

State Priorities Aligned with March 6 Recommendations

STATE PRIORITY	Priorities Recommended at March 6, 2014 Joint Board Workshop
<p>Priority 1</p> <p>BASIC SERVICES</p> <ol style="list-style-type: none"> 1. Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching. 2. Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119. 3. School facilities are maintained in good repair pursuant to Education Code section 17002(d). 	<ol style="list-style-type: none"> a) Community drive to help clean the Elementary, take PRIDE in aesthetics of our elementary. b) Newer and updated books for elementary/high school students. c) Revamp Library – up-to-date. d) Update elementary and high school bathrooms. e) Incentives to National Board Certificated and M.A. f) Common Core books/County adoptions. g) Take some pride in classroom. h) More teachers to improve the quality of the student. i) Professional Development for teachers: <ol style="list-style-type: none"> 1. Specifically single departments, multiple too. j) Access to high school library for tutoring, homework, and parent outreach. k) Add personnel to maintenance staff. l) More janitorial staff. m) Make elementary fields concrete, blacktop, and safer. n) Safety-driven maintenance (soccer field, etc.) o) Update phone/PA system.

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<p>Priority 1B</p> <p>BASIC SERVICES</p> <ol style="list-style-type: none"> 1. Instructional Strategies. 2. Instructional Changes. 3. Alignment of Courses with CCSS & New Texts. 4. CCSS Implementation Strategies. 5. Administrator Training & Support. 6. Student Learning. 7. Communication. 	<ol style="list-style-type: none"> a) Professional development. <ol style="list-style-type: none"> 1. Common Core. 2. Incentives for teacher training during the summer. 3. All staff with up-to-date training. 4. Improved communication regarding LCFF/LCAP. 5. Lesson Plan template. 6. Alignment of assessments to Common Core. 7. Incorporate PLCs. 8. Writing Project. 9. GCOE Common Core Math meeting. 10. Math Project. 11. Intervention Plan. b) Parents <ol style="list-style-type: none"> 1. Improve parent communication to share school expectations. 2. Parent involvement coordinator. 3. More parent involvement. 4. Parent luncheons and parent dinner for working parents. 5. Home visits from school. 6. Incentives for parents. 7. Make student and teacher expectations known to all parents. c) Professional Learning Communities (PLC). d) Aeries.Net → Data Management → Parent Portal. e) Integrate technology into class lectures (ipads?) (like the Ag classes). f) District supported text replacement plan. g) Collaboration and alignment with other districts. h) Vertical alignment. i) Improve the standards. j) Incentives for students k) Aide support in classroom. l) Website. <ol style="list-style-type: none"> 1. Teacher website. 2. Put our student pictures on our website – give them pride.
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<p>Priority 2</p> <p>IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CCSS)</p> <p>1. Implementation of CCSS for all pupils, including English learners.</p>	<ul style="list-style-type: none"> a) Professional development: <ul style="list-style-type: none"> 1. Master Schedule changes/reboot. 2. Present CCSS to HUSD. 3. CCSS and CCSS strategies. 4. Supplemental resources for implementation of CCSS. 5. For new text books. b) Technology: <ul style="list-style-type: none"> 1. Technology in all classrooms. 2. Equal access for all within classes. 3. Technology that aids implementation of technology at younger grade levels. 4. Google Apps for education (e.g. Google Docs). c) Need updated books with electronic options. d) Diverse media/electronic media. e) Content management. f) More primary sources. g) Aides to support/help in classrooms (e.g. paraprofessionals, high school students). h) Pacing guides K-12. i) Common assessments that match. j) Implement an order (Math, ELA). k) Leveled, smaller intervention groups. l) I.b. major standards. m) Board clinic for CCSS. n) Task Force to help student achievement → Parents, teachers, other students → help EL students. o) Bilingual communication. p) Educating parents on CCSS--What it entails so parents can understand it and help their kids with their homework. q) Parent involvement and communication. r) Parent trainings.

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<p>Priority 3</p> <p>PARENT INVOLVEMENT</p> <ol style="list-style-type: none"> 1. Efforts to seek parent input in decision making. 2. Promotion of parent participation in programs for unduplicated pupils and special need subgroups. 	<ol style="list-style-type: none"> a) Education opportunities, trainings, and workshops for parents. <ol style="list-style-type: none"> 1. How to help with homework. 2. Common Core multiplication for elementary parents. 3. Google Docs for high school parents. 4. Technology orientation/usage/skills, etc. 5. Common Core Parent Night 6. Informal conversation development groups for EL parents with volunteer teachers and students. b) College night. c) Home visits by Principal Pollak. d) Parent dinners/brunches that allow for working parents to attend. e) Increased parent informational meetings. f) Increased parent/teacher communication. g) Parent involvement with student academics (Aeries). h) Parent coordinator for HUSD (liaison). i) Parent liaison for every classroom or school. j) Attach a parent involvement component to all existing and new programs. (A way for them to be involved.) k) Increase library hours. l) High school parent club. m) Translate all written documents/presentations. n) Notification of meetings and events (phone calls for everything). o) Parent resources – check out books, videos, etc.
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<p>Priority 4</p> <p>PUPIL ACHIEVEMENT</p> <ol style="list-style-type: none"> 1. Performance on standardized tests. 2. Score on Academic Performance Index. 3. Share of pupils that are college and career ready. 4. Share of English learners that become English proficient. 5. English learner reclassification rate. 6. Share of pupils that pass Advanced Placement exams with 3 or higher. 7. Share of pupils determined prepared for college by the Early Assessment Program. 	<ol style="list-style-type: none"> a) Continue with Clark Consultants (ELD program). b) Computer literacy. c) After-school programs. d) Tutoring (pre-test). e) Test preparation so students are ready and test is not so big a worry. f) Teacher training. g) Parent involvement. h) Remediation opportunities. i) No combo classes. j) Bring back five elementary teachers. k) Get data/stats on “college readiness” in five years. l) Community sponsorships throughout the year. m) More vertical AP. n) Business Math. o) Saturday School/tutoring. p) Teach students academic vocabulary associated with tests. q) Professional Learning Communities (PLC). r) Vocabulary for math. s) Students and parents need to be held accountable for failing or off-track students. t) Common behavior expectations → students/parents. u) Pacing guides and common assessments benchmarks across the grades. (Binders for all grade levels.) v) Specialists for ELA, ELD, Math, and Reading. w) EADMS or other online testing program. x) Data management system. y) Google Apps for education. z) More access to technology in each classroom. aa) More Advanced Placement (A.P.) classes. bb) Reduce the number of students in <u>all</u> A.P. classes to no more than ten students per class! cc) Reward system / incentives to improve timelines and instill work habits. dd) Motivate students who are not high achievers to get better. ee) Common belief that “all students can learn at high levels. Use to identify Tier 2 intervention. ff) Common homework expectations. gg) Standards-based grading.
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<p>Priority 4B</p> <p>PUPIL ACHIEVEMENT</p> <ol style="list-style-type: none"> 1. Number/percentage of students who are “on grade level” in K-3 Reading according to county-wide targets. 2. Number/percentage of students by grade level who have mastered the technology skills identified within the CCSS. 3. Number/percentage of students by grade level who have given an oral presentation as identified in the CCSS ELA standards. 4. Number/percentage of students who are able to complete Depth of Knowledge 4 performance tasks at proficient levels. 	<ol style="list-style-type: none"> a) Small group learning (class size). <ol style="list-style-type: none"> 1. Individual learning (teacher → student). b) After school tutoring that is available Monday through Thursday with a ratio of like 8:1. c) Transitional Kindergarten (TK) students attend half day rather than full day. d) Classroom volunteers, including parents, community members, and high school students. e) Increase teachers, so they have less students, to improve the standards for the students. f) No more combo classes. g) Increase aides in K-5 classes. h) Specialists: Intervention, ELD, Math i) Reading specialist/intense training teaching reading. j) Intervention RTI with small groups, NOT 24+ students, according to grade level and individual student need. k) K-12 oral presentation benchmarks. l) K-12 Technology benchmarks m) Speech electives for 7-8th grade and high school students. n) Presentation component to 8th grade promotion. o) High level questioning training. p) Reinstate Career Day to see successful Hamilton graduates. q) System of pull-out for disruptive students. r) Improve Tier 1 instruction with PLC process. s) Teacher training on differentiated instruction. t) Teaching: <ol style="list-style-type: none"> 1. Academic language associated with each subject area. 2. Practice for students: content, express process, and higher level of knowledge.

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<p>Priority 5</p> <p>PUPIL ENGAGEMENT</p> <ol style="list-style-type: none"> 1. School attendance rates. 2. Chronic absenteeism rates. 3. Middle school dropout rates. 4. High school dropout rates. 5. High school graduations rates. 	<ol style="list-style-type: none"> a) Hire good people. b) Keep non-curricular activities. c) Opportunity Program. d) Opportunities to remediate courses not passed. e) Encourage students' personal goals (career, etc.). f) Student oriented/produced webcasts between high school and elementary schools. g) Convey to students that a high school diploma means improved jobs (whether college-bound or not). h) Healthy living classes. i) Student incentives. j) After school tutoring/academic support. k) SARB process. l) Saturday School: K-4, 5-8, and 9-12. m) Attendance incentives (individual) ongoing through the year. n) Elementary keep kids motivated by adding electives. o) Physical Education (P.E.) teacher keeps minds fresh. p) Elective classes / sports. q) Vocational classes. r) Offer more opportunities for students and teachers. s) Recruiting for specialized fields or sports early. t) Encourage students to work toward goal. u) Zero period P.E.
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<p>Priority 6</p> <p>SCHOOL CLIMATE</p> <ol style="list-style-type: none"> 1. Pupil suspension rates. 2. Pupil expulsion rates. 3. Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. 	<ol style="list-style-type: none"> a) Use our Peaceful Playground training. b) Reinstate our rules matrix. c) More quality-trained and consistent supervision during recess time. d) More adult supervision. e) Classified staffing to assist with supervision. f) Kindergarten has separate recess. g) More recess equipment. h) Staggered lunch at elementary. i) Peer counselors. j) Anti-bullying programs. k) Random drug testing funds and awareness. l) HKS. m) Parent involvement. n) Positive school and community culture. o) Respect the school. p) School ownership. q) Being proactive. r) Saturday School (parent <u>component</u>). s) Parent education especially regarding technology. t) Love and Logic (Nurtured Heart training). u) Facility maintenance. v) Cleanliness in classrooms and school grounds. w) Low suspension and expulsion rates. x) High rate of extra-curricular involvement. y) More parent/staff surveys. z) Beautify elementary campus. aa) Mentor program.
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<p>Priority 7</p> <p>COURSE ACCESS</p> <p>1. Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.</p>	<ul style="list-style-type: none"> a) Staffing to provide opportunities for electives at Hamilton High and Hamilton Elementary. b) Master Schedule flexibility/changes. c) Philosophy change regarding special education. d) Prioritize CTE/Arts special programs. e) Pre Advanced Placement (A.P.) classes. f) Increase electives in district including for gifted students. g) All priorities should focus on the students. h) Add a class designated for A.P. World History/U.S. History students. i) Add more rigorous courses for elementary students (advanced math/English). j) Reward students by bringing back clubs like GATE. k) Have a fine arts/P.E. teacher available for Hamilton Elementary. l) Master schedule meets all needs? m) Intervention specialist. n) Sequential courses – No 9th and 10th graders in advanced electives. o) No “free” “go home” senior periods.

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<p>Priority 8</p> <p>OTHER PUPIL OUTCOMES</p> <p>1. Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable.</p>	<ul style="list-style-type: none"> a) Support/information to assist those students most in need (EL/FY, etc.), including teacher strategies. b) More professional development time for teachers for Common Core. c) More teachers in the District to manage class size and reduce combo classes → eliminate combo classes. d) Intervention programs. e) Library: <ul style="list-style-type: none"> 1. After school tutoring. 2. Access to more computers at school and at home (scholarships for computers). 3. Librarian. f) Enrichment (tied to core curriculum as appropriate): <ul style="list-style-type: none"> 1. GATE 2. Electives 3. Yearbook 4. Drama 5. Art g) Smaller class sizes. h) More technology available to our students. i) Language Star – ELD j) Teacher training. k) Professional Learning Communities (PLC). l) Technology check-out system for Chrome Books and ipads.
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