

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1320
Introduction Date: 6/27/18
Enactment No.: 18-1124
Enactment Date: 6/27/18
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To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Markham Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, 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 SPSA 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 academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

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

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Markham Elementary School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Legislative File ID No: 18-1320
Introduction Date: 6/27/18
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Markham Elementary School
CDS Code: 1612596002059
Principal: Alana Whitt-Smith
Date of this revision: 5/7/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Alana Whitt-Smith
Address: 7220 Krause Avenue
Oakland, CA 94605

Position: Principal
Telephone: 510-639-3202
Email: alana.whitt-smith@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Markham Elementary School

Site Number: 138

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 15, 2018

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

<u>Alana Whitt-Smith</u> Alana Whitt-Smith, School Principal	<u>Alana Whitt-Smith</u> Signature	<u>5/16/18</u> Date
<u>Brenda Theodore</u> Print name of SSC Chairperson	<u>Brenda Theodore</u> Signature	<u>5/16/2018</u> Date
<u>LaResha Martin</u> LaResha Martin, Network Superintendent	<u>LaResha Martin</u> Signature	<u>5/22/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>Marla Williams</u> Signature	<u>5/24/18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** Markham Elementary School**Site Number:** 138

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/6/2018	ILT	Develop SPSA practices, goals for teacher, leadership and organization
2/12/2018	Faculty Mtg.	Review SPSA practices, goals for teacher, leadership and organization/ Review Budget
2/27/2018	SSC	Review priorities:Approval of Title 1 Budget
3/6/2018	ILT	Review/ Update SPSA practices
3/20/2018	SSC	Review priorities; Feedback on SPSA Elements/ Update Title 1 Budget
4/3/2018	ILT	Review and Discuss SPSA
4/9/2018	Faculty Mtg.	Review and Discuss SPSA
5/15/2018	SSC	Final Approval SPSA

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$61,425.01	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$262,888.29	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$454,831.99	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$80,664.22	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,983.87	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$82,648.09	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Markham Elementary School

School ID: 138

School Description

At Markham Elementary, we aim to embrace, nurture, guide and challenge all children in their development towards becoming empowered, and productive citizens. Students at Markham have fun while learning skills that ensure they are competent, fully-informed, critical thinkers! As educators, we are dedicated to the teaching and development of the whole child. Our school program provides students with a fun and rigorous curriculum based on Common Core standards, hands on math and science, a balanced literacy curriculum, leveled classroom libraries, writing throughout all content areas, music, choir, gardening, and computer-based programs. We value parent involvement and organize Parent Cafes for our parents to come together and build community. Parents are also able to dialogue with the principal at our monthly "Chew 'n Chat" meetings. As part of our mission to support the whole child, dental and vision care is provided for students in need and we have a counseling center, as well as a nurse and psychologist on site. At Markham, we have a safe, caring community where students thrive, excel and achieve and where everyone is welcome.

School Mission and Vision

The Markham staff and community working together in unity, hold ourselves accountable for student achievement to nurture, guide and challenge ALL students to become productive citizens, lifelong learners and critical thinkers. Through rigorous instruction and conscientious modeling, we as staff, students, families, and community members will hold ourselves to high standards and accept responsibility for ourselves and each other.

Family & Student Engagement

Our absenteeism rate is down We are currently at 18.7% in absenteeism. 83% of parents respond favorably to CHKS survey. 83% of students respond favorably to CHKS survey. A faithful group of parents attend events at Markham. We are partners with the Oakland Housing Authority (OHA) to help reduce chronic absences and increase family engagement. The % of Parent Engagement need to be increased in parent volunteering, attending school events and parents being more present in their child education. Most of our parents walk their children to and from school; therefore, they are hesitant to come out in the evenings. Events must be planned early in the day. Participation can be limited. Chronic absences is currently at 18.7%. Chronic and moderately absences continue to be a problem. Absenteeism must be below 10%. We are providing a means for parents to learn the common core standards for ELA and Math, reading strategies, math and science tasks to help their child be successful in the classroom and thrive daily in school. Many parents work and are unable to attend events. Lack of transportation. Parents don't like to come to events at night because they walk and the perimeter around side front of school is dark. We need more light around the school.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>All 3-5 grade students have high participation rate on the SBAC ELA assessment, and SRI assessment. 11.3% of students scored standards met/exceeded, 12.3% of students scored standards nearly met, 64.2% of students scored standards not met on SBAC ELA. 6.8% of AA scored standards met/exceeded, 17.2% of AA scored standards nearly met, 65.5% of AA students scored standards not met on SBAC ELA. 11.4% of Latino students scored standards met/exceeded, 8.5% of Latino students scored standards nearly met, 66.2% of Latino scored standards not met on SBAC ELA. F/P midyear administration shows: 31.8% of students are at/above benchmark, 4.8% of students are approaching, 47% of students are below. On the F/P assessment AA scored 39.4% at/above, 3.2% approaching, 38.3% below. Latino students scored 23.9% at/above, 5.5% scored approaching, 44.5% scored below on the F/P assessment. SRI midyear administration shows 14% of students scored at/above grade level, 17.8% of students scored 1 year below, 66.2% of students scored multiple years below. On the SRI the AA scored 14.3% at/above, 23.8% 1 year below, 59% scored multiple years below. Latino students scored 14.1% at/above, 14.2% 1 year below, 69.8% scored multiple years below.</p>	<p>SBAC English Language Arts academic and growth status is very low. AA is our lowest performing group on SBAC ELA. 64.2% of students were below grade level on SBAC ELA. F/P midyear administration shows: 47% below. SRI midyear administration shows: 66.2% students are multiple years below grade level, 17.8% students are 1 year below grade level.</p>	<p>Teachers are building their capacity with common core standards. Additional professional development is needed to ensure school leaders and teachers understand the common core shifts in ELA, outlined in the CCSS's. Alignment of classroom instruction to the CCSS's will help ensure students are better equipped to meet the demands of performance assessments. Understanding Depth of Knowledge (DOK) and time to create rigorous standard aligned tasks, implementation and assessment of these tasks is necessary for students to begin mastery of these tasks. Ensuring our students are getting the work they need in order to be productive in the classroom. Teachers must engage students in meaningful tasks that require student ownership. Teachers must improve both Content and Task. Teachers must improve the level of rigor in their created tasks by using Depth of Knowledge (DOK) to help create rigorous tasks. We are constantly working on making sure students are understanding how important it is for students to be in school and have students have reading material available at home for them. We are also dealing with students who are arriving to the district with no formal educational training. These students are working far below grade level and are going to have to take the challenging SBAC test. Another challenge, is making sure we at Markham have enough lower level book so that students have access to material to aide in their learning.</p>

<p style="text-align: center;">STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>All 3-5 grade students have high participation rate on the SBAC Math assessment. 8.5% of students scored standards met/exceeded, 26.4% scored standards nearly met, 54.7% standards not met on SBAC Math. SMI show 1.2%- 2 students are grade level ready.</p>	<p>SBAC Math academic and growth status is are very low . AA are the lowest performing on SBAC. 96% of students below on SBAC Math. SMI 2016-2017 Fall administration shows the following: 47% -79 students are 3 or more years below grade level, 29.8%-50 students are 2 or more years below grade level, 14.3% -24 students are 1 year below grade level.</p>	<p>Teachers are building their capacity with common core standards. Additional professional development is needed to ensure school leaders and teachers understand the common core shifts in Math, outlined in the CCSS's. Alignment of classroom instruction to the CCSS's will help ensure students are better equipped to meet the demands of performance assessments. Understanding Depth of Knowledge (DOK) and time to create rigorous standard aligned tasks, implementation and assessment of these tasks is necessary for students to begin mastery of these tasks and it will ensure our students are getting the instruction and work they need in order to be productive in the classroom. Teachers must engage students in meaningful tasks that require student ownership. Teachers must improve both Content and Task. Teachers must improve the level of rigor in their created tasks by using Depth of Knowledge (DOK) to help create rigorous tasks. Markham students are lacking in their basic computing skills, we are working very hard on ensuring students have many methods of being able to solve problems. Due to our reading scores being so low we have had issues with students understanding what is required on the performance tasks, but we are working on that this year as well. Developing conceptual understanding of Math Common Core Standards.</p>
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<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;"><i>(CULTURE & CLIMATE)</i></p>	<p>Chronic Absences decreased from 20.8% to 18.7% a 2.1% decrease. Attendance meetings held weekly to reduce chronic and moderately absences and share the importance of attendance. Through the adoption of Markham Elementary school wide culture plan, we reduced URF referrals, suspensions, and disruptive behavior in the classroom as measured by a lack of URF referrals and suspensions. We utilize behavior charts in every classroom to promote the daily charting of student behavior. We have implemented Restorative Justice (RJ) to provide students with a set of principles and practices used to build community, respond to harm/conflict and provide a welcoming re-entry for students. Teachers review the school rules, PRIDE Values, and expectations in common areas around the school with their students. PRIDE Values are reviewed with students and Social Emotional Learning Standards are shared in community circles to build culture and climate throughout the school and help students be supportive of each other. Culture and Climate rallies held weekly to build a positive culture and climate.</p>	<p>Chronic Absence is 18.7%. High number of AA chronic absences. Continue to improve on refining the culture and climate throughout the school. Remain consistent as we are about building a positive culture and climate and never become complacent.</p>	<p>Lack of consequences for parents of a student with high chronic absence %. Parents think its okay for a child to be absent. Some students are absent due to asthma which impacts student aOur after school program helps promote the school-home connection by supporting classroom education and provide SEL support through their after school program.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p style="text-align: center;"><i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>The parents of bilingual students are more active in school activities than our over-all population. This includes SSC, academic focus nights (Literacy, Science, etc), parent conferences, and Parent Cafe sessions.</p>	<p>Examination of SRI test results show that our bilingual population has a higher percentage of students that are multiple years below grade level than our over-all school population. (69.8% cf to 66.2%) In F&P test results, our bilingual students are only 23.9% at or above grade level, while the over-all population is 31.8% at or above grade level. The absenteeism rate is also higher than the over-all rate of our school population.</p>	<p>.Many of our bilingual parents are stay-at-home parents and have more flexible schedules to allow participation in school activities. As second language learners, testing in English presents additional challenges for our students. Attendance issues are due to the frequency of home visits to Mexico during the school year.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Markham Elementary School

School ID: 138

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	As a result of school-wide systematic use of Balanced Literacy, Reading Workshop and Data Driven Instruction, By May 17, 2019 Markham students will increase the number of students at or above reading from 37% to 42% as determined by F&P assessments.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	F&P Foundations	All Students	37.2%	40.0%	42.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments				
Theory of Action for Language & Literacy Priority:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery for ELLs, African American, Latino, Low Income, GATE, newcomers, Homeless, Foster Youth, students with disabilities, and Disadvantaged students .	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning		student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective Hire 1.0 TSA whose responsibilities include providing coaching, PD for teachers to build their capacity in aligning CCSS's to task. Closely monitor student progress in curricular areas (BAL, Math, Formative Assessments, Interventions).	

1-2	T2: Teachers differentiate instruction based on evidence, regardless of current level of achievement for all students including Latinos, African American, EL students, Disadvantaged students, Children with Disabilities, Homeless/Foster youth, New Comers, and GATE students.	L2: Principal and TSA observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Principal will conduct classroom observations and walk-throughs. We will see small group instruction based on reading level and math performance levels. Those small groups are fluid, based on student progress.
1-3	Bilingual Lead, TSA, RJ Coordinator will help build teacher skill in their area of specialty. Academic Mentor will help teachers in classrooms to support differentiated instruction.	Learning Walks, and Observation/Feedback to inform coaching, instruction, next steps and PD	Provide extended contracts for Bilingual Lead, TSA, Academic Mentor.
1-4	Small group intervention groups to focus on meeting CCSS's in core subjects	STIP Subs to be assigned to work with specific student skilled groups to ensure mastery of state standards	Two STIP SUBS to work with TSA, and ILT to schedule small group intervention groups with specific goals and timeline
1-5	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Teachers will present evidence of implenting and adjusting classroom and grade-level instructional plans in data conferences with principal twice a year. Purchase of additional chromebook carts for testing
1-6	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	students will be able to identify and explain their individual reading goals, they will be able to monitor those goal. Every 6-8 weeks will update and adjust goals. Teachers using conferring as a way to give feedback to students.

	Priority ("Big Rock"):	JUNE 2021 GOAL
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STANDARDS-BASED INSTRUCTION	Mathematics	By May 17, 2019, 50% of students including English learners and students with disabilities will increase their performance in concepts/procedures, problem solving, reasoning, and number sense as measured by systematic use of OUSD Core Curriculum, Math Workshop, basic fact mastery, 1-1 coaching, observation and feedback to support the development of rigorous math instruction. By the end of the 2018-2019 school year students in 3rd- 5th grade will increase their SBAC Math scores by 10%.			
	Student Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	8.2%	12.0%	13.2%
	As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.				
Theory of Action for Standards-Based Instruction Priority:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery for students including ELLs, African American, Low Income, GATE, newcomers, Disadvantaged students, Latino, Foster Youth and students with disabilities.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning		student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Purchase computer licenses for differentiated instruction.	
2-2	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed		Principal will conduct classroom observations and walk-throughs. We will see small group instruction based on reading level and math performance levels. Those small groups are fluid, based on student progress.	

2-3	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Teachers will present evidence of implementing and adjusting classroom and grade-level instructional plans in data conferences with principal twice a year.
2-4	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	students will be able to identify and explain their individual reading goals, they will be able to monitor those goal. Every 6-8 weeks will update and adjust goals. Teachers using conferring as a way to give feedback to students.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Attendance & Suspensions	As a result of home visits, using the SART and SARB protocols with fidelity, and the continued implementation of attendance incentives, Markham will decrease the percentage of moderate chronic absenteeism from 14.8% to 12.5% as measured by attendance tracker data. Suspensions will decrease from 0.8% to 0% as measured by Suspension dashboard data by using the district Student Discipline and Intervention Matrix and fidelity of Universal Referral Form.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	18.4%	17.6%	12.5%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.				

<p>Theory of Action for Conditions for Student & Adult Learning Priority:</p>	<p>If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease. As a result of home visits, using the SART and SARB protocols with fidelity, and the continued implementation of attendance incentives, Markham will decrease the percentage of moderate chronic absenteeism from 14.8% to 12.5% by end of year as measured by attendance tracker data. Suspensions will decrease from 0.8% to 0% as measured by Suspension dashboard data by using the district Student Discipline and Intervention Matrix and fidelity of Universal Referral Form.</p>		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies and restorative justice practices that connect across students' identity, experience and is inclusive of student voice for students including ELLs, African American, Latino, Homeless/Foster youth, Disadvantaged students, Low Income, GATE, newcomers, students with disabilities,etc.</p>	<p>L3: Principal and Leadership team establish a Culture and Climate Teams to support and develop the implementation of schoolwide SEL practices Restorative Justice practices, targeted group supports and individualized student plans.</p>	<p>Utilizing a classroom enviromental tool to clearly monitor classrooms utilizing clear PBIS systems (i.e focus corner, regular routines and procedures, pbis lessons, scholar dollars, positive incentives, etc.), restorative justice practices, implementation of classroom perfect attendance incentives, responding to behavior via consequence ladder (Markham Way), and requesting assistance using the COST referral. Restorative Justice Coordinator to help implement RJ system.</p>
3-2	<p>T4: <i>Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</i></p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc)</p>	<p>Weekly communication with families via email, text, or newsletters. Regular communications with parent around schoolwide cultural practices, behavior and academic progress through phone calls, emails, notes, etc. Additional safety supervision during day by noon supervisors. Provide Parent Cafe' to encourage parental participation, and collaboration.(Fall). Copier maintenance agreements.</p>

3-3	Teachers take roll daily. Teachers, TSA, Attendance Clerk, Community Bilingual Liason, Parent Ambassador (OHA) - identify chronic absent students and make supportive calls to families to encourage attendance and provide incentives for improvement.	Celebrate positive attendance and coordinate schoolwide attendance practices. Incentives/Rewards will be provided to students, parents and teachers with perfect or improved attendance.	Partner with OHA - Parent Ambassador - Identify chronic absent students and coordinate supports that improve attendance. OHA - parent ambassador will help to maintain school records for attendance. Hire Food Corp person to continue implementation of Food Corp program to encourage nutrition and gardening.
3-4	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams (PLCs) to analyze student data (e.g. data conferences), adjust instruction, and cultural practices.	Take daily attendance on Aeries, use and submit URFs. Analyzing the data to make adjustments in classroom to fidelity of minor behavior tracking, an increase of COST referral, and fidelity of URFs. See an increase in students receiving scholar dollars.
3-5	Teachers take roll daily. Teachers, TSA, Attendance Clerk, Community Bilingual Liason, Parent Ambassador (OHA) - identify chronic absent students and make supportive calls to families to encourage attendance and provide incentives for improvement.	Celebrate positive attendance and coordinate schoolwide attendance practices. Incentives/Rewards will be provided to students, parents and teachers with perfect or improved attendance.	Partner with OHA - Parent Ambassador - Identify chronic absent students and coordinate supports that improve attendance. OHA - parent ambassador will help to maintain school records for attendance. Hire Food Corp person to continue implementation of Food Corp program to encourage nutrition and gardening.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	EL Reclassification	As a result of continuing a consistent designated ELD block across grade levels and integrated ELD throughout the school day, the number of English learners meeting reclassification criteria will increase from 11% to 15% (as measured on the ELPAC and SRI).			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	10.9%	11.00%	15.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor ELPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.				

Theory of Action for English Language Learners Priority:		If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified. As a result of implementing a consistent designated ELD block across grade levels and integrated ELD throughout the school day, the number of English learners meeting reclassification criteria will increase from 11% to 15% (as measured on the ELPAC and SRI).	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery for ELLs, African American, Latino, Homeless/Foster Youth, Disadvantaged students, Low Income, GATE, Newcomers, Students with Disabilities, etc.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	As observed in classrooms using the ELL Review tool, students engage with texts or tasks that are aligned to grade-level standards and require critical thinking and/or application and demonstrate academic language related to the content-language objective and task is explicitly named, taught, rehearsed, and reinforced (Indicators 1.1 and 2.2). Goal: Level 3+: Some evidence.
4-2	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	As observed in classrooms using the ELL Review tool, students effectively access language resources and other scaffolds to support their understanding (pictorial charts, sentence frames, peer support, etc.) and the teacher makes grade-level and complex material / content comprehensible without simplifying material (amplifying, not simplifying). (Indicator 1.2). Goal: Level 3: Some evidence.

4-3	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.</p>	<p>As documented through PD/PLC observations and staff/administrator interviews as part of the ELL Review process, site-based structures support ongoing professional development and inquiry to support all teachers to include language practices and embedded supports for ELLs in planning, instruction, and assessment. (Indicator 2.5). Goal: Level 3: Some evidence.</p>
4-4	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students</p>	<p>As observed in classrooms using the ELL Review tool, students set and reflect on their learning goals and teachers create space for students to set goals and reflect on their participation. (Indicators 3.1 and 5.1). Goal: Level 3: Some evidence.</p>

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Literacy	A1.6 After School Programs	5825				138-1
\$14,241.26	General Purpose Discretionary	Teacher extended contracts	Literacy	A2.10 Extended Time for Teachers	1120				138-2
\$1,795.64	General Purpose Discretionary	Admin subs	Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	1350				138-3
\$1,226.92	General Purpose Discretionary	Noon supervisor	Attendance & Suspensions	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0050	0.05	138-4
\$1,296.28	General Purpose Discretionary	Noon supervisor	Attendance & Suspensions	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0097	0.05	138-5
\$14,860.44	General Purpose Discretionary	Noon supervisor overtime	Attendance & Suspensions	A5.1 School Culture & Climate (Safe & Supportive Schools)	2925				138-6
\$3,500.00	General Purpose Discretionary	Books other than textbooks	Literacy	A2.3 Standards-Aligned Learning Materials	4200				138-7
\$9,104.47	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				138-8
\$7,000.00	General Purpose Discretionary	Copier maintenance agreements	Mathematics	A6.5 Academic Parent-Teacher Communication & Workshops	5610				138-9
\$200.00	General Purpose Discretionary	Duplication	Attendance & Suspensions	A6.5 Academic Parent-Teacher Communication & Workshops	5716				138-10

\$8,100.00	General Purpose Discretionary	Parent Café (Oakland Parents Together)	Literacy	A6.1 Parent/Guardian Leadership Development	5825				138-11
\$100.00	General Purpose Discretionary	Postage	Attendance & Suspensions	A6.5 Academic Parent-Teacher Communication & Workshops	5910				138-12
\$19,551.29	LCFF Concentration	STIP to provide small group intervention for our EL students	English Learner Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP0443	0.60	138-13
\$4,953.48	LCFF Concentration	Academic mentor	Literacy	A3.2 Reading Intervention	2928				138-14
\$495.23	LCFF Concentration	Surplus	n/a	n/a	4399				138-15
\$13,034.19	LCFF Supplemental	STIP to provide small group intervention for our EL Students and PLC class coverage	English Learner Reclassification	A3.4 Teacher Professional Development focused on Literacy	1105	TEACHER STIP	TCSTIP0443	0.40	138-16
\$51,411.54	LCFF Supplemental	STIP to cover classes for PLC meetings, provide small group intervention for our at risk students, class coverage for evaluation or parent meetings	Literacy	A2.9 Targeted School Improvement Support	1105	TEACHER STIP	TCSTIP9999	1.00	138-17
\$32,598.36	LCFF Supplemental	TSA to assist with testing of students, demonstrate data analysis techniques, organize all ELA curriculum, ensure implementation of literacy program	Literacy	A2.8 Data & Assessment	1119	10 MONTH CLASSROOM TSA	C10TSA0249	0.30	138-18
\$7,430.22	LCFF Supplemental	Sub coverage for inservices, PDs, and special projects	Literacy	A2.10 Extended Time for Teachers	1150				138-19
\$18,169.76	LCFF Supplemental	Bilingual attendance specialist	Attendance & Suspensions	A5.4 Root Causes of Chronic Absence	2205	SPECIALIST, ATTENDANCE BILINGU	SPATBL0022	0.30	138-20
\$41,005.49	LCFF Supplemental	Library clerk	Literacy	A3.2 Reading Intervention	2205	LIBRARY CLERK SR	LBCLKS0026	0.65	138-21
\$11,145.33	LCFF Supplemental	Academic mentor	Literacy	A3.2 Reading Intervention	2928				138-22
\$5,093.40	LCFF Supplemental	Supplies classroom materials for instruction, paper for parent communication	Literacy	A2.3 Standards-Aligned Learning Materials	4310				138-23

\$2,000.00	LCFF Supplemental	Surplus (potentially for Food Corps)	n/a	n/a	4399				138-24
\$46,000.00	LCFF Supplemental	Technology: 3 Chromebook Carts	Literacy	A2.3 Standards-Aligned Learning Materials	4420				138-25
\$25,000.00	LCFF Supplemental	Restorative Justice contract	Attendance & Suspensions	A2.2 Social Emotional Learning	5825				138-26
\$10,000.00	LCFF Supplemental	Licensing for computer programs to differentiate instruction and leveled book comprehension feedback (ie Learning A-Z)	Literacy	A2.3 Standards-Aligned Learning Materials	5846				138-27
\$76,062.84	Title I: Basic	TSA to improve quality and consistency of teacher practice and student performance in all areas of language and literacy	Literacy	A3.4 Teacher Professional Development focused on Literacy	1119	10 MONTH CLASSROOM TSA	C10TSA0249	0.70	138-28
\$4,601.38	Title I: Basic	Buses	Literacy	A3.1 Blended Learning	5826				138-29
\$1,983.87	Title I: Parent Participation	Parent Café (Oakland Parents Together)	Literacy	A6.5 Academic Parent-Teacher Communication & Workshops	5825				138-30

Title I School Parental Involvement Policy 2017-8

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

Markham Elementary 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 I 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 I Plan.
- + Each year Markham has a Title I meeting an hour before back to school night begins. The staff that is funded out of Title I funds are introduced and their roles are explained. We inform the parents that we are a Title I school. We share how the remaining Title I Funds are spent at Markham. We thoroughly discuss the parent rights to participate in the Title I program at the district level.
- Offer a flexible number of meetings for parents.
 - + School Site Council
 - + Chew and Chat
 - + Title I meeting
 - + Parent-Teacher-Conferences
 - + Parent Café
 - + SSTs
- 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.
 - + Monthly Parent Chew and Chat meetings
 - + School Site Council Meetings
- Provides parents of Title I students with timely information about Title I programs.
 - + Parents are given information about Title I programs at the yearly Title I parent meeting.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 - + Back to School Night
 - + Parent Chew and Chat meetings
 - + School Site Council meetings
 - + Parent-Teacher-Conferences
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - + SSTs
 - + Parent-Teacher-Conferences
 - + School Site Council meetings
 - + Parent Chew and Chat meetings

School-Parent Compact

Markham Elementary 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

Markham 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 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
- + Parents receive information throughout the school year regarding the content standards, benchmark assessments, proficiency levels, reading levels, and how to monitor student success. This information is disseminated at Chew and Chat meetings, Back-to-School night, Parent-Teacher-Conferences, SST's and School Site Council meetings.
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - + Literacy Night
 - + Parent Literacy
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - + Quarterly collaboration meeting with staff and parents
- 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.
 - + Quarterly collaboration meeting with staff and parents
- 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.
 - + Quarterly collaboration meeting with staff and parents
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 - + When funding permits, school will fund parent workshops for Title I parents.

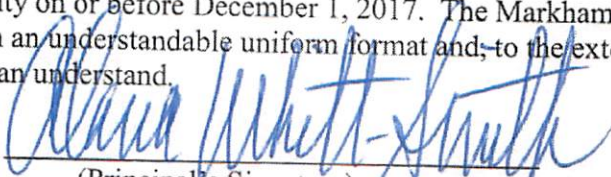
Accessibility

Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, and parents with disabilities students. This includes providing information and school reports translated into Spanish.

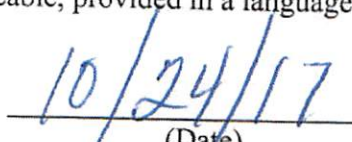
Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I Programs, as evidenced by our Annual Title I meeting on September 20, 2017 and at our SSC on October 24, 2017

This policy was adopted by the Markham Elementary School Site Council on October 24, 2017 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I children on or before December 1, 2017. It will be made available to the local community on or before December 1, 2017. The Markham Elementary 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)

Markham 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.

Student signature: _____

Teacher _____

Parent _____



2017-2018

School Site Council Membership Roster – Elementary

School Name: Markham Elementary

Chairperson : Brenda Theodore
Vice Chairperson: Stephanie Pendarvis
Secretary: Rnee Gillespie

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Alana Whitt-Smith	X			
Brenda Theodore		X		
Renee Gillespie		X		
Alvin Bettis		X		
Donna Blueford			X	
Stephanie Pendarvis				X
Madera Blanca				X
Rocio Ceja				X
Antoinia Meija Gomez				X
Juan Juarez				X

Meeting Schedule (day/month/time)	4th Tuesday of Month, 3:00PM, Room 103
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- SSC Legal Requirements: (Ed. Code 52852)**
1. Members MUST be selected/elected by peer groups;
 2. There must be an equal number of school staff and parent/community/student members;
 3. Majority of school staff members must be classroom teachers;
 4. Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community