OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
            Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
            Vernon Hal, Senior Business Officer
            Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Montclair 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).

> ➢ N/A

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Montclair Elementary School.

2017-2018 Single Plan for Student Achievement (SPSA)

School:	**Montclair Elementary School**
CDS Code:	1612596002083
Principal:	Elizabeth Austin
Date of this revision:	6/5/2017

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:	Elizabeth Austin	**Position:**	Principal
Address:	1757 Mountain Blvd.	**Telephone:**	510-339-6100
	Oakland, CA 94611	**Email:**	elizabeth.austin@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

School Site: Montclair Elementary School   **Site Number:** 143

☐ Title I Schoolwide Program	☒ Local Control Funding Formula (LCFF) Base Grant
☐ Title I Targeted Assistance Program	☒ LCFF Supplemental Grant ☐ 21st Century
☐ After School Education & Safety Program (ASES)	☐ LCFF Concentration Grant ☐ 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: **5/22/2017**

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:

~~Elizabeth Austin~~ *Cheryl Ousley*	*Cheryl Ousley*	5-22-17
School Principal	Signature	Date
Renee White Shackle	*Renée White Shackle*	5.22.17
Print name of SSC Chairperson	Signature	Date
Alicia Bowman	*Alicia Bowman*	5-22-17
Network Superintendent	Signature	Date
Marcus Silvi	*Marcus Silvi*	5/25/17
Coordinator, Office of Accountability Partners	Signature	Date

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Montclair Elementary School   **Site Number:** Montclair Elementary School

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

Date	Stakeholder Group	Engagement Description
10/6/2016	ILT Summit	Review SPF data and tie to SPSA
10/10/2016	Staff Meeting	Single Plan for Student Achievement-all school activities and instruction must align with SPSA-Data Triangulating, with F&P, SRI, and SBAC-alignment with SPSA, ILT, and PD Instructional Leadership Team report out- re: 10/06/16 Summit
10/14/2016	Whole Staff	Understand the relationship between SPSA (Single Plan for Student Achievement) goals ILT Professional Development Goals Understand Data available at OUSDdata.org Review results from SRI, F&P SMI SBAC Create SMARTe goals for teacher practice and enter into Teachboost. Build community as a teacher practice. Deliverable-2016-2017 Grade level plan for achieving goals aligned with SPSA and ILT goals 1,2,3.
11/2/2016	Third Grade	Aligning annual plan with SPSA goals
11/8/2016	ILT	Contextualized SPSA Goals conversation: Academic Social Emotional Learning, Grade Level overviews, grade level essentials, implications for PD and SPSA goals
1/19/2017	First Grade	Aligning annual plan with SPSA goals
1/20/2017	All Stakeholders	Mid-Year Review of 2016-17 SPSA and Implications for 2017-2018 SPSA
1/20/2017	ILT Parent Community/Staff	Worked collaboratively with all stakeholders to develop action plan for 2017/2018 SPSA. SPSA for 2017-2018 increase student achievement in ELA and Math (goals one and two) Socio-Emotional Learning to build an all-inclusive school culture and climate (goal three) student and parent engagement (goal four). MES-Equity, Access and the Achievement Gap. Priorities. Tying all stakeholder groups together for a student focus. Montclair 2016-17. Montclair 2017-2018 SPSA.
1/27/2017	Second, Fourth	Aligning annual plan with SPSA goals
1/31/2017	Fifth grade	aligning annual plan with SPSA goals
2/2/2017	Kindergarten	Aligning annual plan with SPSA goals
2/2/2017	ILT Summit	Develop goals for SPSA for 2017-18 and Value-Added PLC

3/13/2017	Whole Staff	Our schedule needs to full support our SPSA Goals. Data Driven collaboration: 95% of students in grades 2-5 will be reading at grade level as measured by year-end SRI data and 95% of students in kindergartenand grade 1 will be reading at grade level as measured b the final F&P assessment. Small Group Instruction/Differentiation: 85% of all students grades 3-5 will score proficient or above in math as measured by SBAC and 85% of kindergarten through 2nd grade will be at grade level proficiency as measured by end of unit assessments. Equity: 80% of students in grades 1-5 will answer positively when asked "do teachers and other grown-ups at school treat students with respect?" Student Engagement:Students are using exhibiting the skills Be Safe, Be Responsible, and Be Respectful with 80% accuracy on the playground in the cafeteria and in the hallways during transitions as measured by observation and URFs
4/24/2017	SSC	Informal conversation due to low attendance, no quorum
5/22/2017	SSC	Approval of SPSA plan for 17-18. Review of 16-17 SRI, SMI and F&P by subgroup from Fall to Winter

2017-2018 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**	$178,078.00	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$59,038.56	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$0.00	TBD
After School Education and Safety Program **… ASES #6010**	$0.00	TBD
TOTAL:	**$237,116.56**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$0.00	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$0.00	TBD
21st Century Community Learning Centers **… Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$0.00**	**$0.00**

PART A: ABOUT THE SCHOOL

School Description

Montclair Elementary is a 2016 National Blue Ribbon School that is focused on teaching the whole child, so that all Montclair graduates leave school on track to be college, career, and community ready. Montclair embraces students from every background and every part of Oakland. Forty-seven percent of Montclair's students hail from outside the neighborhood. Montclair has a history of academic excellence and noted awards, with designations as a 2010 and 2014 California Distinguished School and 2015 National Blue Ribbon Award. Montclair expanded from 342 students in 2006 to its current population of well over 620, but has maintained an intimate culture with myriad opportunities for community members to learn together. Montclair prioritizes the emotional, social, and physical well being of students. This emphasis results in an enriched curriculum with offerings in drama, art, music, technology, physical education, gardening, and foreign language—in addition to robust programs in ELA, math, science, history, and social science. Montclair also hosts a variety of before and afterschool programs, enriching the academic culture while creating a social climate that fosters lasting friendships. Parents, educators, and children all share in the responsibility of creating an open and caring environment, making Montclair Elementary School, "a fantastic place to learn and grow."

School Mission and Vision

Montclair Vision
Our diversity is our strength. We provide a safe inclusive environment honoring the whole child supporting students in becoming thoughtful, creative, and engaged global citizens.
-August 2016, Montclair Teachers

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

95% of students in grades 2-5 will be reading at grade level as measured by year-end SRI data and 95% of students in kindergarten and grade 1 will be reading at grade level as measured by the final F&P assessment by the June 2018.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Percent of students reading below grade level as measured by Fountas & Pinnell	All Students	3.93%	3.00%	3.00%

Percent of students reading below grade level as measured by Fountas & Pinnell	African American Students	6.95%	5.00%	4.00%
Percent of students reading below grade level as measured by Fountas & Pinnell	Latino Students	5.82%	5.00%	4.00%
SBAC ELA	All Students	76.00%	81.00%	86.00%
SBAC ELA	Latino	58.00%	63.00%	68.00%
SBAC ELA	African American Students	45.00%	50.00%	55.00%
SRI	All Students	84.00%	89.00%	94.00%
SRI	African American Students	72.92%	77.92%	82.00%
SRI	Latino Students	75.00%	80.00%	85.00%

Other Leading Indicators for Literacy:

We will use F&P as a second indicator for grades 2-5 as well as instructional walk-through data to determine progress.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
Teachers want to collaborate, and there is a system and structure for teachers to engage in collaboration time through PLCs and common prep. Montclair is veteran staff that has deep understanding around pedagogy and reading skills. Small group specialists complete targeted interventions of students and students consistently show growth in classrooms. Our currrent successes with student acheivement can be attributed to a culture of high expectations, a strong intervention model including between the bells supports and frequent check ins with staff, teachers and families. Our practices include early identification, immediate and timely communication with families, targeted intervention and frequent monitoring of progress toward goals. Our leadershiop team meets twice monthly to assess current needs as well as analysis of data from current programs and explore possible additions/changes to what we are using. Additionally we currently have a TSA and a STIP sub working with ELLs and below grade level readers. One works with primary grades and ELLs and the other works with upper grades using the highly effective and impactful	Change management has been difficult this year, as new administration has a different vision than the previous school leader. Collaboration time is infrequent and used inconsistently. Teachers need data analysis training time and training in Professional Learning Community work. Data is not used at each grade level during collaboration time and these analyses have to be used with an equity lens. There are still students that leave their grade level underperforming. All students need to leave third grade reading at grade level. While 30 minutes of small group differentiated instruction is good much more is needed.

After a review of data we are able to determine there is a steady decline in reading movement from kindergarten through third grade. We attribute this to inconsistency of implementation during the 2016-2017 school year as well as inconsistency in grade level data input. We may expand small group instruction/differentiation to third grade depending on end of the year data, and third grade intervention and PLC plans. |

ROOT CAUSE ANALYSIS

Our root cause here is PLCs do not operate in a unified way to use data to drive instruction.
Our current successes with student achievement can be attributed to a culture of high expectations, a strong intervention model including between the bells supports and frequent check ins with staff, teachers and families. Our practices include early identification, immediate and timely communication with families, targeted intervention and frequent monitoring of progress toward goals.

Our instructional leadership team meets twice monthly to assess current needs as well as analysis of data from current programs and explore possible additions/changes to what we are using.

Our grade level PLCs meet intermittently and lack a data driven focus.

Many of our youngest EL Learners come to us with limited educational experiences. ELL students come to kindergarten with limited basic skills in phonemic awareness and number sense. In addition, students who have attended preschool in a play-based environment as opposed to an academic based environment also lack basic academic skills. It becomes the duty of the kinder and first grade teachers to bring these students up to grade level in terms of academic and social emotional learning performance. As a result in kindergarten the variation of ages, as well as academic readiness varies by about two years.

Increase collaboration time between classroom teachers.

MATHEMATICS PRIORITY: **Mathematics**

SCHOOL GOAL for Mathematics:

By June 2018, 85% of all students grades 3-5 will score proficient or above in math as measured by SBAC and 85% of kindergarten through 2nd grade will be at grade level proficiency as measured by end of unit assessments. African American students will achieve 42% proficiency by June 2017 and 46% proficiency in June 2018

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SMI	All Students	80.20%	85.20%	90.00%
SMI	African American Students	51.60%	56.60%	60.00%
SMI	Latino Students	70.50%	75.50%	80.00%
SBAC Math	All Students	73.00%	78.00%	83.00%
SBAC Math	African American Students	59.00%	64.00%	69.00%
SBAC Math	African American Students	36.36%	41.36%	46.36%

Other Leading Indicators for Mathematics:

CEoU, SMI, instructional walkthrough

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
Each kinder, first, and second grade teacher teaches five students each day from 8:30 – 9:00 am. The reason for having this small group instruction is so teachers are able to teach at each student's level of need and differentiate instruction to meet each student's instructional needs. This 30 minute time, once per week allows teachers to front-load concepts, as well as remediate and accelerate instruction in literacy and/or math dependent on student need. Most students reap the benefit of well-qualified small group specialists during the school day. Each teacher has assigned small group specialists for about four hours per week. The teacher teaches the small group specialist to work with small groups at their point of need or to monitor the entire classroom while the teacher pulls small groups of students to work with to assure grade level access to common core curriculum. Several teachers have attended and continue to attend the OUSD Saturday's Morning of Mathematics and are passionate champions of OUSD's math vision.	Teachers need training in facilitating small groups while the entire class is in the classroom and additional support with teachers holding the cognitive load. The shifts in Common Core have been challenging and there are inconsistent practices across the grade levels. Data must be input within the required deadlines. Teachers must assure all students have access to grade level, common core curriculum and instruction within the school day within the regular classroom.

ROOT CAUSE ANALYSIS
Our root cause here is that PLCs do not operate in a unified way to use data to drive instruction.

CULTURE & CLIMATE PRIORITY: **Culture & Climate**

SCHOOL GOAL for Culture & Climate:

In the 2015-2016 school year, 80.4% of fifth grade students responded that teachers and other grown-ups at school treat students with respect most or all of the time. For the 2016-2017 school year, 85% of 5th grade students respond positively in 2016-17, 90% in 2017-2018 and 100% in 2018-2019. There will continue to be no disparity between students of color and White students.

SCHOOL TARGETS for Culture & Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	All Students			
Chronic Absence	All Students			
School-specific adaption of California Healthy Kids Survey question	All Students	n/a	85.00%	90.00%

Other Leading Indicators for Culture & Climate:

School administration in grades1-5 of CHKS culture/climate questions. We will use PBIS data and URF data to determine our progress toward being safe, responsible, and respectful.

NEEDS ASSESSMENT for Culture & Climate:

STRENGTHS	CHALLENGES
We are in year one of PBIS, Positive Behavioral Intervention Systems and have chosen three basic tenants, Be Safe, Be Responsible, and Be Respectful. Each grade level teaches lessons aimed to teach the tenants at the appropriate level for their grade level. We have made posters defining what each tenant looks like in the hallway, playground, cafeteria, and classrooms. We are reading current professional works for learning how to be culturally responsive, specifically, Culturally Responsive Teaching and the Brain, authored by Zaretta Hammond. We have had trauma de-escalation training from OUSD. Overall, systems and structures exist to support students and teachers champion that work. We have relatively few office referalls and there aren't large discrepancies between students of color or students with disabilities and others.	Change management has been difficult and different initiatives have been blended together. Teachers need training in implicit bias and extensive training and professional development in developing culturally responsive teaching and management methods, and informally parents of color have expressed concern about the inclusiveness of the overall school community. Teachers and Montclair community need to recognize their own implicit bias' and work through them in order to be culturally responsive to student need.

ROOT CAUSE ANALYSIS
Our root cause is a lack of understanding of culturally relevant pedagogy and implicit bias. As we are focusing on ensuring that all of our students feel welcome at sites, it will be important to explicitly call out via professional development and reflection on our implicit bias and the need for culturally relevant pedagogy.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Student Engagement

SCHOOL GOAL for Student Engagement:

In the 16-17 school year, Montclair Elementary began to use the PBIS system to help students "Be Safe, Be Responsible, and Be Respectful" and began to use the URF system with fidelity. In the 17-18 school year, we will continue to use the PBIS system and review URF data to ensure that there is no disparity for referrals between students of color and students with disabilities. Currently, there is no disparity.
Goal: Students are exhibiting the skills Be Safe, Be Responsible, and Be Respectful with 80% accuracy, via maintaining URF levels. As of April, we have 21 URFs that were completed, and there currently is a disparity in ethnicity data.

SCHOOL TARGETS for Student Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
URF	All Students	n/a	n/a	80.00%

Other Leading Indicators for Student Engagement:

Playground, cafeteria, and hallway/transition observation, and URFs.
Metric:

NEEDS ASSESSMENT for Student Engagement:

STRENGTHS	CHALLENGES
We are in year one of PBIS, Positive Behavioral Intervention Systems and have chosen three basic tenants, Be Safe, Be Responsible, and Be Respectful. Each grade level teaches lessons aimed to teach the tenants at the appropriate level for their grade level. We have made posters defining what each tenant looks like in the hallway, playground, cafeteria, and classrooms. Students are responding well to PBIS in the cafeteria. We have implemented a cup system that rates tables red, yellow, or green. Tables earn awards for being on green such as the silver spoon and silver spatula award for exhibiting the tenants of PBIS in the cafeteria. Adults on campus watch for students who are engaging in safe, respectful, and/or responsible behavior and give positive notes to them to be collected in a school wide bucket. When the bucket is full the school will have a whole school party/celebration with an extra recess, sidewalk chalk, and teachers wearing funny hats and dancing. Strengths: The PBIS team has developed slowly and overtime being deliberate in decision-making and implementation. Teachers have worked together at grade levels to develop lessons to teach Be Safe, Be Responsible, and Respectful. Challenges: Teachers have varying commitment levels to PBIS and engaging around the teaching.	Challenges: Teachers have varying commitment levels to PBIS and engaging around the teaching.

ROOT CAUSE ANALYSIS

Our root cause is we have not yet a developed Tier 2 system through PBIS. We are in year one of PBIS, Positive Behavioral Intervention Systems and have chosen three basic tenants, Be Safe, Be Responsible, and Be Respectful. Each grade level teaches lessons aimed to teach the tenants at the appropriate level for their grade level. We have made posters defining what each tenant looks like in the hallway, playground, cafeteria, and classrooms.

Students are responding well to PBIS in the cafeteria. We have implemented a cup system that rates tables red, yellow, or green. Tables earn awards for being on green such as the silver spoon and silver spatula award for exhibiting the tenants of PBIS in the cafeteria. Adults on campus watch for students who are engaging in safe, respectful, and/or responsible behavior and give positive notes to them to be collected in a school wide bucket. When the bucket is full the school will have a whole school party/celebration with an extra recess, sidewalk chalk, and teachers wearing funny hats and dancing.

ADDITIONAL PRIORITY:	Family Engagement

SCHOOL GOAL for Family Engagement:

Families will feel that they understand Common Core State Standards and will feel ready to support their students' learning.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Number of family education sessions on academic standards and programs	All Students	n/a	n/a	600.00%

Other Leading Indicators for Family Engagement:

Family participation in school events, family attendance at conferences

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
We have an active PTA, SSC, and family community. We offer back-to-school night, an open house, and other family events throughout the year. We host the Otter Walk, Otter Bash, Founders' Day, Heritage Day, and other student and family activities.	Not all parents feel included in school activities. Parents do not have as many opportunities to learn about education topics and Common Core as we would like in order to support a strong relationship between families, the school, and teachers.

ROOT CAUSE ANALYSIS

In the past, our family events have often focused more on fundraising, entertainment, and other non-academic activities.

Our school has grown significantly over the past three years, so we have many new families.

Common Core is new, so many families are not yet very familiar with it.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If the master schedule provides for teacher collaboration time regularly/weekly the work day teachers will learn how to work effectively using a research based PLC model collaboratively to analyze data, plan lessons, support students at all levels to access grade level common core standards, then we will make growth towards closing the achievement gap at Montclair. Our data shows some grade levels use a structured PLC model, some grade levels record, submit, and analyze data to guide instruction. This work will assure our achievement gap is eliminated. If third grade has an enrichment wheel for students and value added PLC third all third graders will leave third grade reading at grade level.
SCHOOL THEORY OF ACTION for Mathematics:	If the master schedule provides for teacher collaboration time regularly/weekly the work day teachers will learn how to work effectively using a research based PLC model collaboratively to analyze data, plan lessons, support students at all levels to access grade level common core standards, then we will make growth towards closing the achievement gap at Montclair. Our data shows some grade levels use a structured PLC model, some grade levels record, submit, and analyze data to guide instruction. This work will assure our achievement gap is eliminated. If third grade has an enrichment wheel for students and value added PLC third all third graders will leave third grade reading at grade level.
SCHOOL THEORY OF ACTION for Culture & Climate:	If we read professional literature and learn to use research culturally responsive teaching strategies, then we will become an all-inclusive school where all students feel respected by adults.
SCHOOL THEORY OF ACTION for Student Engagement:	If we move into tier two PBIS for the 2017-2018 school year, then students will become more engaged in our all-inclusive school culture and climate and the overall number of URFs will be lowered.
SCHOOL THEORY OF ACTION for Family Engagement:	If we implement more parent education opportunities, families will be more familiar with the learning demands of Common Core State Standards, as well curricular areas at each grade level, and will be more engaged with the school.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Data-Driven Collaboration: Implement data driven practices and protocols within grade level professional learning communities

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People I Teams I Time I Resources*

1-1	Plan in PLCs topics for academic discussion that raises conversation from literal level comprehension and knowledge thinking through higher-level thinking, such as analysis, evaluation, and synthesis.	Provide PD on levels of thinking and questioning, observe classrooms and provide teacher feedback.	Continue focused and directed PLC time between the bells and continued focused PD for critical thinking.
1-2	Teachers will identify students for inclusion in LLI intervention using academic and observational data through PLCs to ensure that all students, including English Language Learners and Newcomers are achieving success	Provide staff to teach LLI. Observe LLI groups and provide feedback.	Provide LLI reading intervention for struggling 3rd - 5th grade students
1-3	Teachers will develop appropriate lesson plans and structures to maximize effective use of SGS time and talents.	Observe classrooms and provide teacher feedback.	Provide small group specialists to all classrooms to support small group differentiated instruction, including struggling readers
1-4	Teachers will learn to use Illuminate to develop formative assessments aligned to ELA and MATH units and analyze student work in PLCs.	Leadership team will provide PD for PLC development.	Provide time for PLCs to develop common lessons, formative assessments and analyze student data.
1-5	Teachers will use researched grounded strategies to facilitate PLC meetings and protocols for analyzing student data and student work	School leadership will provide training for facilitating and accountablility measures for horizontal and vertical PLC meetings.	Administration/Grade Level Teams/Vertical Teams/School Day PLCs and After School Wednesday PLCs/Student Data and Student Work
1-6	Teachers will colloborate to share best practices and researching regarding small group and differentiated instruction, to foster a stronger learning experience for all students	Leader provides PLC time during the school day weekly for teachers to share best practices, compare and analyze data, and plan for small group and differentiated instruction	Teachers/Grade Level/PLC during the school day/data analysis and calibration protocols
1-7			
1-8			
1-9			

Improvement Strategy #2:		Build an all-inclusive school culture and climate in alignment with the school vision.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
2-1	Teachers will participate in classroom management training and read professional literature on culturally-responsive teaching and implicit bias.	Administration will provide PD using professional literature on culturally-responsive teaching and implicit bias.	Consistent implementation of culturally-responsive teaching strategies and development of implicit bias awareness

2-2	Teachers will restore strenghten the Tier 1 system at site and create the Tier 2 protocol that proactively addresses our most vulnerable students, specifically foster youth and homeless youth	Implementation of Tier 2 PBIS - Year 2 BPIS	Consistent implementation of Tier 1 PBIS and planning. organizing. implementing and monitoring Tier 2 PBIS
2-3	Teachers will display student work and a positive classroom climate reflecting the learning of each student	Welcome new families and students to Montclair	Continue to host, through PTA, Open House for incoming Kinder Families the last week of May.
2-4	Teachers will support students with tier one behavior supports and provide universal access to grade level common core standards.	Continue to fund School Supports to support parents, classrooms, and small groups of students with strategies that will help them access grade level common core standards	Fund Tier Two and Tier Three Personnel at the needed levels, these programs and people will work with families and teachers to support SEL growth within our community.
2-5	Teachers will develop classroom management goals supporting PBIS practices	Provide PLC time so teachers meet with grade levels to plan and develop lessons supporting PBIS management strategies. Provide time for teachers to attend necessary trainings or PD's.	Provide professional time for teachers to collaborate
2-6	Teachers will assess incoming kindergartners on kindergarten readiness.	Support financial and material needs for teachers to facilitate kindergarten readiness assessments during the summer prior to organizing classes	Continue Kindergarten transition activities, i.e. Play Dates in the Park, sponsored by PTA , to introduce and intergrate incoming kinder families into our school community. These are traditionally held the three Wednesdays in August before school begins for the new term.
2-7	Teachers will identify interested students and intentionally create student leadership opportunities, like participation in Otter Tales student newspaper and student council	Observe classrooms and Otter Tales meetings at lunch and provide feedback.	Continue Otter Tales, the student newspaper, to differentiate instruction. This program addresses all learning modalities.
2-8			
2-9			
2-10			
2-11			
2-12			

Improvement Strategy #3:	Small-Group Instruction

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
3-1	Teachers provide morning small group instruction to assure universal acccess to grade level common core standards at the student's indicated level of need, which allows for differentiation for students with disabilities and GATE students	Observe and provide feedback, analyze data at each grading period to determine effectiveness of program	Maintain our intervention strategy of the first 1/2 hour of every morning being dedicated to small group instruction. Every morning from 8:30 - 9:00 every kinder, first grade, and second grade teacher pulls a small group of 4-6 students to work closely with. The balance of their classes remain on the playground for structured PE activities (to help meet the requirement) and unstructured play that supports their social & emotional competencies.
3-2	Teachers review data to determine appropriate small groups	Leader will complete data conferences for the stie and ensure that there are appropriate groups determined by needs	PLC, colloboration time, PD cycle around data-driven inquiries and use of OUSD data systems
3-3	Teachers partner with small group specialists to ensure that push-in and pull-out servies are meeting student needs for students with special needs and those that are accerlated learners	Leader will continue to fund the small group specialists	Colloboration and times and spaces, feedback for small group specilaists
3-4	Teachers use the BAL model to ensure that small groups are being pulled during literacy blocks and that students are reading at their just right level.	Leadership will complete PD to ensure that there is alignment to OUSD curriculum and Common Core Standards	Time for PD and cycle of inquiry on literacy
3-5			
3-6			
3-7			
3-8			
3-9			
3-10			
3-11			
3-12			
3-13			
3-14			
3-15			
3-16			

Improvement Strategy #4:	Offer regular, ongoing family engagement events to ensure that families are active participants in student learning and help to maintain a strong school culture.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
4-1	Offer three primary parent education sessions covering Common Core standards and other academic concerns for these grades.		
4-2	Offer three upper grade parent education sessions covering Common Core standards and other academic concerns for these grades.		
4-3	Teachers will welcome new Montclair students and families, including new kindergartners including socio-economically disadvantaged.	Welcome and recruit a diverse family and student population representative of Oakland and continue to support all families at Montclair	Continue to host, potential incoming families tours from the first Wednesday in November through the first Wednesday in January, including one Saturday and one week night tour, to appropriately show the school to potential families. and the New Parent Mixer, and Dad's Club, to acquaint new families with all the structures, procedures, players, groups and possibilities that make Montclair a wonderful place for students to grow and learn.
4-4		Welcome new families and students to Montclair	Continue to host, through PTA, Open House for incoming Kinder Families the last week of May.
4-5	Continue to offer an SBAC information night for families to learn about SBAC.		
4-6	Continue to offer family engagement nights every other month with the Principal and Assistant Principal.		
4-7			
4-8			
4-9			
4-10			
4-11			
4-12			

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
$15,549.00	General Purpose Discretionary	General classroom supplies	Small group and differintiated instruction	A2.1: Implementation of CCSS & NGSS	4310				#REF!
$133,269.00	General Purpose Discretionary	Surplus to be allocated to assistant principal to support overall school management and programs	Leaders will provide support for all programs and stakeholders related to achievement of the school goals.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399				#REF!
$5,000.00	General Purpose Discretionary	Copier maintenance agreement	School will ensure that all organizational systems and supports are in place to facilitate achievement of the school goals.	A2.1: Implementation of CCSS & NGSS	5610				#REF!
$24,260.00	General Purpose Discretionary	Interprogram school psychologist	Continue to fund .2 School Psychologist to provide individual and small group counseling for students in need.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5734				#REF!
$14,500.00	LCFF Supplemental	Stipends to support PBIS Team and Instructional Leadership Team	Implementation of Tier 2 PBIS - Year 2 BPIS	A5.1: School Culture & Climate (Safe & Supportive Schools)	1120				#REF!
$19.17	LCFF Supplemental	High-interest/culturally-relevant books or e-books for Leveled Classroom libraries	Provide LLI reading intervention for struggling 3rd - 5th grade students	A3.2: Reading Intervention	4200				#REF!
$44,519.39	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher: STIP sub	Provide LLI reading intervention for struggling 3rd - 5th grade students	A3.2: Reading Intervention	2400	TEACHER STIP	TCSTIP0097	1.00	#REF!
$10,000.00	Measure G: TGDS	Stipends for alternate observers to support TGDS	Leaders and TGDS Alternate Observers/Grade Level Collaboration	A2.6: Teacher Evaluation	1120				#REF!
$592.01	Measure G: TGDS	Supplies to support TGDS	Leaders and TGDS Alternate Observers/Grade Level Collaboration	A2.6: Teacher Evaluation	4310				#REF!
$6,234.29	Measure G: TGDS	STIP sub to provide time for alternate observers for TGDS	Provide opportunities for observation by grade level teams of other schools with proficiency in use of academic discussion.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0599	0.10	#REF!
$90,753.40	PTA Resources	Prep teacher to support arts integration and provide coverage to allow teachers to participate in PLCs and other professional development.	Plan in PLCs topics for academic discussion that raises conversation from literal level comprehension and knowledge thinking through higher-level thinking, such as analysis, evaluation, and synthesis.	A2.8: Data & Assessment		TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	1.00	#REF!
$462.82	Supplemental Program Investment	Purchase professional texts for culturally-responsive teaching strategies.	Teachers will participate in classroom management training and read professional literature on culturally-responsive teaching and implicit bias.	A2.2: Social Emotional Learning	4200				#REF!
$24,937.18	Supplemental Program Investment	STIP sub to provide time for alternate observers for TGDS	Provide opportunities for observation by grade level teams of other schools with proficiency in use of academic discussion.	A2.6: Teacher Evaluation	2400	TEACHER STIP	TCSTIP0599	0.40	#REF!

School Site Council Membership Roster – Elementary

School Name: Montclair Elementary   **School Year:** _____2016-17_____

Chairperson: Renne White	**Co-Chairperson:** Sarah Hauser
Secretary: Amy Hazer	***Parliamentarian:** Kari Stewart
*LCAP EL Parent Advisory Nominee:	***LCAP Student Nominee:**

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
A'sonda Adams				X
Sarah Hauser				X
Renne White				X
Kari Stewart				X
Amy Hazer				X
Elizabeth Austin	X			
Antionette Holland			X	
Karen Nicole		X		
Julie Chanter		X		
Marilyn Spingam		X		

Meeting Schedule (day/month/time)	**TBD- Proposed 3rd Tuesday of each month**

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;

. Parent/community members cannot be OUSD employees at the site.

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