

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Rise Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Rise Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: RISE Community School

0110262

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

RISE serves 344 students in grades K-5 on the Highland Campus in East Oakland's Elmhurst neighborhood. Our students are 62 percent Latino, 30 percent African American and 2 percent Aian/Pacific Islanders. 89 Percent receive free and reduced-price lunch and 62 percent are English-Language learners. We have developed a strong partnership with parents and community organizations such as Allen Temple Baptist church. We belong to the Elmjust Community Stakeholders Group that includes law enforcement, churches, businesses and local government officials. We have a great afterschool program run by Aspiranet that is an extension of our day program including arts integration, homework support, computers, dance, science, and language development. Parents are an important part of our school life which includes participation in PTA, SSC, ELAC, parenting classes. Parents are also involved in running our Farmers Market that promotes community nutrition education and outreach.

VISION

At RISE we create an environment of high expectations and educational equity, treating everyone in our school community with dignity, fairness, and respect. Teachers reflect on how their cultural identities and teaching practices impact students. Students challenge themselves to be successful readers, writers, mathematicians, and thinkers, and are encouraged to be creative and curious learners. Families and community members are partners in the education of all students. Together, we work to prepare students for college and careers in the local and global society.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Strategic planning will be planned monthly to establish and review school priorities and measure progress on school vision through ELAC, SSC, and PTA. The Instructional Leadership team will meet 2 times a month to develop, coordinate, and review professional development. All staff members are encouraged to participate in PD presentations based on their interests and strengths. Professional Learning Communities will meet quarterly to analyze student data and provide families with student progress.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

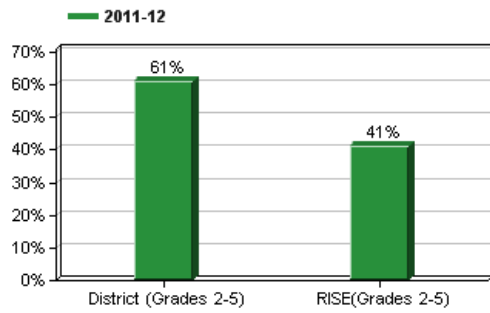
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

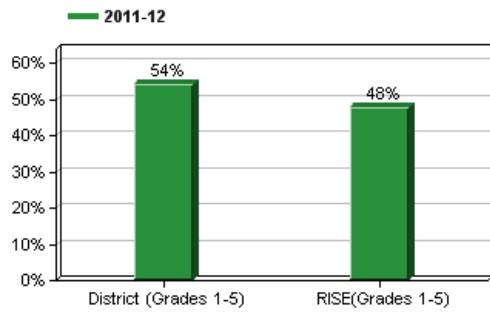
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension

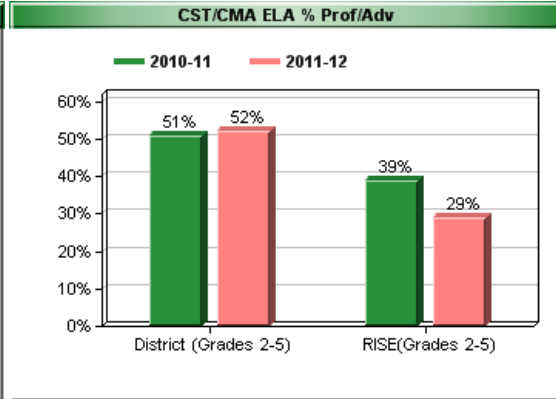
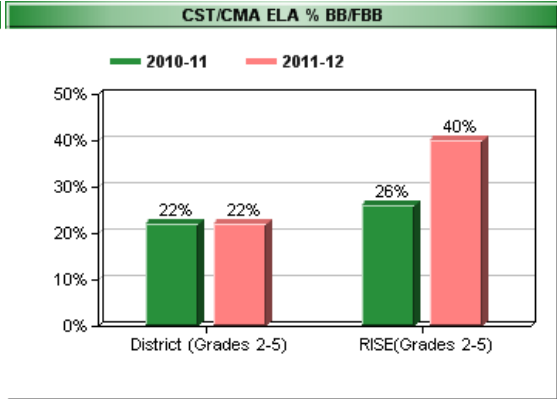
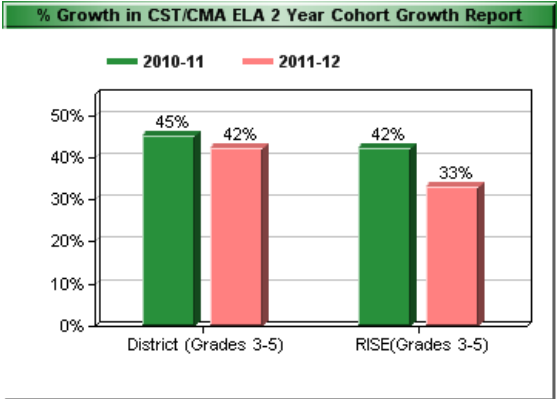


CELDT

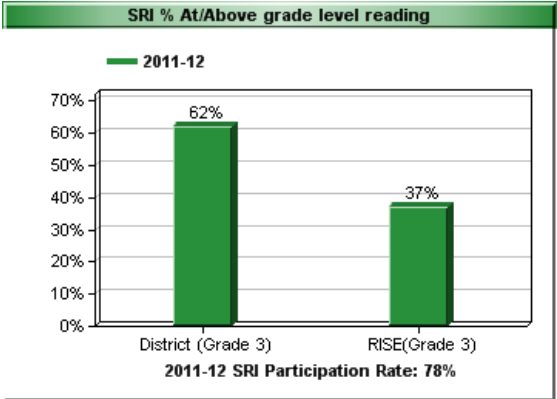
% Growth in CELDT 2 Year Cohort Growth Report



CST



SRI



School Data

- We have transitioned to the common core and we want to gather frequent snap shots at data in a quick and easy way. We are using SRI online testing to gather data for our 2nd through 5th grade. We also will look at benchmark data to determine trends.
- We are using this data to lead our ELA PLC work and the cycles of inquiry process. Our teachers have been working with Mills Scholars and we are going to model after this process to lead our work as a staff next year.
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Data Analysis

- Schoolwide 10% growth in proficiency between the 1st and 2nd benchmark assessment (23-33%).
- African American males made 8% more proficiency between the 1st and 2nd benchmark (19-27%).

Theory of Action

- If we focus on AA male students as part of our focal students we can move students 20%. If teachers use strategies of learning frames ELL students will move 10 points.
- Focus on balanced literacy for all students and developing a literacy framework for effective instruction.
- Support for improving student achievement through focused reading interventions.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reading Interventions					5/17/2012	192SQ11A209	Pay for intervention specialist to support schoolwide intervention support for FBB, BB, and Basic students.	N/A			0	\$0.00
Reading Interventions					5/17/2012	192SQ11A906	Pay for intervention specialist to provide school wide intervention support for FBB, BB, and Basic students.	N/A			0	\$0.00
Professional development on balanced literacy instruction.	SRI	FBB, BB and BAS	Every Semester		4/4/2013	192SQ11A907	Pay for Teacher on Special Assignment to support literacy coaching, data support, and professional development to improve academic achievement for FBB, BB, and Basic students.	3010-Title I		C10TSA0033	0.5	\$46,734.37
Professional development on balanced literacy instruction.					4/4/2013	192SQ11A909	Pay for TSA to support literacy instruction for English Language learners.	N/A			0	\$0.00
Continue the use of Accelerated Reader and Guided Reading to support quality reading and intervention	SRI	English Learners	Every Semester	Leadership Team	4/5/2013	192SQ11A368	Purchase contract to continue AR technical support and training	7091-EIA - LEP	4310-SUPPLIES		0	\$4,464.11
Support wide reading across the curriculum to support increase in reading comprehension.					5/17/2012	192SQ11A373	Purchase more books for classroom libraries at various reading levels.	N/A			0	\$0.00
Develop a vision for a Balanced Approach to Literacy for the school site	SRI	FBB, BB and BAS		Leadership Team	4/5/2013	192SQ11A414	Retreat for school leadership team to develop draft vision for literacy	3010-Title I	4310-SUPPLIES		0	\$1,993.49
Develop a vision for a Balanced Approach to Literacy for the school site					4/5/2013	192SQ11A908		N/A			0	\$0.00
Provide visual and performing arts to enrich language development for all students.					5/17/2012	192SQ11A4178	Hire arts visual and performing arts teacher to provide lessons and professional development.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

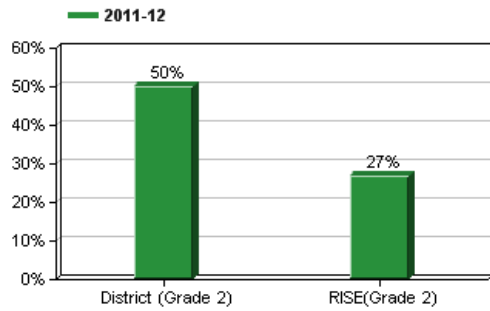
School Quality Standards relevant to this Strategic Priority

A quality school...

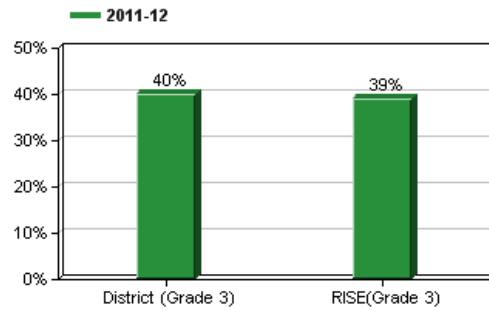
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

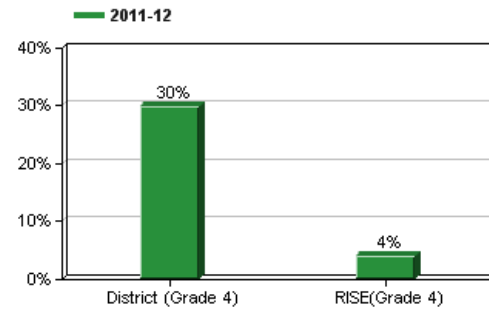
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT



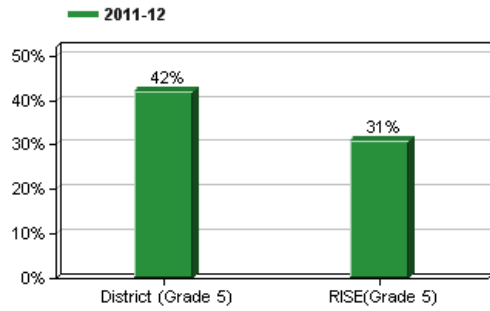
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT



Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

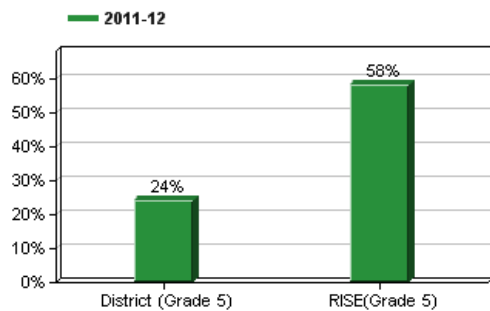


Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

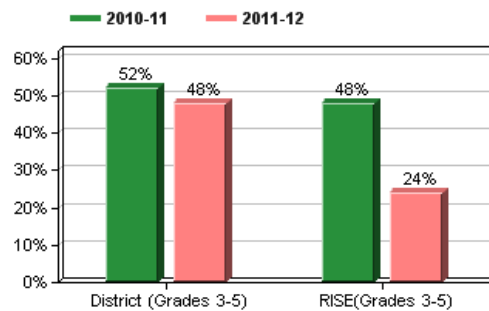


CST

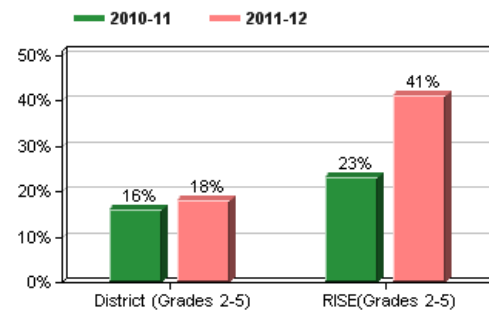
CST/CMA Gr5/Gr8 Science % BB/FBB

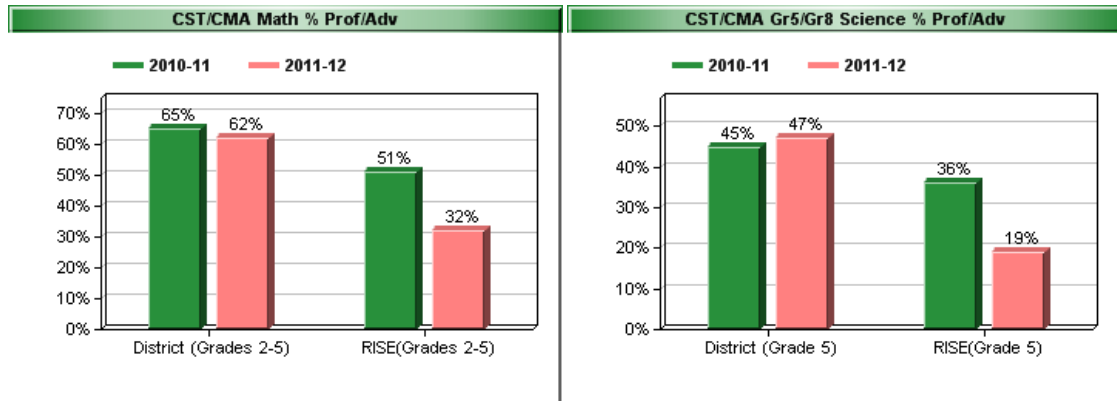


% Growth in CST/CMA Math 2 Year Cohort Growth Report



CST/CMA Math % BB/FBB





School Data

- Increase in proficiency of 5th grade students in math on the 2011 CST exam.
- Double digit growth in math schoolwide.

Data Analysis

- 51% of grade 2-5 students were proficient/advanced on CST.
- 61% of Kindergarten students scored proficient/advanced on Math Benchmark 2 for this year.

Theory of Action

- If all students apply skills in math, science and literacy to re work on becoming 21st century learners.
- Intergrate strategies and skills from Expeditionary Learning to create real world application for math, science, social studies , and literacy.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Integrate STEM into Expeditionary Learning strategies and principles.					5/4/2012	192SQI1B383	Provide grade level activities for expeditions 3 times per year.	N/A			0	\$0.00
Integrate STEM into Expeditionary Learning strategies and principles.					5/4/2012	192SQI1B384	Include parents in school wide EXPO showcasing expeditionary learning projects 2 times per year.	N/A			0	\$0.00
Integrate STEM into Expeditionary Learning strategies and principles.					5/4/2012	192SQI1B4177	Hire visual and performing arts teachers to provide lessons and professional development to support Expeditions.	N/A			0	\$0.00
Coaching for math by grade level circuits (k-2 and 3-5) and school wide with professional development.					5/4/2012	192SQI1B389	Provide circuit PD and PLC support	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Theory of Action

- Including parents in the understanding of the needs of Kindergarten students parents and students will be better able to assist their children in making the transition from preschool/home to elementary school.
- Teachers and parents collaborate to promote awareness of middle school and college preparations for college and careers for 4th and 5th grade students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Conduct parent education classes and meetings to include middle school and college awareness with teachers.					2/23/2012	192SQI1C856	Parent meetings	N/A			0	\$0.00
Conduct meetings with preschool and incoming Kindergarten parents.		Pre-Kindergarten			4/15/2013	192SQI1C857	Pre school parent meetings	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

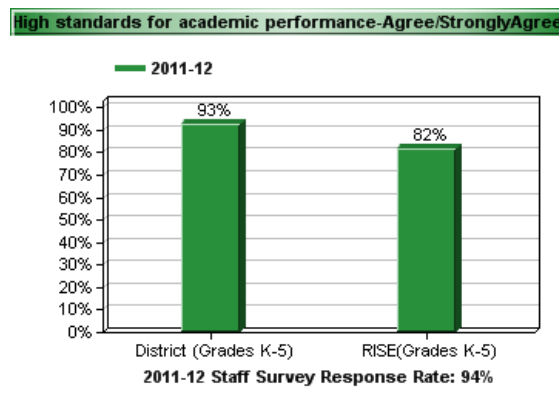
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

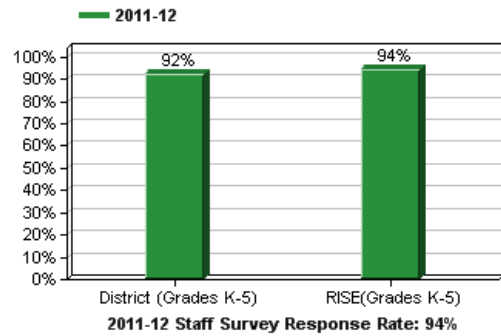
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

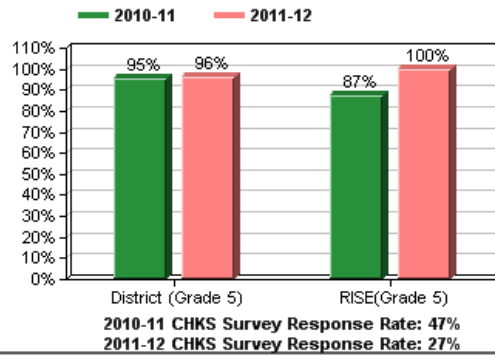


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



Do you plan to go to college after high school? ___% Yes



School Data

- There was a 60% participation rate for parents and community in the survey.
- Most students see college as an option.

Data Analysis

- Parents and students want to go to college and have careers but lack information.
- Most students have parents that are available afterschool.
- Teachers expose students to a variety of careers presented by people of color.

Theory of Action

- Hold a career fair focusing on careers including those in Science and Math.
- Create posters and displays for every classroom.
- Invite mentors from businesses to volunteer at school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities for students to build awareness of the variety of careers available.					4/29/2012	192SQ11D4012	Hold a Science and Math career fair.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

Theory of Action

- Continue focus on teacher collaborations around African American Male and Latino Male achievement.
- Enrichment of our focus on academic language development of English Language learners will lead to an accelerated academic growth.
- Students who are proficient and advanced will be maintained at and above grade level.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Strengthen PLC and PD for teachers to focus on the strategies to engage African American and Latino males.	SRI	FBB, BB and BAS	Weekly	Leadership Team	5/1/2013	192SQ1E858	Provide professional development and materials to teachers and staff members.	7090-EIA - SCE	4310-SUPPLIES		0	\$193.85
Identify Language needs of English Language learners through testing and observations.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Principal	4/4/2013	192SQ1E859	Continue use of teaching practices such as sentence frames, oral discussion , and hands-on projects.	3010-Title I		TCSHLT0164	0.25	\$15,466.23
Provide opportunities and materials for GATE students to further advance their skills.	Attendance	GATE	End of Year		5/8/2013	192SQ1E860	Provide professional development for teachers to include activities for GATE students before, during and after school.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

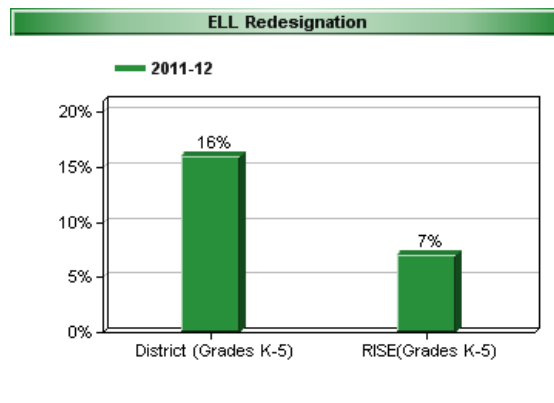
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

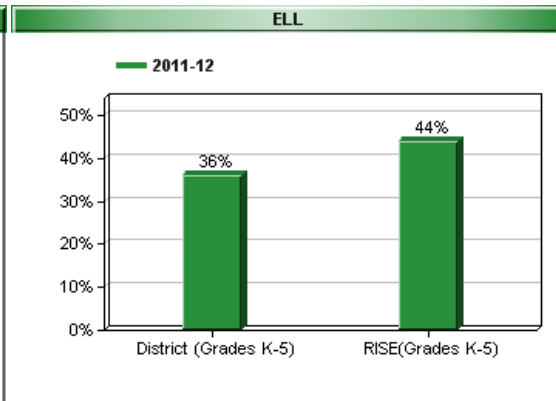
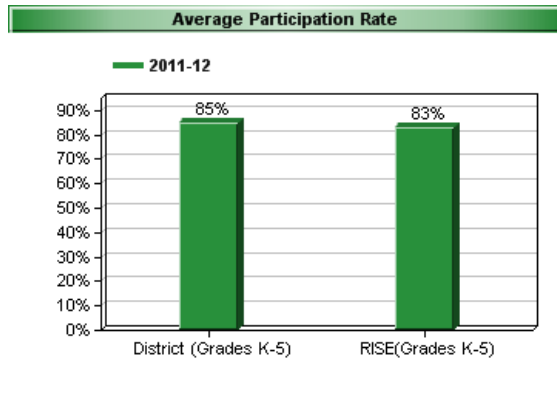
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

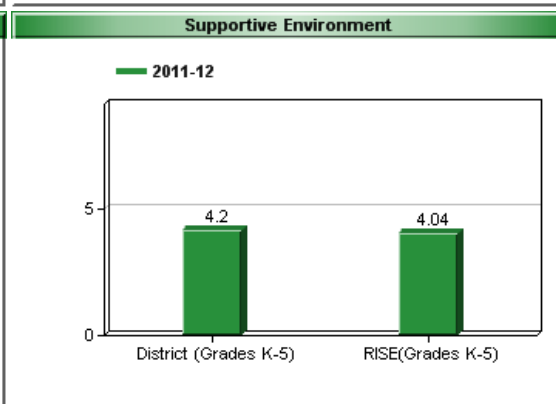
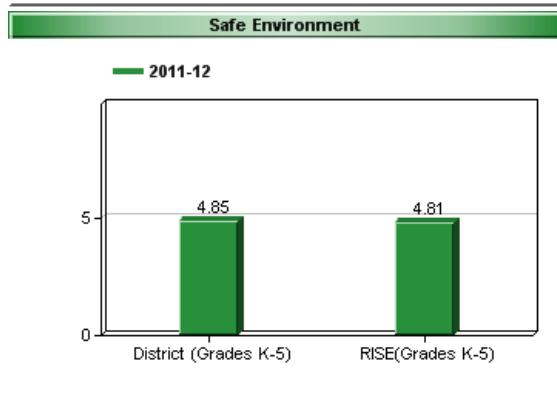
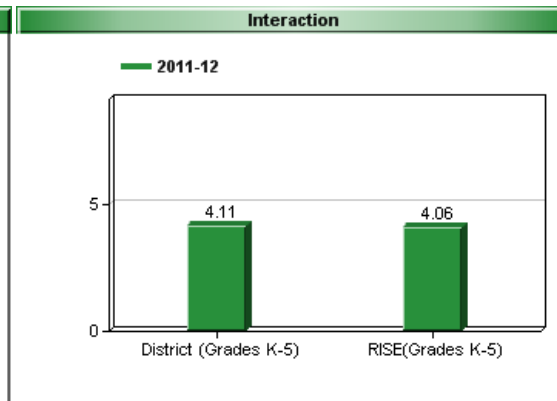
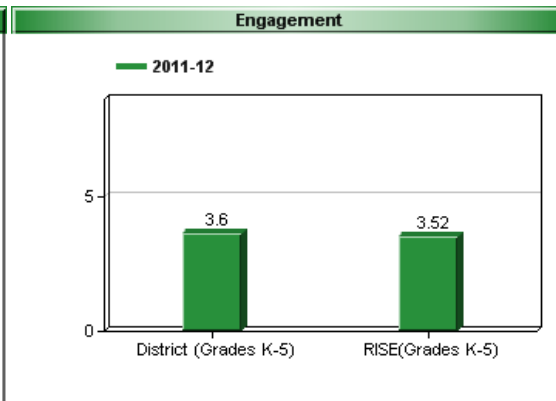
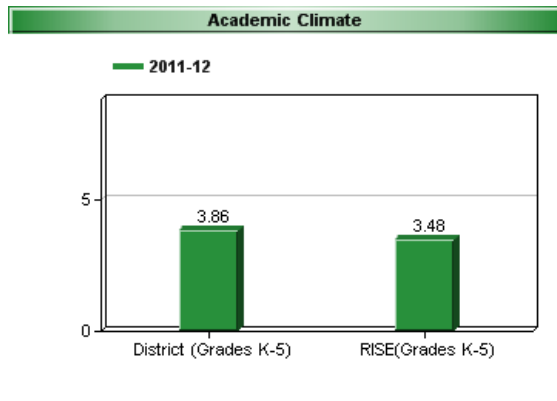
After School Program- Student Impact



After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



School Data

- 100 students attend the Extended Learning Program.
- Most of the teachers in the program have been with the school for 3 years.

Data Analysis

- According to the survey, no 5th grade students are left alone after school hours.
- Attendance for the Extended Learning program is over 89%.

Theory of Action

- The after school program is a natural extension of the day school program, so it is essential for focused academic achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provides extended learning opportunities for students to apply skill and develop great work and study habits.					2/23/2012	192SQ11F862	Provide professional development of afterschool staff by a teacher liaison connected to the day school.	N/A			0	\$0.00
Identify targeted student for academic support and reteaching.	SRI	FBB, BB and BAS	Every Semester	Principal	4/4/2013	192SQ11F864	Coordinate with day school teachers to identify academic needs of FBB, BB, and B students for priority placement in the afterschool program.	7090-EIA - SCE		TCEEIP0030	0.4	\$36,121.86
Provide extended learning opportunities in afterschool to students to learn career-related skills.					2/23/2012	192SQ11F868	Incorporate parent and student surveys.	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Increase positive student discipline and reduce bullying by 90%.

- Strategy 1.1: Implement monthly Morning Meetings to reinforce school core values.
- Strategy 1.2: Classrooms will begin day with class meetings and have morning circles.

Goal 2: Build an RTI structure to reduce student suspensions and DHP referrals by 20%

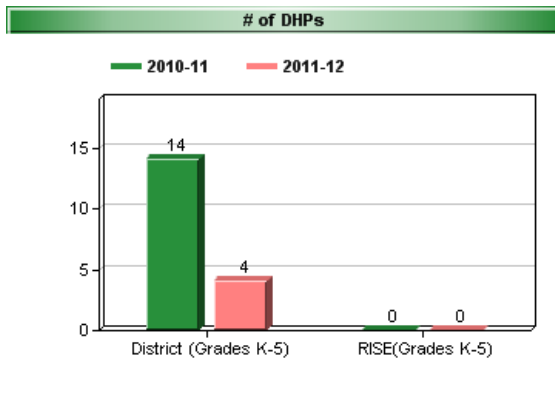
- Strategy 2.1: COST will meet weekly to collaborate on referral forms from teachers to expedite, allocate, and reallocate resources when necessary to meet the needs of RISE students. This will move more students into the tier one level where they will engage and identify with the safe school setting that is provided.
- Strategy 2.2: Implement a universal positive behavior system in classrooms, in the office, in the cafeteria, that makes the expectations high and clear for RISE students.

School Quality Standards relevant to this Strategic Priority

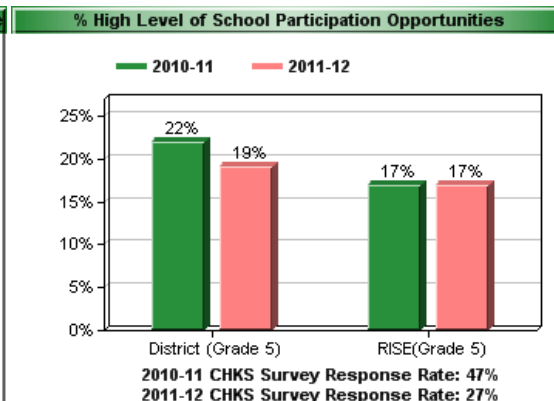
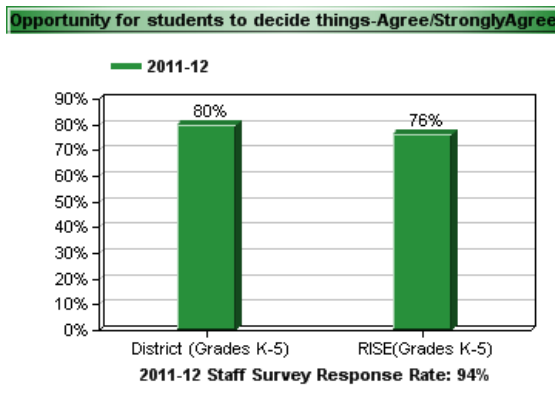
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

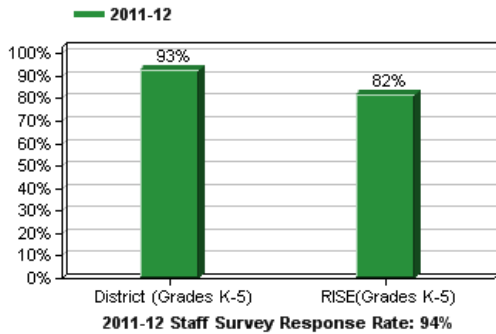


Survey - Engagement

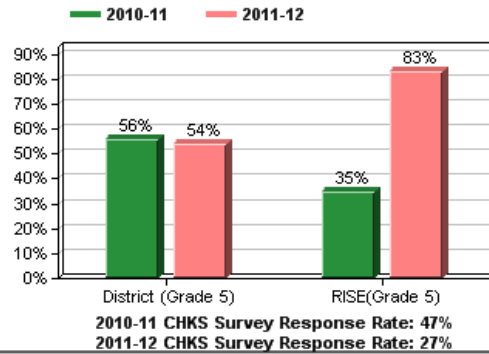


Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.

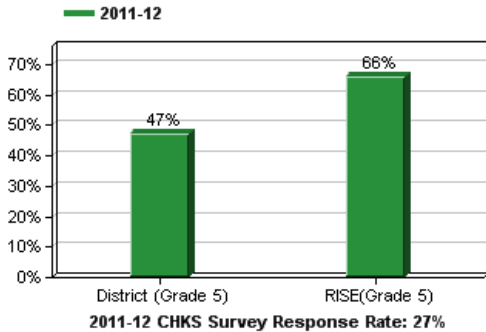


% High Level of Caring Relationships with Adults at School

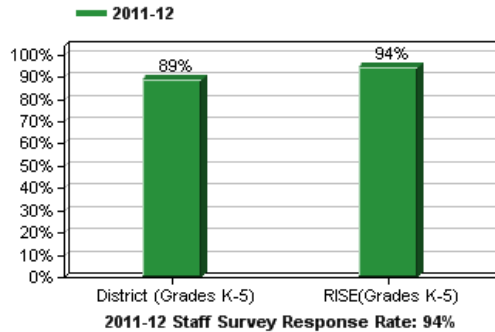


Survey - Safety

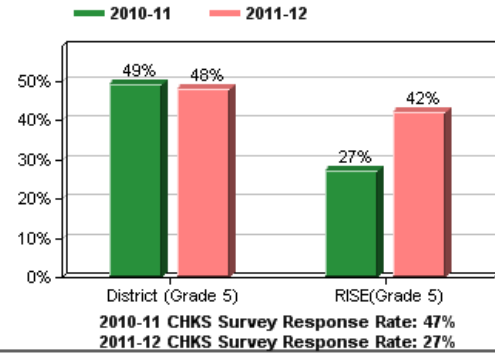
% Hit or pushed by other kids at school



This school is a safe place for students.%Agree/Strongly Agree

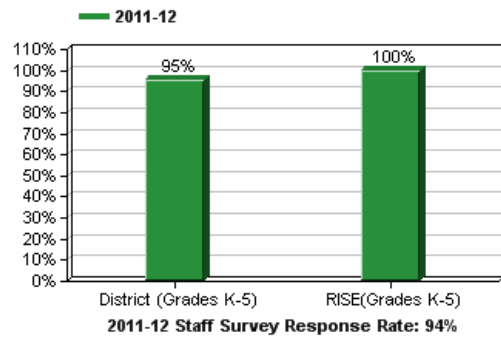


% feeling safe at school all of the time



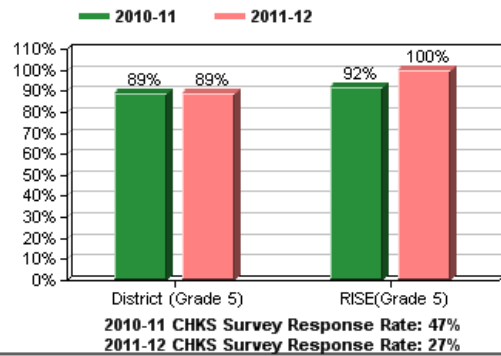
Survey - Welcoming

School is a supportive and inviting place. Agree/Strongly Agree

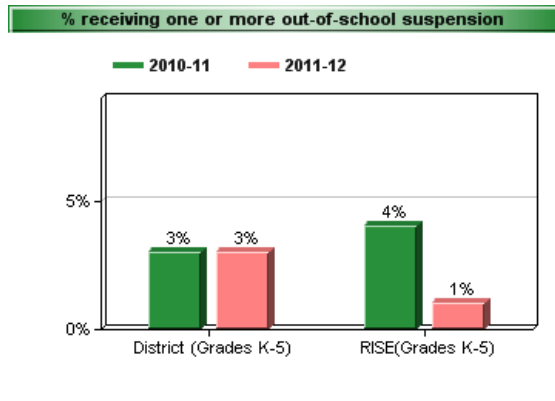


Survey- Beliefs

Most/All the time teachers believe you can do a good job.



Suspensions



School Data

- In 2010-11 only 27% of RISE 5th grade students felt safe in school.
- The suspension rate for students is 3.8% higher than the district average.

Data Analysis

- RISE has a low suspension rate for all students.
- RISE has no DHP's.

Theory of Action

- In creating a positive school climate where students are respected and supported, students will reflect the core values of respect, responsibility, self discipline and cooperation as members of the RISE Community.
- Teachers will continually reflect on educational equity and fairness when interacting with students.
- Leadership Team along with COST will continually implement RTI strategies to support student expectations.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement school based behavioral and mental health services.	Attendance	English Learners	End of Year	Community Partner	4/4/2013	192SQI2A888	Hire mental health interns	7090-EIA - SCE		SOCWKR0026	0.143	\$14,808.24
Create a positive and restorative discipline system that is consistent schoolwide.					2/24/2012	192SQI2A889	Implement Second Step and other behavior/social emotional curriculum.	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

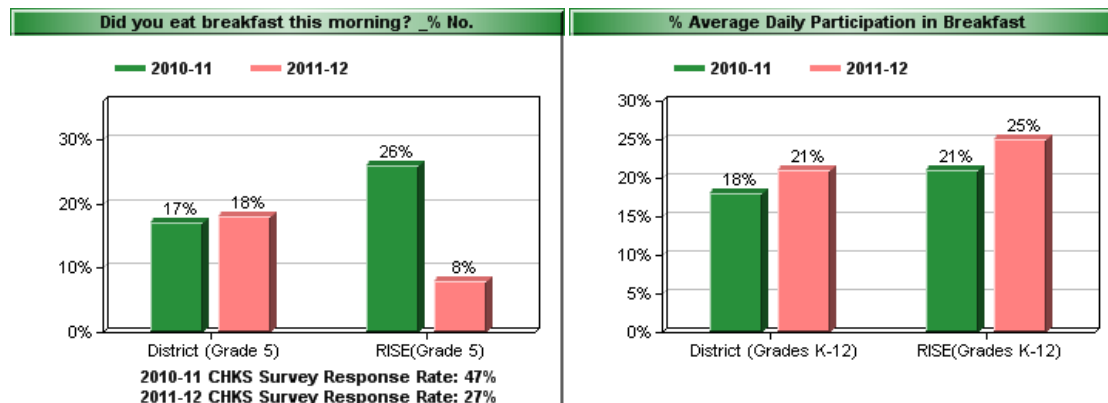
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

School Quality Standards relevant to this Strategic Priority

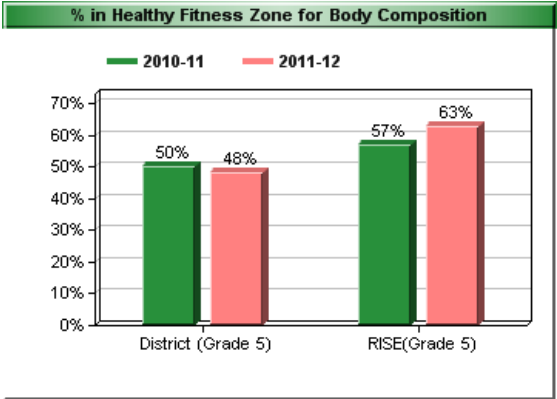
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

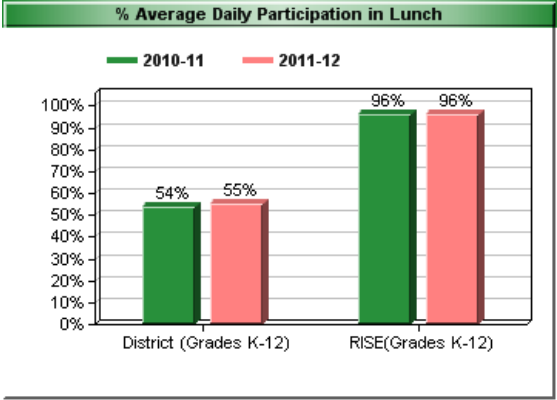
Breakfast



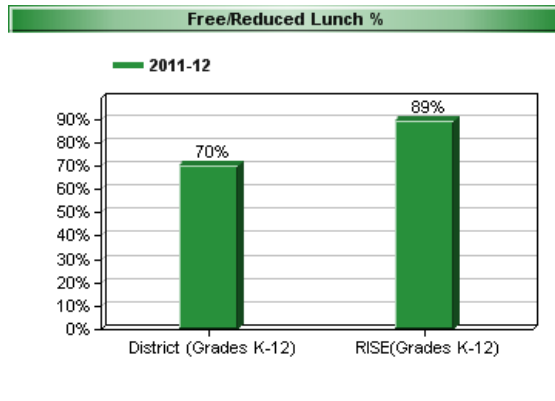
Fitness



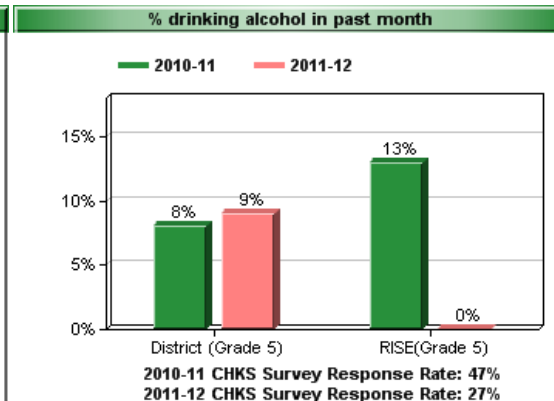
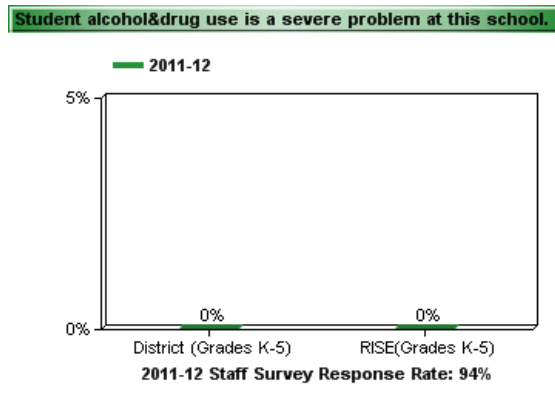
Lunch



Socio Economics



Survey - Drugs / Alcohol



Theory of Action

- If we provide students with the proper nutrition and parents with access to education (nutritional and health) students be more prepared excel academically and emotionally.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Promote a quality school breakfast, lunch and salad bar program.					2/23/2012	192SQI2B890	Ensure that food served outside of the school meal program meets the OUSD Wellness Policy	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

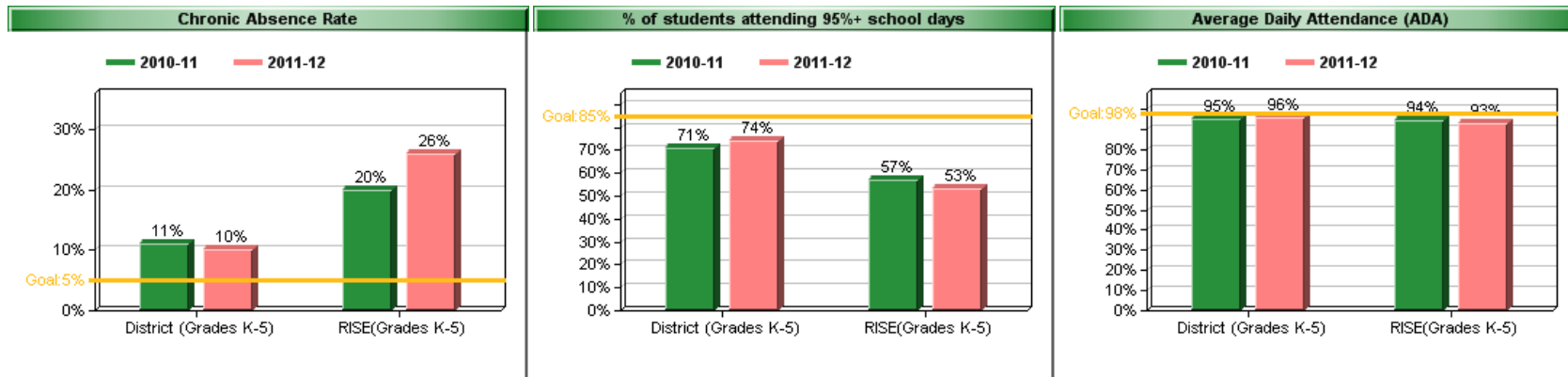
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future



School Data

- Average daily attendance for 2010-11 was 93.75%
- Average daily attendance from Aug. 2011 to Feb. 2012 is 94.87%.

Data Analysis

- Highest absence rate for last year and this year in in Kindergarten.
- Highest chronic absence was seen in African American students.
- Lowest absence rate in Grade 5.

Theory of Action

- Student attendance is a major determining factor for student achievement.
- Parent engagement and a positive school atmosphere encourages students to come to school.
- Positive recognition of students and parents who bring their children to school the students self esteem.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage parents of students with chronic absences with a focus on K students about the importance of regular school attendance.					4/29/2012	192SQI2C891	Provide an to provide teacher support and parent support.	N/A			0	\$0.00
Encourage parent teams in the community to address the importance of attendance.	Survey data (CHKS, etc.)		End of Year	Principal	4/5/2013	192SQI2C892	Conduct parent education workshops through PTA, SSC, ELAC and other community groups	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$1,524.61
Provide incentives for improved attendance during morning meetings and recognition ceremonies.					4/29/2012	192SQI2C4009	Give out certificates and other incentives to students with perfect or improved attendance	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

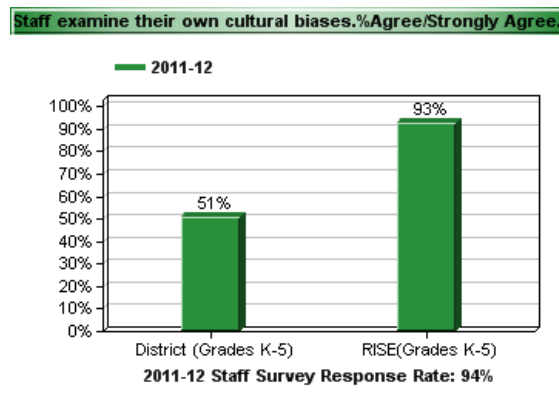
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

Survey - Professional Learning



School Data

- Last year 92% of teachers believe they can do a good job.
- 75% of teachers felt PD enhanced their abilities to improve teaching.

Data Analysis

- There are PLC's (Professional Learning Communities) held weekly.
- The Leadership Team plan and lead professional development.

Theory of Action

- Teacher empowerment and support for professional learning communities promotes teacher retention and growth.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Leadership Team is supportive in creating a professional school climate for veteran and new teachers.					2/24/2012	192SQI3A893	Leadership team will participate in professional development based on their strengths and interests.	N/A			0	\$0.00
Teacher on Special Assignment will work with Leadership team and teachers to develop teacher effectiveness.	State tests (CST/STAR, PFT)	English Learners	End of Year	Principal	4/4/2013	192SQI3A894	Coaching of teachers and Leadership team.	7091-EIA - LEP		C10TSA0033	0.5	\$46,734.37
Teacher retention.					2/24/2012	192SQI3A912	Pay for teacher to support academic achievement for students	N/A			0	\$0.00
Teacher retention.					2/24/2012	192SQI3A913	Pay for teacher to support FBB, BB, and Basic students in academic achievement.	N/A			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

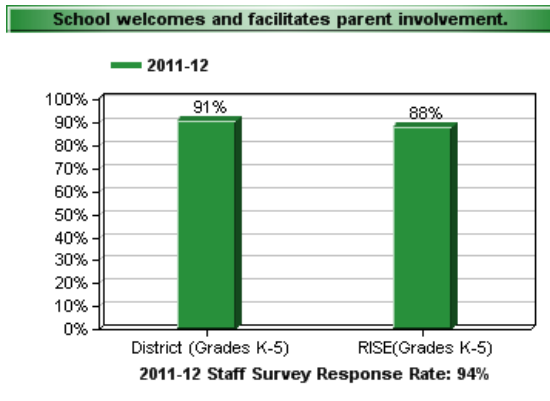
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

Survey - Welcoming



School Data

- Parents conferences are held 3 times a year to discuss academic and social development of students.
- Only 15 parents were enrolled in English language and computer classes this year.

Data Analysis

- More parents attend monthly schoolwide Morning Meeting assemblies.
- Parent volunteers maintain our weekly NH.RISE Farmers Market.

Theory of Action

- Increased student achievement is connected to a positive partnership with parents and community.
- Parent Leadership teams create sustainable positive community involvement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase college and career awareness with students and families.					5/17/2012	192SQI4A895	Pay for activities and refreshments for SSC/ELAC meetings to support parents in assisting in the academic and social achievement of their children.	N/A			0	\$0.00
Increase family leadership coordinated by a Family Resource Coordinator.					5/17/2012	192SQI4A896	Create structures for parent and teacher engagement with families to address concerns and student achievement.	N/A			0	\$0.00
Provide academic language and literacy instruction to parents.					5/17/2012	192SQI4A897	Create a Family Literacy Program to support student achievement.	N/A			0	\$0.00
Provide academic language and literacy instruction to parents.					5/17/2012	192SQI4A898		N/A			0	\$0.00
Provide second language instruction to parents.					5/17/2012	192SQI4A899	Create Spanish Language program for parents who speak English.	N/A			0	\$0.00
Increase parent communications with a bilingual populations of parents, staff and administration.					5/17/2012	192SQI4A4575		N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: RISE Community School

Principal: JOSHUA ROLAND-FUCHS

From OUSD Strategic Plan:

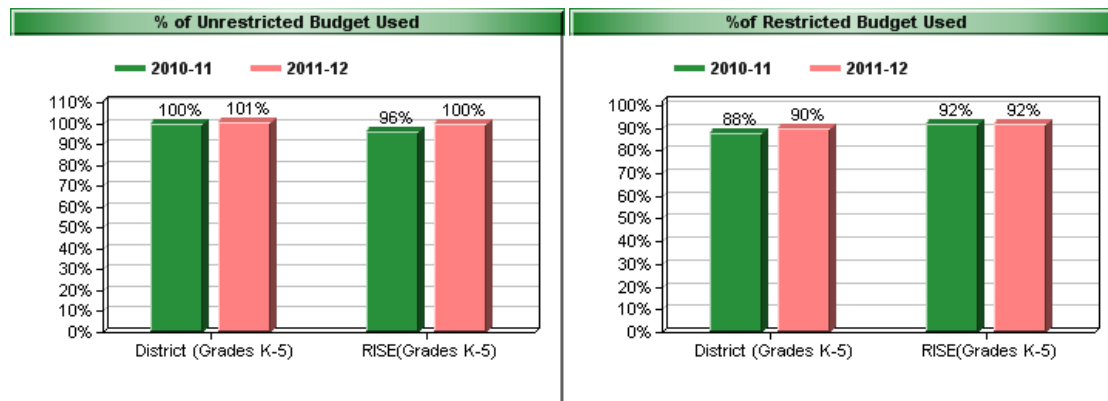
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

School Quality Standards relevant to this Strategic Priority

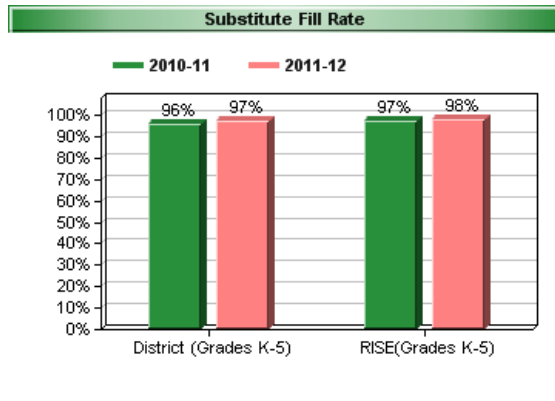
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

Budget



Sub Fill Rate



Theory of Action



- Data is used to drive instruction and create effective intervention.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use data and cycles of inquiry to support collaborative use of resources.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/5/2013	192SQI5A900	Conduct rRelease Days with teachers to review data and plan interventions.	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$0.00
Use instructional time, collaborative time, and professional development time to guide instructional practices.					2/23/2012	192SQI5A901	Provide weekly PLC time for grade levels and staff to discuss and plan student instruction and achievement.	N/A			0	\$0.00
Implement a school safety plan and conduct a functional safety committee.					2/23/2012	192SQI5A902	Conduct regular safety walkthroughs to identify challenges and suggest solutions	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs:

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$51,123.95	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$51,198.48	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$102,322.43	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$64,194.09	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,524.61	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$65,718.70	

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**ASSURANCES
2013-2014**

School Site: RISE Community School
Site Number: 192

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon 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.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on *N/A*
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on *April 8, 2013*
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:


SSC Chairperson's Signature

Rema Lagunas
SSC Chairperson's Name (printed)

4/11/13
Date

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date


Principal Signature

Joshua Frels
Principal's Name (printed)

4/11/13
Date


Executive Officer's Signature

Kimi Kean
Executive Officer's Name (printed)

5-15-13
Date


Director, State & Federal Compliance Signature

Susana Ramirez
Director, State & Federal's Name (printed)

6/5/13
Date

School Site Council Membership Roster – Elementary School

School Name: ___RISE Community School

School Year __2012-2013__

Chairperson: Reina Lagunas	Vice Chairperson: Olivia Millet
Secretary: Joshua Fuchs	<u>DAC Representative:</u>

Check Appropriate
Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Joshua Fuchs		X			
Zachary Johnson			X		
Laurie Kayed			X		
Ann Baxter			X		
Samuel Nickelsen				X	
Reina Lagunas					X
Olivia Millet					X
Eldridge Persons					X
Shantae Abner					X
Blanca Ramos					X
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	
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1-Principal
3-Classroom Teachers

Title I School Parental Involvement Policy 2013 - 2014

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Rise Community School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
Meeting times and information are sent out to parents, robo calls to families, and meeting information is posted.
- Offer a flexible number of meetings for parents. *SSC, ELAC, PTA meeting are at times that held in the morning and late afternoon providing for more parent participation.*
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. *Parents are invited to be involved in SSC, ELAC, PTA and parent volunteers.*
- Provides parents of Title I students with timely information about Title I programs. *Parents are informed through bulletins and flyers on a regular basis.*
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. *Provided during parent conferences, Back to School Night, parent meetings*
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. *Title 1 parents are invited to all parent meetings.*

School-Parent Compact

Rise Community School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Rise Community School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards

- 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- 4) Academic proficiency levels students are expected to achieve
- 5) How to monitor their child's progress

An annual Title I parent meeting is provided for parents to learn about the program and how we can support their children.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Parents are given information during Parent Conferences. Math, Reading, and Science Nights are held during the school the school year to give parents materials and trainings.*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *The school vision includes parents are partners in the education of their children. Teachers and staff develop strategies during professional development and meeting on how to improve communications with parents and the community.*
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *Activities are included in SSC, ELAC, and PTA meetings.*
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. *Information is distributed to parents during all meetings.*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *Translation and other community support is available for all meetings.*

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *Accommodations are provided for all parents including translation of information and reports.*

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the Rise School Site Council and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The *Rise Community School* 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Joshua Fuchs
(Principal's Signature)

(Date)

RISE Community School Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Teacher

Parent/Guardian