

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Thornhill Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Thornhill Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 Single Plan for Student Achievement.

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 2012-2013 Community Strategic Site Plan application for Thornhill Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Thornhill Elementary

6002216

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our 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 while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be 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. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

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.

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

Thornhill Elementary School is a neighborhood school situated in the Oakland Hills. About 15% of our students come from outside the school's attendance area. The ethnic background of our students is as follows: 63% European, 14% Asian, 12% African, 5% Latino, 3% Pacific Islander, 3% other. About 5% of our student are in special ed, 8% on Free/Reduced Lunch, and about 3.5% are English Learners. Our staff of highly qualified teachers provide academic curriculum to all students as well as a program of social/emotional skills, using district approved texts for academics and Caring Schools Community program for the development of social skills. We have about 390 students in K-5th grade; 14 full-time teachers, 2-3 classes per grade; part-time instructors for instrumental music, Orff music, motor skills, art, computers; school psychologist, speech therapist, 4 classroom aides. Thornhill Elementary also hosts a Special Day Class for children in grades 3-5 with severe autism. In addition to Caring Schools Communities curriculum which was adopted in the 2011-2012 school year, students at our school are involved in other projects and programs to build their social and citizenship skills: Buddies ? primary classes pair with upper grade classes for academic or social activities. Conflict Managers/ Junior Coaches ? upper-grade students trained to mediate playground disputes and lead games during recess to encourage inclusion of all children. Recycling Monitors ? 1st and 5th graders who collect and sort recyclables Playground Materials Monitors ? responsible for distribution of yard equipment Student Council ? active group of student leaders who discuss, plan and implement spirit activities and service projects Lunch Monitors ? 5th graders escort students to lunch and supervise lunch time Donation drives ? canned food, pennies, used books and coats for the needy We have a three year plan. Over the next three years Thornhill Elementary School will: 1. Continue to be a safe, healthy and supportive school. As a full-service community school we will collaborate with civic and community partners to maintain our low incidence of violence, and move toward full implementation of the Caring Schools Community Curriculum, thereby creating secure campuses where a culture of calm prevails. 2. Provide our students with the knowledge, skills, and abilities as a foundation for SUCCESS in COLLEGE and CAREERS, and to ensure that they can read, write, speak, think critically and reason mathematically for success in middle and high school. 3. Have HIGH QUALITY and

EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year. 4. Refine our skill set and school culture as a Professional Learning Community. 5. Develop and implement a system of intervention support to provide targeted intervention for students in need and differentiation for those who have already met grade level standards.

VISION

AT Thornhill Elementary School our vision is to educate each child in a safe and nurturing environment-one that values, respects, and supports our diverse community. The Professional Learning Community at Thornhill Elementary provides enriched curricular and social experiences for all children, embracing diversity and equity, so that they may learn academic and social skills enabling them to become full citizens in our country and follow careers of their choice.

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

When teachers return to school in August we spend time reviewing, analyzing, and discussing performance data from the previous spring. Our discussions include evidence and implications regarding achievement gaps, year-to-year cohort comparisons, and the performance of subgroups. We then use the data to set goals for the new year, including teacher SMARTE goals and individual student progress goals. Throughout the year teachers use authentic, formative, performance and benchmark assessments to inform our instruction. Within the classroom, teachers set up peer tutoring situations, group work, partner work and safe situations for students to participate fully in classroom expectations. During the 2011-12 school year we began implementation of Caring Schools Community program. CSC is a comprehensive pedagogical and practice-oriented curriculum for teaching emotional and social skills. The leadership team monitors the implementation and progress of this program. Finally, the SSC and the PFC board review progress data on a regular basis. They also review survey results and anecdotal evidence in refining the site plan and the support provided by the PFC.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Thornhill Elementary

Principal: MEL STENGER

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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

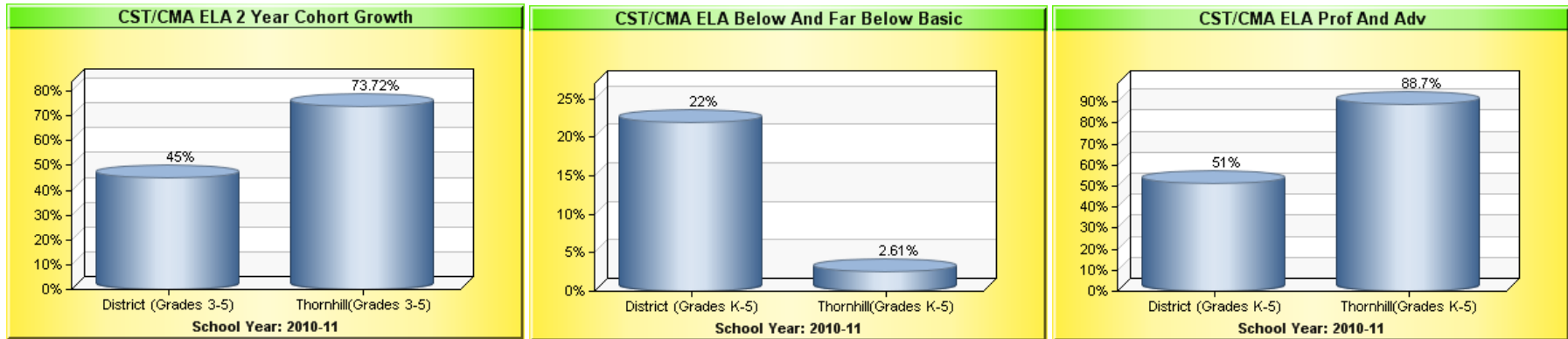
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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 State 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 Data

- The CST data and data from progress assessments reveal low levels of children scoring below Proficient and Advanced in ELA and/or math. We currently have about 16, or 6% below grade level in math, and about 19, or 8% below in ELA
- Like most elementary schools in Oakland, we are beginning to develop and implement a balanced literacy program. Full implementation over 3 years, includes professional development, program changes, and leveled book libraries.

Data Analysis

- Our high levels of achievement in both ELA and math indicate that intervention and differentiation cannot be subject specific, but must allow for flexibility and individualized planning.
- Teachers report high satisfaction with the implementation of intervention support personnel. Currently each teacher receives three hours per week of support; next year we would like all classrooms to have 5 hours per week.
- Current library resources and classroom collections are not leveled and therefore not readily available to support a balanced literacy program.
- Our writing assessment data, both formal and informal, indicate the need for improvement, especially in the frequency of completing the writing cycle.
- The creation of a balanced literacy program, including vision, books, intervention support, and writing enhancement all demand increased teacher planning time.

Theory Action

- If we develop a vision of Balanced Literacy and Literacy Across the curriculum embracing individualized student progress plans, increased classroom support, leveled libraries accessible to all students, an enhanced writing progra
- And if we articulate a professional development plan to move toward a Balanced Approach to Literacy
- And if we identify and purchase appropriate materials to support specific focus on literacy
- And if we develop structures for literacy intervention a Balanced Approach to Literacy and Literacy Across the curriculum
- Then our students will become competent readers and lovers of literature.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
? Develop a literacy intervention structure for the school	ELA assessments, SST referrals	FBB, BB and BAS	September, 2012, through May, 2013	Teachers	2/20/2012	157SQ11A774	3	Funded by Community Partner			0	\$0.00
? Articulate a												

professional development plan to move toward a Balanced Approach to Literacy	ELA assessments	All Students	August, 2012, through May, 2013	Teachers and principal	2/20/2012	157SQI1A773	3	Centralized Services			0	\$0.00
? Identify and purchase appropriate materials to support specific focus on literacy	ELA assessments	All Students	August, 2012, through May, 2013	Principal, Teachers, Librarian	2/20/2012	157SQI1A772	4	Non-SSC approved			0	\$0.00
? Develop a vision for a Balanced Approach to Literacy for the school site	ELA assessments	All Students	August through November, 2012	Principal and Teachers	2/20/2012	157SQI1A771	5	Non-SSC approved			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Thornhill Elementary

Principal: MEL STENGER

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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

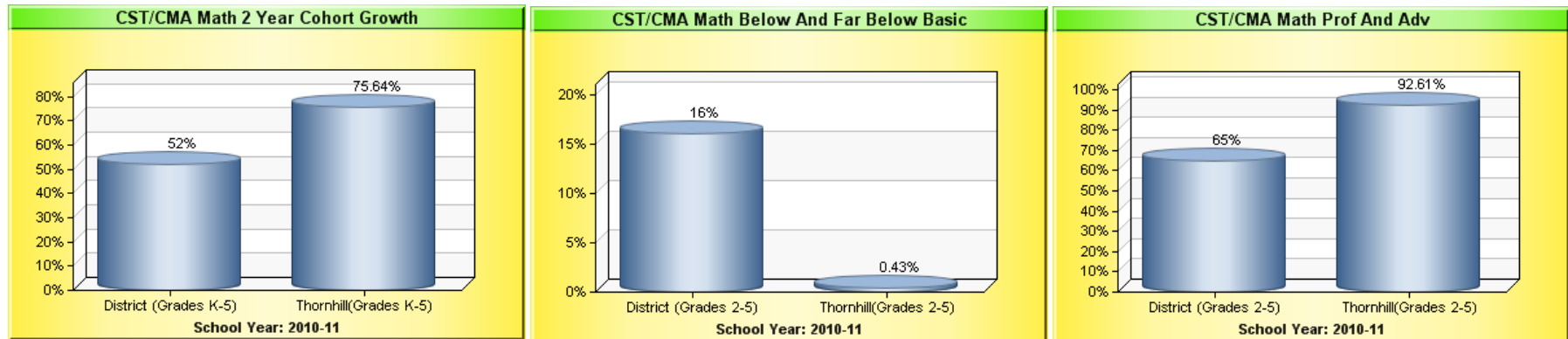
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

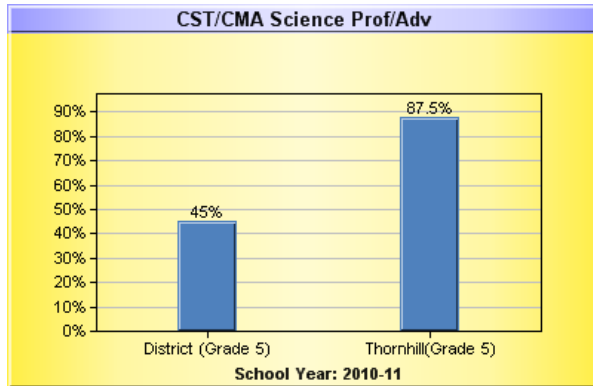
District-level Goals

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 Data

- High levels of performance on math and science in CST and progress assessments. Surveys indicate high levels of parent involvement in classroom volunteers and interest in science and math
- Teachers express the need for more planning time and collaboration for STEM; teachers also report several low level ethics violation in using computers.

Data Analysis

- High levels of performance on math and science show the need for refinement and maintenance.
- Parent volunteers in math and science classes could be supported with parent education.
- Teacher request for more planning time show need for collaboration time.
- Low level ethics problems in computer lab reveal the need for training for kids in online ethics.

Theory Action

- If we involve parents and community volunteers in the implementation of STEM curriculum through dissemination of information at Back to School night, volunteering in classrooms, and participation in celebrations of student work
- If we provide opportunities for teachers to collaborate to integrate STEM and to share effective teaching practices in forums such as PLCs and/or an electronic collaborative website
- If we train students in digital information fluency skills and ethics, so that they are competent 21st century learners in all content areas
- If we continue full implementation of FOSS kits and curriculum, increasing to 90 minutes per week, and develop and implement a student focused Science Night.
- Then our students will continue their success in Math and Science.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Train students in computer skills and ethics.	Proper use of computers	All Students	August, 2012, through June, 2013	Teachers and Students	2/24/2012	157SQI1B775	3	Funded by Community Partner			0	\$0.00
Provide Professional Development for teachers on implementation of appropriate teaching strategies for the common core standards.	Student assessments	All Students	August, 2012, through June, 2013	Principal and Teachers	2/24/2012	157SQI1B776	4	Centralized Services			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Thornhill Elementary

Principal: MEL STENGER

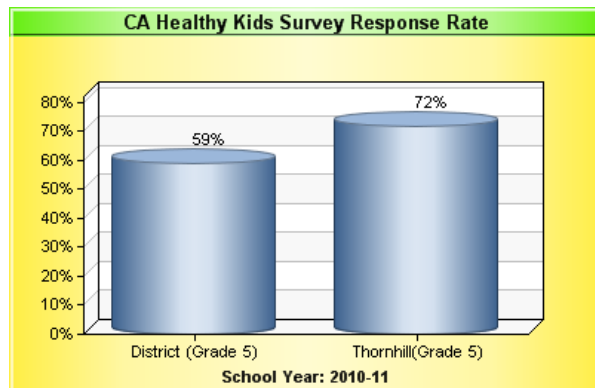
School Quality Standards relevant to this Strategic Priority

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
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

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 Data

- We provide tours, information nights, online forums, and social play dates for incoming Kindergarten families.
- We provide some class changing, information nights, and middle school scholastic training for 5th graders.

Data Analysis

- Anecdotal feedback from Kindergarten parents show satisfaction with current strategies.
- Anecdotal feedback from 5th graders and their parents show satisfaction with current strategies.
- We are waiting for CHK survey results to determine needed changes, if any.

Theory Action

- If we provide opportunities for prospective Kindergarten parents to tour the school, participate in Q&A, and attend evening information sessions with Kindergarten Teachers.
- If we provide opportunities for families of enrolled Kindergartners to engage in social activities with each other.
- Engage 5th grade students in classroom skills appropriate to middle school; note taking, increased responsibilities, assignments with increased complexity.
- If we provide opportunity for families of 5th graders to engage in Q&A with students and parents of middle school families.
- Then our students will continue to have smooth transitions into Thornhill and into their chosen middle school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide 4-5 tours for prospective Kindergarten parents to see the school and gather information to inform their choices for school selection.	Parental satisfaction and school choice	Pre-Kindergarten	December, 2012, and January, 2013	Principal, PFC	4/20/2012	157SQ11C3814	Provide 4-5 tours for prospective Kindergarten parents to see the school and gather information to inform their choices for school selection.	Non-SSC approved			0	\$0.00
Hold 2 information nights for prospective Kindergarten families	Parental satisfaction	Pre-Kindergarten	December, 2012, and January, 2013	Principal, K Teachers	4/20/2012	157SQ11C3813	Hold 2 information nights for prospective Kindergarten families	Non-SSC approved			0	\$0.00
Provide a calendar of play dates and registration in Yahoo groups for newly enrolled Kindergarten families.	Parental satisfaction	Pre-Kindergarten	Summer, 2012	PFC	4/20/2012	157SQ11C3812	Provide a calendar of play dates and registration in Yahoo groups for newly enrolled Kindergarten families.	Non-SSC approved			0	\$0.00
Provide an evening Q&A with 5th grade parents and current middle school students and parents	Parental satisfaction	All Students	January, 2012	PFC	4/20/2012	157SQ11C3811	Provide an evening Q&A with 5th grade parents and current middle school students and parents	Non-SSC approved			0	\$0.00
Prepare 5th grade students with skills appropriate to middle school.	Well prepared 5th graders	All Students	August, 2012, through June, 2013	5th grade teachers and parents	4/20/2012	157SQ11C3810	Prepare 5th grade students with skills appropriate to middle school.	Non-SSC approved			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Thornhill Elementary

Principal: MEL STENGER

School Quality Standards relevant to this Strategic Priority

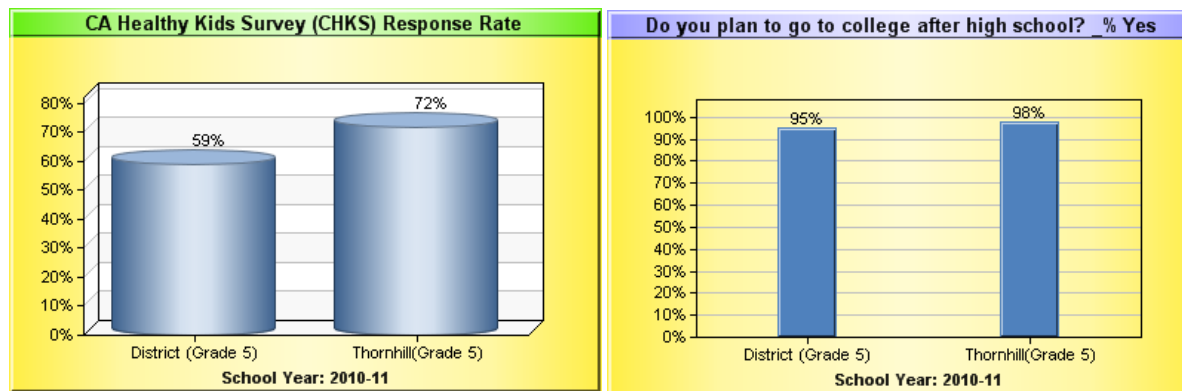
A quality school...

- 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
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

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)



Theory Action

- If we increase motivation and interest in attending post secondary schools among 5th grade students.
- If we increase interest in and planning for careers.
- If we assist parents in planning for the financial requirements for college.
- Then more of our students will be ready for college, career, and workforce.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide a field trip for 5th grade students to tour a local college or university to increase their motivation for attending post secondary schools.	Anecdotal evidence	All Students	Fall, 2012	Fifth grade parents and teachers.	4/20/2012	157SQ11D3818	Provide a field trip for 5th grade students to tour a local college or university to increase their motivation for attending post secondary schools.	Non-SSC approved			0	\$0.00
Have students attend work with a parent or other adult to find out about careers and the world of work.	anecdotal evidence	All Students	Spring, 2013	Families	4/20/2012	157SQ11D3816	Have students attend work with a parent or other adult to find out about careers and the world of work.	Non-SSC approved			0	\$0.00
Hold an information night for parents for financial planning for college.	Anecdotal evidence	All Students	Fall, 2012	PFC	4/20/2012	157SQ11D3815	Hold an information night for parents for financial planning for college.	Non-SSC approved			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: Thornhill Elementary

Principal: MEL STENGER

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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%

Data Analysis

- We currently have a strong system of individual teachers monitoring progress of all students, resulting in all 4th and 5th grade students either scoring as proficient/advanced, or receiving formal intervention support in the form of and IEP or 50
- This year the PFC provides each classroom teacher with 3 hours per week of intervention support personnel.
- Most children make progress from year to year, but we have yet to set individual goals, regularly look at data by grade level, or review set-up of intervention groups..
- Most English Learners make progress, but some teachers have requested more materials for their grade levels.
- Teachers do not have enough time to collaborate and plan for intervention.

Theory Action

- If we develop individual progress plans for each student, particularly for African America Males, at Thornhill.
- If we develop and implement English Language intervention and support.
- Monitor individual student achievement and progress, particularly for African America Males and for Special Education students, during the school year.
- Provide teacher collaboration time for intervention planning and intervention and increase personnel in the intervention support system..
- Then we will close the achievement gap between AAM and increased the performance of our Special Education Students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide supplemental instructional materials for identified EL students.	Improved CELDT scores	English Learners	ongoing	principal	5/1/2012	157SQ1E639	1Provide supplemental instructional materials for identified EL students.	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$3,000.00
Provide additional guided reading books at appropriate lexile levels to targeted EL students.	Improved CELDT and ELA scores		ongoing	principal	5/1/2012	157SQ1E640	2Provide additional guided reading books at appropriate lexile levels to targeted EL students.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$2,521.78

Provide additional guided reading books at appropriate lexile levels to targeted EL students.	Improved CELDT and ELA scores		ongoing	principal	5/1/2012	157SQ1E792		N/A			0	\$0.00
Hire and assign duties to a STIP substitute teacher to support the intervention program.	Student assessments	FBB, BB and BAS	August, 2012, through June, 2013	Principal and Teachers	5/1/2012	157SQ1E777	4	Non-SSC approved			0	\$0.00
Increase classroom support for intervention, particularly for African American Males, underperforming students and Gifted Students, from 3 hours per week per teacher to 5 hours per week per teacher.	student assessments	FBB, BB and BAS	august, 2012, through June, 2013	Teachers and PFC	5/1/2012	157SQ1E778	6	Funded by Community Partner			0	\$0.00
Develop and articulate a plan for Gifted students including identification, classroom differentiation, and parent education.	Student assessments and parent satisfaction.	GATE	August, 2012, through June, 2013	GATE coordinator, Parents of GATE students	5/1/2012	157SQ1E793		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Thornhill Elementary

Principal: MEL STENGER

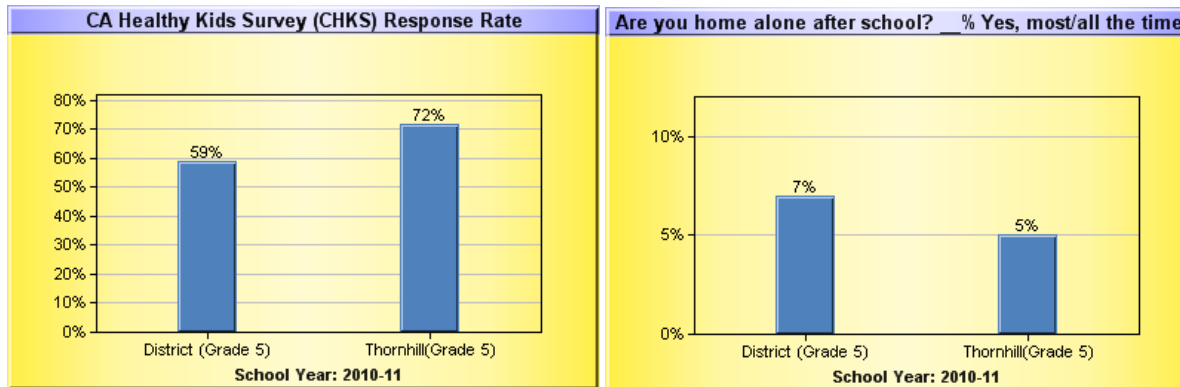
School Quality Standards relevant to this Strategic Priority

A quality school...

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

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 Data

- Most teachers provide intervention support in the classroom, between the bells.
- Most teachers implement a form of workshop; many also implement small group instruction.

Theory Action

- If teachers receive updated PD on the use of workshop and small group instruction for targeted intervention.
- If teachers receive collaboration time to develop their plans for workshop and small group instruction.
- Then we will provide extended learning time to those who deserve it.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide PD for teachers in implementing workshop time and small group instruction, for targeted intervention.	Improved performance on formal and informal tests.	FBB, BB and BAS	August, 2012, through June, 2013	Principal and Teachers.	4/20/2012	157SQ1F3820	Provide PD for teachers in implementing workshop time and small group instruction, for targeted intervention.	Non-SSC approved			0	\$0.00

Align master schedule providing weekly collaboration times for all grade level circuits.	Notes from regular collaboration meetings.	All Students	August, 2012	Principal and Teachers.	4/20/2012	157SQ11F3819	Align master schedule providing weekly collaboration times for all grade level circuits.	Non-SSC approved			0	\$0.00
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

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

School: Thornhill Elementary

Principal: MEL STENGER

School Quality Standards relevant to this Strategic Priority

A quality school...

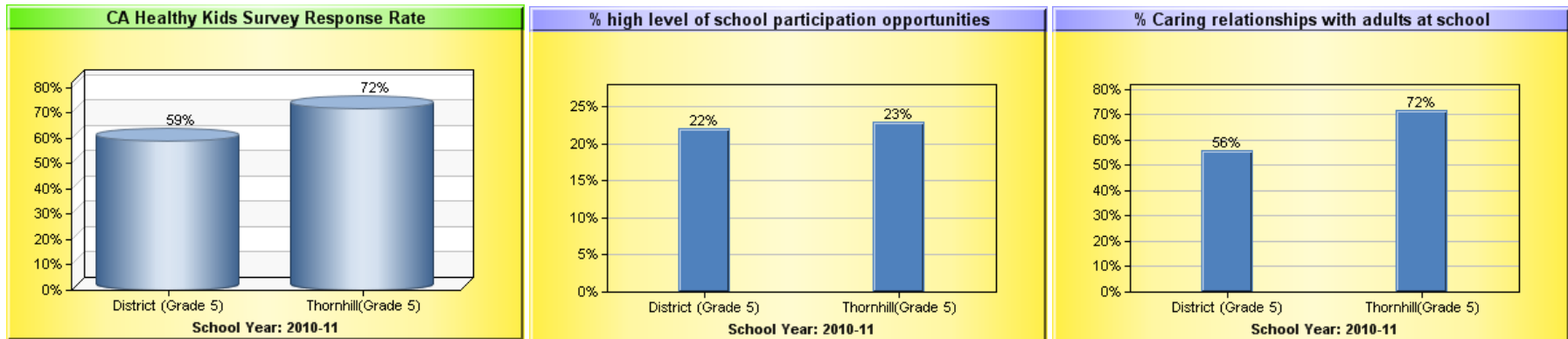
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

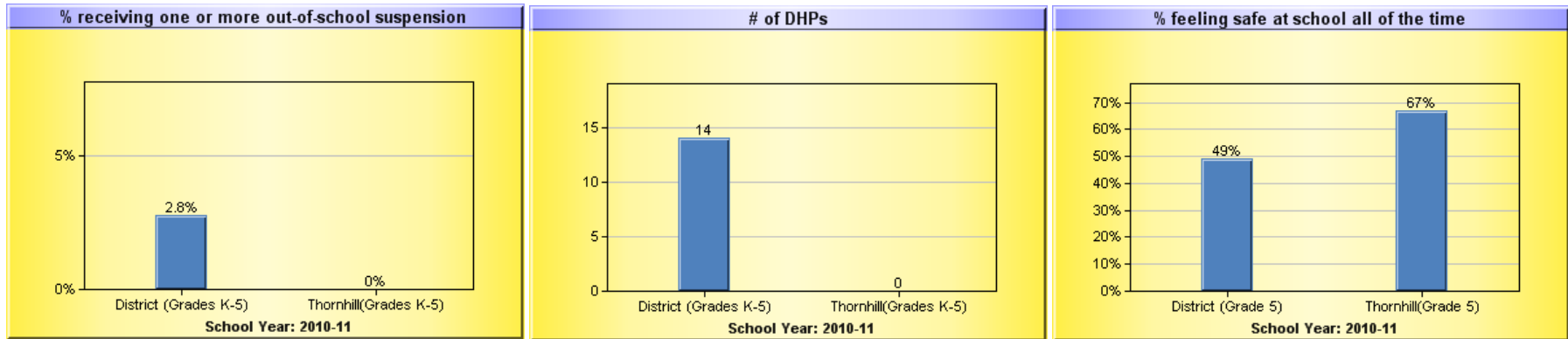
From OUSD Strategic Plan:

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%





Theory Action

- If we investigate and implement restorative justice as part of our overall discipline program and continue to implement Caring School Community program.
- If we improve student engagement and increase small group instruction.
- If we continue Singalong assemblies; about 7-8 each year.
- If we continue PFC sponsored events: walkathon, holiday sale, Dad's breakfast, movie night, spring carnival.
- Then we will have meaningful student and family engagement in our school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide PD for all teachers and staff on Restorative Justice.	Lower incidence of conflicts.	All Students	Fall, 2012	Principal and Teachers	4/20/2012	157SQI2A3823	Provide PD for all teachers and staff on Restorative Justice.	Non-SSC approved			0	\$0.00
Devote Wednesday PD once a quarter to review implementation of Caring Schools, monitor its progress, and design changes if needed.	Positive School Climate	All Students	August, 2012, through June, 2013	Teachers and Leadership Team	4/20/2012	157SQI2A3822	Devote Wednesday PD once a quarter to review implementation of Caring Schools, monitor its progress, and design changes if needed.	Non-SSC approved			0	\$0.00
Provide PD for teachers to improve student engagement and increase small group instruction.	Higher levels of student engagement in classroom activities; more small group instruction	All Students	august, 2012, through June, 2013	Principal and Teachers	4/20/2012	157SQI2A3821	Provide PD for teachers to improve student engagement and increase small group instruction.	Non-SSC approved			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Thornhill Elementary

Principal: MEL STENGER

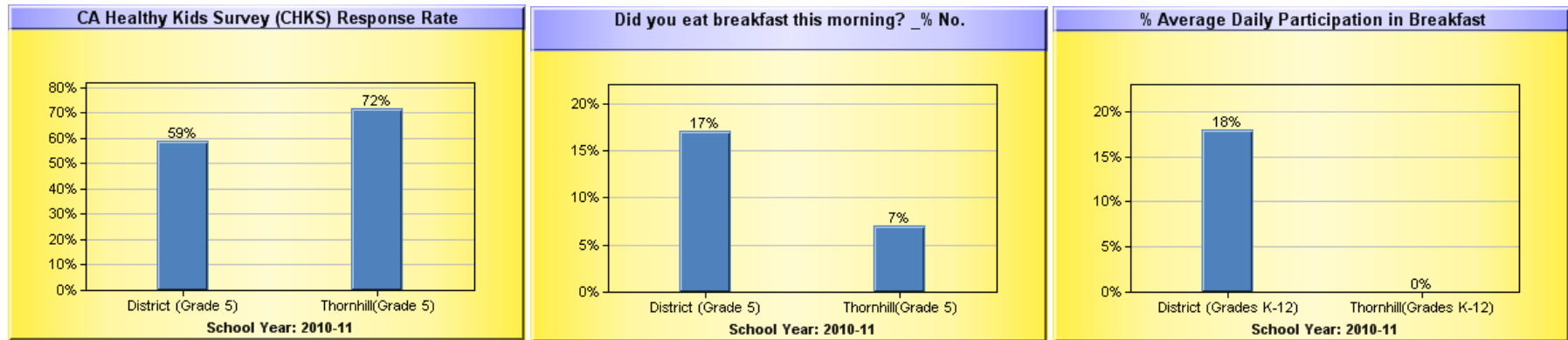
School Quality Standards relevant to this Strategic Priority

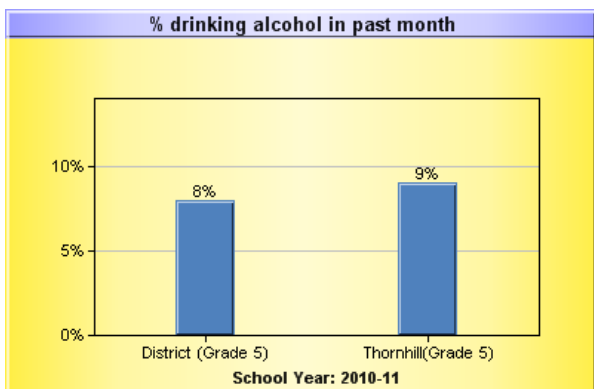
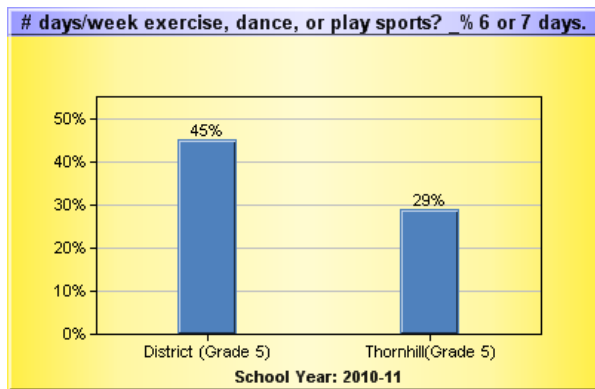
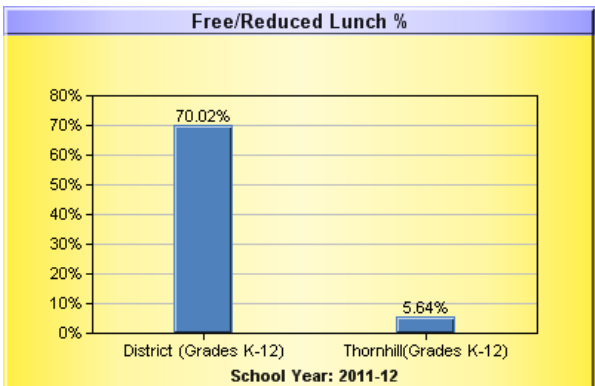
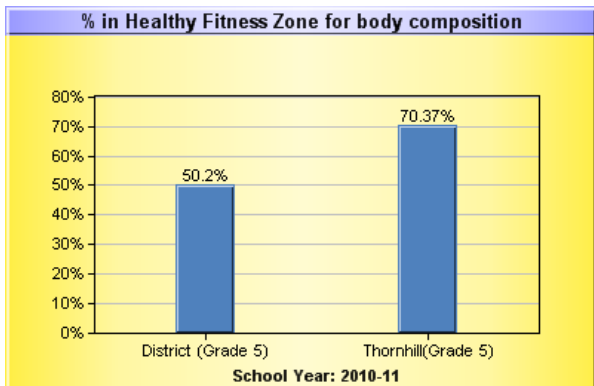
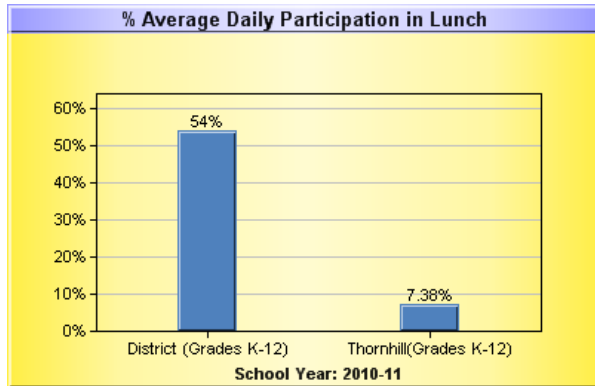
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

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 Data

- Teachers provide health education in priority areas. Teachers act as case managers for students in need by referrals to SSTs and outside agencies.
- We provide PE instruction meeting minimum requirements for every student every week. (100 minutes)

Theory Action

- If we increase amount of counseling time provided by OUSD psychologist.
- If we develop and implement "Thornhill Thrives" as a month of outside activities to encourage students to become more physically fit.
- If we review and evaluate our PE and Motor programs for effectiveness and cost.
- If we provide support for teachers in case management of students in need by hiring a STIP substitute teacher to assist in intervention.
- Then our students will be better able to focus on their learning activities.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase psychologist time by .1 FTE	Increased student attendance, overall satisfaction, and academic	All Students	August, 2012, through June, 2013	Psychologist and Principal	4/20/2012	157SQI2B790	1	Non-SSC approved			0	\$0.00

	performance.												
Hire STIP substitute as support person for assisting teachers in case management of students in need.	Increased student attendance, overall satisfaction, and academic performance.	All Students	August through November, 2012	Principal, STIP sub	4/20/2012	157SQI2B791	2		Non-SSC approved			0	\$0.00
Develop and implement "Thornhill Thrives" a month of outside activities to encourage physical fitness.	Improved performance on PE tests.	All Students	August, 2012, through April, 2013	Principal and PFC	4/20/2012	157SQI2B3825		Develop and implement "Thornhill Thrives" a month of outside activities to encourage physical fitness.	Non-SSC approved			0	\$0.00
Review and evaluate current program of PE and Motor Skills for effectiveness and cost.	High quality PE program for all students.	All Students	December through February, 2013	Principal and Teachers.	4/20/2012	157SQI2B3824		Review and evaluate current program of PE and Motor Skills for effectiveness and cost.	Non-SSC approved			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Thornhill Elementary

Principal: MEL STENGER

School Quality Standards relevant to this Strategic Priority

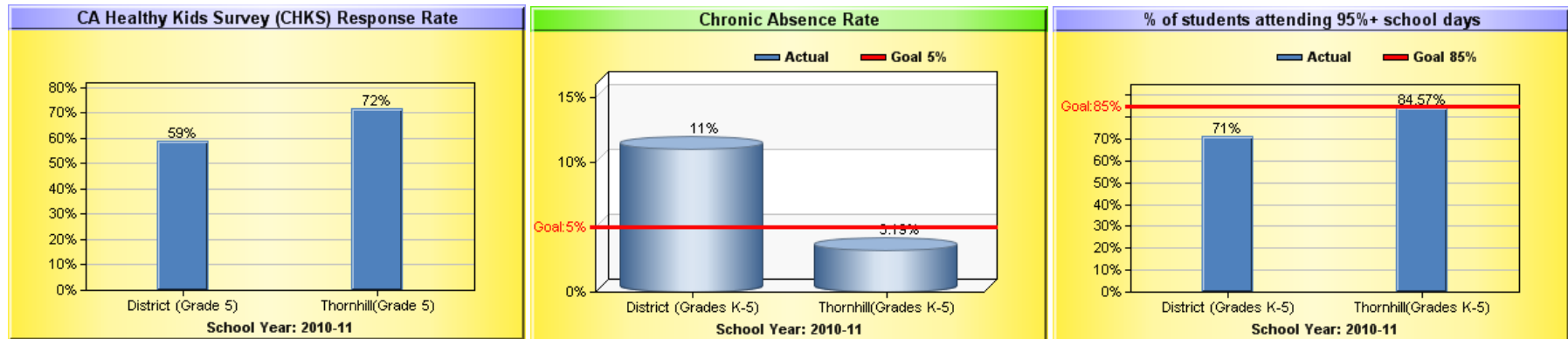
A quality school...

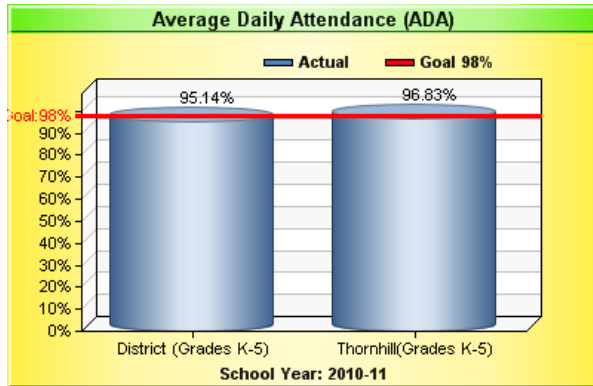
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

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 Data

- Our school has a high attendance rate, but it has dropped a bit. It is not clear from reviewing our website whether parents understand the direct correlation between attendance and learning, and between attendance and site income
- Currently we have no attendance clerk. Administrative assistant performs some attendance duties, but currently no one calls homes of absent students.

Theory Action

- If we provide and improve information to parents about the importance of attendance and the impact of absences.
- If we improve interaction between schools and parents either by hiring an attendance clerk or making sure families are contacted about absences.
- If we give out attendance awards regularly.
- Then more of our students will come to school ready to learn, every day and on time.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Inform parents at Back-to-School night about the importance of attendance for learning and the impact of absences.	Increased attendance to 97.25%	All Students	September, 2012	Principal and Teachers	4/20/2012	157SQI2C3828	Inform parents at Back-to-School night about the importance of attendance for learning and the impact of absences.	Non-SSC approved			0	\$0.00
Insure attendance duties are completed by an attendance clerk or administrative assistant.	Increased attendance to 97.25%	All Students	August, 2012, through June, 2013	Principal, Attendance worker	4/20/2012	157SQI2C3827	Insure attendance duties are completed by an attendance clerk or administrative assistant.	Non-SSC approved			0	\$0.00
Give attendance awards after 3 weeks, 6 weeks and then at trimester.	Increased attendance to 97.25%	All Students	August, 2012, through June, 2013	Principal, Attendance worker	4/20/2012	157SQI2C3826	Give attendance awards after 3 weeks, 6 weeks and then at trimester.	Non-SSC approved			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: Thornhill Elementary

Principal: MEL STENGER

School Quality Standards relevant to this Strategic Priority

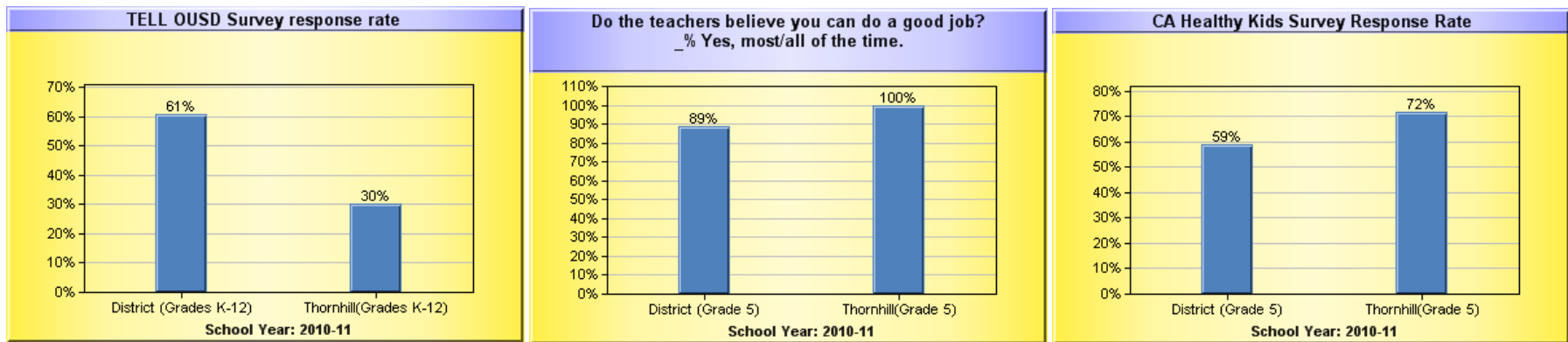
A quality school...

- 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.

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



Theory Action

- If all teachers participate in MILE (Music Integrated into the Learning Environment) Professional Development
- If all teachers review student performance data and develop strategies to address the needs of all students, and become aware of the Common Core standards and develop teaching strategies based on the guidelines.
- If all teachers plan events to engage parents and inform them of curricular activities: Math night, Back-to-School, Reading Night, Science Fair, Open House and Musical performances.

- If all teachers participate in development of the Site Safety plan, First aid training, Allergic response, and Asthma support.
- Then we will have provided opportunities for building capacity and leadership.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All teachers participate in MILE (Music Integrated into the Learning Environment) Professional Development	Improved instruction through observation.	All Students	year long		4/20/2012	157SQI3A3829	All teachers participate in MILE (Music Integrated into the Learning Environment) Professional Development	Non-SSC approved			0	\$0.00
Teachers review student performance data and develop strategies to address the needs of underperforming students.	Improved instruction for students below level	FBB, BB and BAS	Every six weeks		4/20/2012	157SQI3A3830	Teachers review student performance data and develop strategies to address the needs of underperforming students.	Non-SSC approved			0	\$0.00
Teachers will become aware of the Common Core standards and develop teaching strategies based on the guidelines provided in the Standards.	Lesson plans reflecting changing teaching strategies, aligned to the Common Core	All Students	Year long		4/20/2012	157SQI3A3831	Teachers will become aware of the Common Core standards and develop teaching strategies based on the guidelines provided in the Standards.	Non-SSC approved			0	\$0.00
Teachers participate in development of the Site Safety plan, First aid training, Allergic response, and Asthma support.	Safe, Healthy, and nurturing environment for all.	All Students	Year long		4/20/2012	157SQI3A3832	Teachers participate in development of the Site Safety plan, First aid training, Allergic response, and Asthma support.	Non-SSC approved			0	\$0.00
Teachers plan events to engage parents and inform them of curricular activities: Math night, Back-to-School, Reading Night, Science Fair, Open House and Musical performances.	Parent participation in school events.	All Students	Year long		4/20/2012	157SQI3A3833	Teachers plan events to engage parents and inform them of curricular activities: Math night, Back-to-School, Reading Night, Science Fair, Open House and Musical performances.	Non-SSC approved			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Thornhill Elementary

Principal: MEL STENGER

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

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 Data

- Currently our school enjoys a high level of parent support through direct volunteerism, involvement in school committees, and participation in our PFC (alternate to PTA).
- Our teachers and parents use multiple communication vehicles to keep parents informed about school and classroom activities, and to communicate about individual students.

Theory Action

- If we continue high levels of parent involvement in current contexts.
- If we review and refine current communication methods for efficiency and effectiveness.
- If we review calendar of school activities as effective means of family and community engagement.
- If we analyze the results of CHK survey for implications for family engagement.
- Then we will increase our family and community engagement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Discuss and agree with Faculty expectations around communication with families.	Increased parent satisfaction.	All Students	August, 2012	Principal and Teachers.	4/20/2012	157SQI4A3836	Discuss and agree with Faculty expectations around communication with families.	Non-SSC approved			0	\$0.00
Review school activities calendar with teachers and PFC representatives.	Increased parent satisfaction and engagement..	All Students	August, 2012	Principal, Teachers, and PFC	4/20/2012	157SQI4A3835	Review school activities calendar with teachers and PFC representatives.	Non-SSC approved			0	\$0.00
Analyze results of CHK survey for implications for engagement.	Increased family engagement.	All Students	August through November, 2012	SSC	4/20/2012	157SQI4A3834	Analyze results of CHK survey for implications for engagement.	Non-SSC approved			0	\$0.00

Continue high levels of parent involvement in current contexts.	Level of parent participation	All Students	year long		4/20/2012	157SQI4A3837	Continue high levels of parent involvement in current contexts.	Non-SSC approved			0	\$0.00
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School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Thornhill Elementary

Principal: MEL STENGER

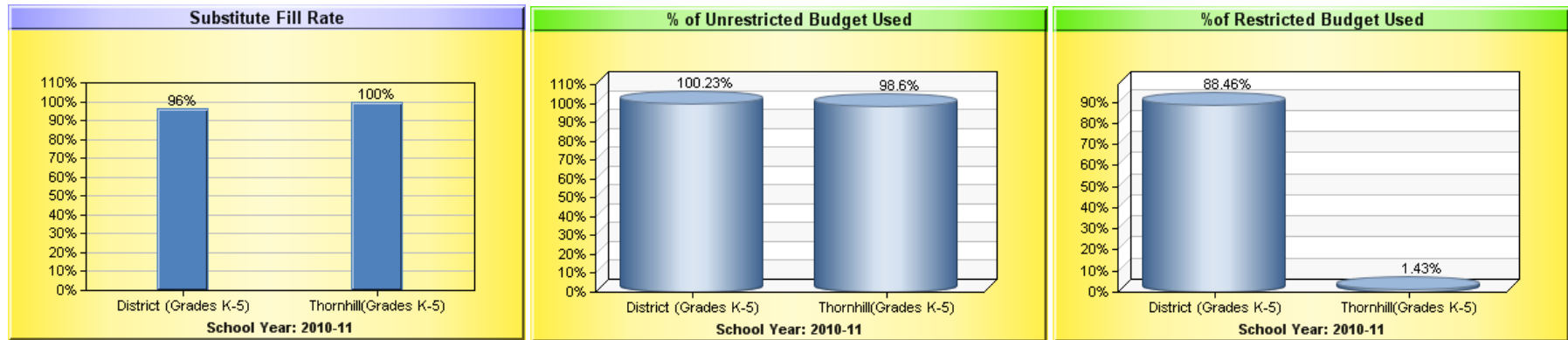
School Quality Standards relevant to this Strategic Priority

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.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

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 Data

- School Site Council has limited role in advising the administration, including spending of restricted funds.
- There has been limited input from teachers for PFC (Parent Faculty Club) targeted support.

Theory Action

- If we continue to have focused SSC meetings and advise the school administration on targeted support.
- If we review and refine current communication methods between teachers and the PFC
- Then we will have improved strategic operational practices.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to have focused SSC meetings and advise the school administration on targeted support.	SSC agenda		throughout the year	SSC	5/1/2012	157SQI5A4024	continue to have focused SSC meetings and advise the school administration on targeted support.	N/A			0	\$0.00
we review and refine current communication methods between teachers and the PFC by having faculty representative on the PFC board and by having faculty interviews and surveys for input.	More effective support from PFC	All Students	Throughout the year	PFC and teachers	5/1/2012	157SQI5A4026	we review and refine current communication methods between teachers and the PFC	N/A			0	\$0.00

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Thornhill Elementary
Site Number: 157**

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 2012-2013 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 March 20, 2012.
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

Edie Hirsch

SSC Chairperson's Name (printed)

4/2/12

Date

ELAC Chairperson's Signature

N/A

ELAC Chairperson's Name (printed)

4/2/12

Date



Principal Signature

Mel Stenger

Principal's Name (printed)

4/2/12

Date



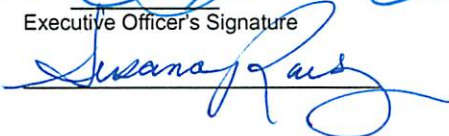
Executive Officer's Signature

Mia Settles-Tidwell

Executive Officer's Name (printed)

5/14/12

Date



Susana Ramirez

6/7/12

School Site Council Membership Roster – Elementary School

School Name: Thornhill Elementary

School Year 2011-12

Chairperson: Edie Hirsch	Vice Chairperson: Robert Jacobs
Secretary: Vicky Griffin	<u>DAC Representative:</u> N/A

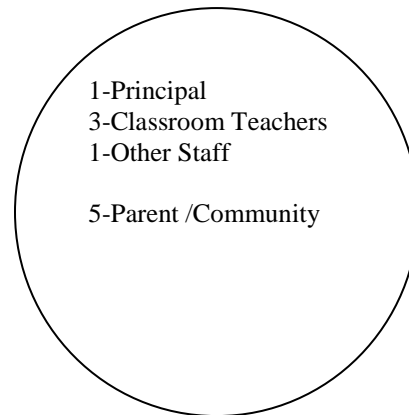
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Melissa Cooper					x
Kathi McCracken Dente					x
Edie Hirsch					x
Robert Jacobs					x
Vicky Griffin					x
Ericka Aguilar				x	
Christine Fairchild			x		
Rich Thompson			x		
Rob Wilkins			x		
Mel Stenger		x			
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	Third Tuesday 3:15-4:30
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SSC Legal Requirements:

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be employees at the site.



This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2011. Fax # 879-8098

School Parental Involvement Policy 2012 - 2013

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

Involvement of Parents in the School Program

Thornhill Elementary agrees to implement the following:

- Will convene an annual meeting to perform the following:
 1. Inform parents of their schools participation.
 2. Explain the requirements of the instructional Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its instructional Program.
 4. The parents' right to participate in the development of the District's Plans through Back-to-School night, Open House and SSC meetings
- Offer a flexible number of meetings for parents.
- Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of its programs and the parent Involvement Policy.
- Provides parents with timely information about programs through school and classroom newsletter, emails, yahoo group postings and updates on the school website.
- Provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet at Back-to-School night, progress reports, notes, and report cards.
- Provides parents if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children through conference week in October, follow up conferences in March, and conferences at parent request.

School-Parent Compact

Thornhill Elementary has jointly developed with and distributed to parents 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

Thornhill Elementary 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 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
- Provides materials and training to help parents work with their children to improve their children's academic achievement through individual parent conferences.
 - Educates staff on the value of parent contributions and how to work with parents as equal partners.
 - Distributes to 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 through a weekly school newsletter.

Accessibility

- Provide opportunities for all 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.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with parents as evidenced by newsletters and SSC minutes.

This policy was adopted by the Thornhill School Site Council on March 20, 2012, and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents. The Thornhill 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.

(Principal's Signature)

(Date)

Thornhill 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, every day and on time.
- 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 entertainment screen watching and instead study or read every day after school.
- Act respectful and caring toward the school, all students, 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 screen time for entertainment.
- 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 and on time, gets adequate sleep, regular medical attention, exercise and proper nutrition.
- Regularly monitor my child's progress in school by reviewing homework, benchmark scores, and report cards.

- 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.

Student

Teacher

Parent/Guardian