends on:	Identify Chair Person:
<i>Parent/Community Members</i>		
<i>School/Other Members</i>		
Tchr #1		
Tchr #2		
Tchr #3		
Principal	Guthrie Fleischman	

Membership Composition:

Elementary (10 total)

- 1 Principal
- 3 classroom teachers
- 1 other school staff
- 5 parents/community members

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts.

WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

Improve Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

Support the Whole Child Socially and Emotionally: For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

Involve All Stakeholders: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

Ensure All WCCUSD Students Are College and Career-Ready: Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities and actions which are designed to continually address and support the district LCAP goals.

As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students.

Please read on to learn about Harbour Way Elementary School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

As a reflective community, Harbour Way embraces the following core values:

Academic Rigor
Empathy
Caring Relationships
Integrity
Cultural Humility
Laughter/Humor

Vision:

Harbour Way School will foster students' love for learning, cultivate students' confidence in their own abilities to learn and grow, and equip students with the tools, skills, and habits to navigate high school and beyond.

Mission

Harbour Way School believes in building a reflective community, expanding academic, physical, social-emotional opportunities and cultivating education equity. As a school we will address the needs of the whole student. While still holding students to high expectations, be able to recognize the various academic barriers and circumstances that affect a student's academic performance. We are committed to creating future leaders through the use of innovative teaching practices. Students will build their academic vocabulary and develop the skills to debate relevant topics. Students will develop a love for learning to become lifelong learners through the use of technology, project based curriculum, and learning communities. Student successes will be celebrated and recognized through ongoing celebrations.

As a staff we will provide rigorous academic instruction, foster relationships with empathy, exercise integrity, practice cultural humility, and laugh often. Teachers will aim to engage in a lifelong learning process through challenging their own worldview. We will provide a space for open-ended questions and reflective conversations to learn and grow from one another and better address the needs of our community. Teachers will develop caring relationships with students where students feel known, valued, trusted and affirmed. Their identities will be validated through the teaching practices and relationships that their teachers employ. As a full service community school we provide students with social-emotional support through our wellness center.

Theory of Action:

Learning and Teaching

If we support teachers in the effective implementation of technology in the classroom, then students will have greater access to individualized and differentiated instruction within their zones of proximal development.

If we develop CCSS based units and lessons, designed with student inquiry and clearly stated end products, then students will develop critical thinking skills, deepen their engagement, and demonstrate greater learning in all areas.

Student Culture and Climate

If we support the Wellness Center to develop systems of support for struggling and traumatized students, then Crespi students with the greatest social-emotional needs will have increased access to targeted interventions and will experience success as barriers to learning are removed.

If we increase extra-curricular offerings and evening events with a focus on student and community needs and engagement, then students will demonstrate more authentic engagement in school community and empathy for all members of the Crespi family.

Adult Learning and Collaboration

If we develop targeted Professional Learning Communities within our staff, then teachers' collaborative investment, effectiveness, and student-centered practice will increase.

If we provide variety of opportunities for adults to interact with one another outside of mandatory collaboration hours, then we will develop adult relationships and empathy for one another.

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

Choose one task management option for each step				
	Task	SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process:
Step 2	Gather input from (check all that apply) ELAC Others	Process:	or	Process:
Step 3	SPSA strategies development	Process:	or	Process:
Step 4	Budget development	Process:	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date: October 21, 2011		
Step 6	SPSA monitoring	Process:	or	Process:

System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
Staffing:	*
Facilities maintenance:	*
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

* A check in the box indicates that completion of this section requires additional central administrative department support.

Data Analysis

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
Academic Data			
Choose 3	Accelerated Reader/Star Reading:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT:	Area of concern Area of strength	
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
Student Support Data			
Choose 2	Attendance:	Area of concern Area of strength	
	Suspension	Area of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	0% of 4-8th grade students scored above 70% as measured by ELA Assessment, administered in June 2017.	10% 4-8th grade students will score at or above 70% as measured by ELA Post-Assessment, administered on June, 2018	All Students	ELA Benchmark 3/STAR	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points on the SBA
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Pay extra teacher hours for PD and Collaboration		ongoing			
2	Purchase materials and supplies for students - popular fiction		ongoing	285	Title I	
3	Purchase materials and supplies for students - pencils, journal notebooks, dictionaries, ect..		ongoing	242	LCFF	
4	Materials and supplies for PD		ongoing	171	Title I	

Student Achievement

Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	0% of Harbour Way Student took the district benchmark assessment.	100% of students will take the district benchmark assessment.	All	District benchmark	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 15 points on the SBAC Math
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Purchase materials and supplies for students		ongoing	121	Title I	
2	Increase individualized instruction		ongoing			
3	Use of online program Mobymax		ongoing			
4	Purchase materials and supplies for students		ongoing	242	LCFF	

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	N/A					
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Harbour Way currently does not have any EL students					

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Climate	66% of African American students returned to comprehensive school sites.	75% of African American students will return to comprehensive school sites.	African American	Enrollment Data	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs.
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1			ongoing			

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	ADA for 2016-2017 was 85.6%	Increase yearly average attendance by 2% from 2017-2018	All Students	Attendance monitoring from powerschool, A2A	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Bi-weekly analysis and interventions		ongoing			

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
School Climate	70% of students reported feeling completely safe or mostly safe on the Harbour Way Safety and Fairness survey of 2016-2017	At least 75% of students will report feeling completely safe or mostly safe on the Harbour Way Safety and Fairness survey of 2017-2018	All	Harbour Way Safety and Fairness survey	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Report CA Healthy Kids Survey key findings and subgroup comparison
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Implement restorative practices in the classroom		ongoing			
2	Student Contracts		ongoing	1300	Title I	
3	Study Trips		ongoing	1791	LCFF	

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	10% of parents participated in one school activity during the 2016-2017	20% of parents will participate in at least one school activity during the 2017-18 school year.	All	Informal assessment	Increase parent engagement, involvement, and satisfaction	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Parent supplies for meeting and activities		on going	43	Title I	
2	Host parent dinner activity		May			

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	1920	0.00
LCFF	2275	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	2,275.00
Title I	1,920.00

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.
- **Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).
- **Staff development,** selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Early Learning:** Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs
- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:
 - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
 - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
 - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
 - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.