OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 24, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
            Allen Smith, Chief of Schools
            Vernon Hal, Senior Business Officer
            Ruth Alahydoian, Chief Financial Officer
            Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Greenleaf 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, 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 to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

> ➢ Title I
> ➢ 21st Century After School Programs
> ➢ After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Greenleaf Elementary School.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School:	**Greenleaf Elementary School**
CDS Code:	1612590115618
Principal:	Melanie Schoeppe
Date of this revision:	6/10/2015

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact Person:	Melanie Schoeppe	**Position:**	Principal
Address:	6328 East 17th Street	**Telephone Number:**	510-636-1400
	Oakland, CA 94621	**Email Address:**	melanie.schoeppe@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 6/24/2015

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

School Site Name: Greenleaf Elementary School   **Site Number:** 112

[X] Title I Schoolwide Program

[ ] Title I Targeted Assistance Program

[X] After School Education & Safety Program (ASES)

[X] Local Control Funding Formula (LCFF) Base Grant

[X] LCFF Supplemental Grant

[X] LCFF Concentration Grant

[ ] School Improvement Grant (SIG)

[X] 21st Century

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: _~~Anderson~~_ _~~Whanham~~_ _4/29/2015_

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

[X] Fliers in students' home languages

[ ] Announcement at a public meeting

[X] Other (Notices and Media Announcements, etc.)

Signatures:

Print name	Signature	Date
Melanie Schoeppe _(Print name of School Principal)_	_(Signature)_	5/21/15
Minerva Lopez _(Print name of SSC Chairperson)_	Mana Lopez _(Signature)_	5/28/15
Wesley Jacques _(Print name of Network Superintendent)_	Wes Jacques _(Signature)_	5/28/15
Susana Ramirez _(Susana Ramirez, Director, State & Federal Programs)_	Susana _(Signature)_	6/5/15

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: Greenleaf Elementary School   **Site Number:** 112

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description

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 Base #0000**	$84,142.00	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$271,049.89	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$50,000.00	TBD
After School Education and Safety Program (FTE Only) **… ASES #6010**	$96,879.17	TBD
TOTAL:	**$502,071.06**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$116,055.51	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$2,897.73	TBD
School Improvement Grant **… SIG Resource #3180**	$0.00	TBD
21st Century Community Learning Centers (FTE only) **… Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$118,953.24**	**$0.00**

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1:   Balanced Literacy

LCAP strategic priorities addressed by this Major Improvement Priority:

✓   1. College & Career Readiness (LCAP Goal 1)

✓   2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)

3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)

4. Student Engagement (LCAP Goal 5)

5. Parent/Family Engagement (LCAP Goal 6)

6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

• MAIN SCHOOL GOAL: Increase by 20 percentage points the percent of students (2nd-8th grade) reading at or above grade level as measured by SRI.

• RELATED SCHOOL GOAL: 50% of Greeenleaf Scholars will be on grade level by the end of the year, as measured by the SRI.

• RELATED SCHOOL GOAL: Kinder/1st graders (in both English and Bilingual classes) will meet level D and level J comprehension levels as measured by F&P running records.

• RELATED SCHOOL GOAL: Students will grow an average 1.5 grade levels on summative writing assessments (focus on elaboration for K-5 and argument and analysis for 6th-8th).

• RELATED SCHOOL GOAL: The amount of ELL students who started in kindgarden and are reclassified by 5th grade will improve by 10%.

STUDENT GOAL TARGET(S) for Improvement Priority #1

Indicators for Student Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
SRI	MAIN SCHOOL GOAL: School-wide percent at or above grade level	16.00%	30.00%	50.00%
SRI	RELATED SCHOOL GOAL: 2nd - 8th graders growth of year or more on SRI: Students at or above grade level at the baseline assessment will grow at least one year. Students below grade level at the baseline assessment will grow at least 1.5 years	At Grade Level: 65% one year growth. Below Grade Level: 48% 1.5 years growth.	At Grade Level: 85% one year growth. Below Grade Level: 68% 1.5 years growth.	At Grade Level: 100% one year growth. Below Grade Level: 88% 1.5 years growth.

Other	RELATED SCHOOL GOAL: Percent of Kinder/1st graders meeting level D and level J comprehension levels as measured by Fountas+Pinnell running records.	K: 76% met; 1st: 84% met	100% for both	100% for both
Other	RELATED SCHOOL GOAL: 1.5 years growth on writing rubric, end of year growth goals set for each student at beginning of year	60% of students met goal	100% for both	100% for both
Other	RELATED SCHOOL GOAL: ELL students who started in kinder garden will be reclassified by 5th grade.	26.80%	36.80%	46.80%

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
Majority of students in each grade level meet their January and June growth goals	At mid year SRI, 45% of 2nd & 55% 3rd graders were one year below or at grade level, but 5th grade had 43% one year below or at grade level with only 5% growt
K-2 has greater growth in reading levels compared to rest of the school, K on track to meet end of the year F&P goals	4th & 5th grades posted the weakest "progress" percentages for the "at" and "below" groups
Reclassification data steadily increased over past three year	Numbers of LTEL in middle school reclassify as a much smaller rate.
Almost 80% of first graders are on track to meet their end of the year growth goal	By the end of second grade about 22 students have not met their English readin goals and need additional ELD support.
100% of grade levels have developed reading summative assessments for each genre based unit.	Significant amount of 3rd and 2nd graders stuck within one level (M for 3rd and J for 2nd)
100% of kinders and 1st graders are on track for on grade level as measured by DIBELS	4th grade reading level growth and percent of student on grade level is on average 10% lower than other grade levels
Teachers have set and consistently monitored writing growth goals during every Trimester and triangulated it with reading growth data	Within 2nd grade there is a 20% discrepency between the students who met their January growth goal and those that didn't

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

School Leadership Team Observation/Feedback: As the grades increase teachers are less proficient in teaching reading fundamentals so the gaps increase.

Observation/Feedback and our Extended Site Visit has shown that teachers are consistently implementing Readers and Writers Workshop (quality varies for new teachers). Quality of reading and writing mini lesson varies across teachers. Alignment between independent reading and shared reading varies. Use of complex text is consistent across school and within grade levels.

Observation/Feedback/Conversations with Teachering during Academic Conferences: Teachers want professional development around how to use conferring, both in Readers and Writers workshop. Teachers set and consistently monitored writing growth goals during every Trimester and triangulated it with reading growth data, now they can set professional growth goals around their student goals.

Leadership reflection and Academic Conference Reflections reveal that the intervention currently provided does not meet the needs of the K-8 student body. Currently, literacy intervention is supported for grades 1st-3rd in English only classes.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

In using a "5 WHYs" protocol, our school identified the following Root Causes (the last WHY in each row):

WHY1: All teachers need norming on ALL aspects of balanced literacy. WHY 2: This year we've introduced using complex text and close reading but people struggle to understand how to integrate close reading within the total readers workshop model. WHY3: Teachers now need to norm on all the aspects of Balanced Literacy and ensure that the practices they are becomming proficient in translate into readers workshop structures.

WHY1: All students don't get the same, high-quality Balanced Literacy instruction. WHY2: Teachers, especially our newest teachers, are struggling with the transition to the CCSS and to the specific planning requirements of Balanced Literacy (mini-lessons; Readers & Writers workshop). WHY3: We have not differentiated our supports for teachers (literacy coach; grade-level planning time; observation & feedback) to implement high quality Readers Workshop, however we did provide additional PD for new teachers during the first Trimester.

WHY1: Fewer lower readers participate in the pull-out intervention block in 1st-3rd grades than bilingual classes or 4th-8th grade. WHY2: Our current literacy intervention teacher only has capacity for those grade levels. WHY3: Leadership has not invested resources into more staff for intervention.

MAJOR IMPROVEMENT STRATEGY #1

Implement key elements of Balanced Literacy, specifically quality mini-lessons and Reading & Writing Workshops with a focus on daily acess to complex texts and aligned literacy intervention for all grades K-8.

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:*
All Kinder-5th grade teachers implementing Reader's Workshop. 6th-8th grade Humanities teachers create systems and structures to support reading growth including reading goals, AR, Achieve 3000 and small group tutoring and intervention. 6th-8th grade Humanities teachers use genre based assessments and reading growth goals.	Weekly check-in with literacy coach and Principal to progress monitor and identify PD needs and individual support, with particular attention to teaching practices that support EL students	Twice a week planning sessions for all Kinder-5th grade with literacy coach - teaching points and mini lessons planned. 6th- 8th grade Humanities weekly meetings, literacy academic conferences for all grade levels using multiple sources of data.

Kinder-5th grade focus on reading mini lessons for independent reading and guided reading and individual conferring as a balanced in class strategy.	Provide training and feedback on readers and writers workshop, organizing excellent school visits and planning time with Literacy Coach and grade level team to continue growth in balanced literacy best practices.	Pull-out intervention block for ALL grades, release time and extended contract for tutoring and planning.
2nd-8th grade implementing AR quizzes and goals to progress monitor (the AR goals will align as close as possible to SRI goals)	Literacy coach train and develop teachers on how to use AR as a motivation for reading, as a piece of self reflection and monitoring for teachers.	Trimester celecrations of AR growth, Investment in AR each year, increase support and coaching around how to use technology to enhance instruction and foster reading growth.
Ensure that K-5 teachers within grade levels are integrating best literacy practices into Readers Workshop and 6th-8th grade humanities teachers are implementing literacy best practices that they develop and norm on as a deparment	Literacy coach and Principal conduct grade level deep dives so that they can observe the entire literacy block for a grade level. Literacy coach then plans and facilitates grade level specific PD planning time and co observation cycle to measure professional growth.	Subs for planning time with literacy coach, dedicated time between literacy coach and principal to observe the entire reader's workshop block of an entire grade level. Prioritize which grade to focus on each trimester through debreifing reading data and observation feedback from the previous trimester.
Teachers develop focus students for each data cycle, teachers then work as a grade level to decide on a literacy level that they want to collaborate on to accelate growth (ex: 4th grade decides to use PLC time to reaseach and plan how to move students that are in Level M - they then schedule time to monitor progress on their instruction).	Leading 3x/year data meetings around literacy data (including, SRI, DIBELS, F&P, Litreacy formative assessments and writing assessments. Particular attention to ELs and AAMs.	In PLCs grade levels develop a 4-6 week cycle on literacy growth to supplement their focus students for their whole class instruction and intervention.
K-8 Teachers work with intervention teacher to align intervention strategies	Utilize COST meetings to cordinate literacy intervention systems and analyze data to make sure interventions are effective (analyze the effectiveness of one COST meeting analyzing all the needs of the school - determine if additional COST type meetings will help align the interventions as the number of students in intervention increases.	Fund an additional TSA for reading intervention for grades 4-8
All grade levels will refine their summative literacy assessments for each genre.	Literacy coach organize PDs for vertical alignment of standards and assessments	PD time, release time, ILT time spent on reviewing and discussing assessments, funds to print and grade assessments.

MAJOR IMPROVEMENT PRIORITY #2: Mathematics

LCAP strategic priorities addressed by this Major Improvement Priority:

✓ 1. College & Career Readiness (LCAP Goal 1)

2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)

✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)

4. Student Engagement (LCAP Goal 5)

5. Parent/Family Engagement (LCAP Goal 6)

6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

• MAIN GOAL: 50% of students proficient on the summative SBAC math assessment.

• RELATED GOAL: Increase by 20 percentage points the percent of students who are proficient on performance tasks, as measured by unit assessments.

STUDENT GOAL TARGET(S) for Improvement Priority #2

Indicators for Student Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
SBAC Math proficiency rate	% of students profcient on summative SBAC Math assessment	0	30%	50%
Other	Trimester assessment data to measure student proficiency on PT from unit to unit	30%	50%	70%

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
The number of students proficient on PT from Timester 1 to Trimester 2 increased on average by 20% (grades K-2)	4th grade proficiency on PT only improved by 8% on average
100% of grade levels use PTs as formative assessments	Growth on formative assessments did not translate to growth on the Trimester assessments
Teachers used PD time to plan lesson series that use material from Expressions and from the OUSD guide	Within grade levels there were descrepencies between teachers

Teachers saw growth on the formative assessments they used during their grade level COIs	There was vast improvement in K-2, with lower improvment in grades 4-5 from the Trimester 1 to Trimester 2 math assessment
The middle school math data out performed the district average by 20%	

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

School Team Reflections: As we continue to focus on math performance tasks, we often lose focus on how to help students navigate multi step work problems and constructed response, students improve on being able to navigate PTs in class but can't approve them with the same critical thinking during the Timester Assessment.

ILT Reflections: Teachers want more professional development (including excellent school observations) on alternative math lesson designs, as aligned to the critical thinking needed

School Team Reflections: Students need instruction and opportunities to continue to develop critical thinking skills AND master skills like math facts, quick conversions (middle school)

Across the board the grade levels do not use effective lesson design strategies to facilitate students working through PTs

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

WHY1: We use the majority of our whole group PD time on literacy WHY2: Leaders don't know how to use Math TL for PD WHY3: Leaders need to spend time making a strategic plan around math with Math TL and find creative ways to introduce and follow up on math PD

WHY1: We do not know where we should access resource on alternative lesson designs and places to observe excellent math instruction WHY2: No one on the leadership team has the capacity to support math and literacy at the current moment WHY3: The leadership team has not developed the Math teacher leader to provide that support to teachers

MAJOR IMPROVEMENT STRATEGY #2

Implement key elements of an effective math instruction block, specifically on critical thinking as it shows up on performance tasks.

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:*
Teachers use once a week PLCs to plan math instruction and create formative assessments, that support critical thinking during all math blocks	School leadership team staff sit in COI PLC to hold teachers accountable to regularlly analyzing math formative assessments - Leaders identify resources that teachers will use throughout the year to improve their math instruction	Prep Teacher to provide additional planning time, COI tools, ILT grade level leader to help ensure they follow their data analysis calendar and create meaningful, backwards planned formative assessments. PD calendar that supports math planning with the math resouces that offer math lesson design resrouces.

Teachers create formative assessments, backwards planned from the SBAC and math standards	Leaders review assessments and unit plans and provide feedback.	Data collection and data reports for each math data cycle
Teachers use Peformance tasks in both assessments and instruction to help develop students critial thinking skills	Leader ensures that data anylsis templates and conferences dive into PT	Data analysis calendar, sub release time for meetings, small group workshops
Teacher unit plans include opportunities to show mastery of subskills and ability to effectively tackle performance tasks	Math TL analyzes data with school leadership team and plans PD with ILT	Academic conferences for teachers to reflect on their instruction and create math differention plans
		Data cycles aligned to math assessments with quick turnout of data for analysis

MAJOR IMPROVEMENT PRIORITY #3:   **Climate and Culture**

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✔ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- ✔ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

• MAIN GOAL: 100% of 8th graders are admitted to their first or second choice high school and have a path toward College, Career and Community readiness

• RELATED GOAL: Imporovement on CHKS - 95% of students will strongly agree that they are treated fairly and that adults respect them.

• RELATED GOAL: Decrease the amount of office referrals by 30%

• RELATED GOAL: Decrease the amount of office referrals by 30%

• RELATED GOAL: Increase the amount of conflicts solved through restoractive justice facilitation by 20%

STUDENT GOAL TARGET(S) for Improvement Priority #3

Indicators for Student Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
Other	90% of students admitted to first or second choice HS (including district, charter or private school)	60%	70%	85%
Other	95% of students will feel like rules and consequences are applied fairly (CHKS)	85%	95%	98%
Other	95% of students will feel that all adults in school respect them (CHKS)	85%	95%	98%
Suspension	OFFICE REFERRALS: Decrease in number of office referrals (measured by referral spreadsheet)	100 referrals	75	50
Suspension	OFFICE REFERRALS: Increase in the amount of office referrals solved through restorative justice (measured by referral spreadsheet)	20%	35%	50%

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
4 staff memebers express interest in restorative justic practices	Disproportionate amount of African American males referred to office
Established Climate and Culture Team	Not enough data for elementary students grades K-4
100% of staff is supportive of analyze current school practices around progressive discipline strategies	Students need to engage more with school wide decisions

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Staff Observations: tier 3 behavior support plans are hard to create and sustain, which leads to an increasing amount of students that are out of class

Referral Data: Disproportionate number of referrals coming from PREP teachers and unstructured time (recess)

Observations: New teachers have significantly more referrals from in class behavior

School Leadership Team: limited capacity to do more than follow up discipline, which doesn't lead to decreased referrals for Teir 3 kids

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

WHY1: Few staff members are sufficientlly trained in RJ practices WHY2: Limited PDs

WHY1: Difficulty in creating and maintaining Tier 3 beahvior support plans WHY2: COST team is at capacity with Counseling, Reading intervention, New Comer Support, and SPED services WHY3: We like to bring everyone to the table to discuss student needs but it's become too much and we cover more students but with less depth

WHY1: First year with real student voice through Student Council, however several missed opportunities WHY2: More planning time needed for incorporating student voice into school decisions

MAJOR IMPROVEMENT STRATEGY #3

Strengthen the school climate and culture so that all students are supported and successful in school.

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:*
Maintain Tier 3 behavior support plan	Create and develop Culture and Climate working group to hold the feedback and maintanince of Tier 3 bahvaior support plans	Hire and train a Dean of Culture position who works with families and teachers when a student has 5 or more referrals
Teachers know how and can utilize RJ support for all students	Hire and train a Dean of Culture position	Hire and train a Dean of Culture position
Teachers know how to support and teach students respectful plan and interaction outside of the classroom and how that is integrated with in classroom success and meeting achievement goals	Regulary coaching around individual student needs, more support with creating behavior support plans	Incorporate work into COST team
	Create and develop Culture and Climate working group to hold the feedback and maintanince of Tier 3 bahvaior support plans	

MAJOR IMPROVEMENT PRIORITY #4: College and Career Readiness and Parent Involvement

LCAP strategic priorities addressed by this Major Improvement Priority:

✓ 1. College & Career Readiness (LCAP Goal 1)

2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)

3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)

4. Student Engagement (LCAP Goal 5)

✓ 5. Parent/Family Engagement (LCAP Goal 6)

6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #4

• 100% of students are on track to enter high school (passing grades and behavior)

• 80% of students have a gpa of 2.0 or higher

• 100% of students meet 8th grade graduation requirements

STUDENT GOAL TARGET(S) for Improvement Priority #4

Indicators for Student Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
Grades D&F rate	Mid and final grades for each marking period	15%	5%	0%
History Writing Task	Percent of students proficent on HWTs	60%	70%	85%
SBAC Math proficiency rate	Percent of students proficent on math Trimester assessments	70%	80%	95%

DATA ANALYSIS for Improvement Priority #4

Performance Strengths	Performance Challenges
100% of 8th graders actively worked towards enrolling in a HS of their choice, aligned with their goals	On average 3 students from each grade level struggle to pass their classes and promote to the next grade
10% of 8th graders applied for ABC and competed for spaces and financial aid to top private HS	30% of students did not recieve their first choice OUSD traditional public school
100% of teachers and students participate in Career Day	5% of students do not identify with current leadership structures, as identified by informal conversations with students
30% of middle school students have a leadership role within the school that is aligned to their interests and goals	Far below basic students still don't make enough growth to be on grade level for the HWT or math

High levels of proficiency on HWT and Math Trimester Assessments	Far below basic students still don't make enough growth to be on grade level for the HWT or math

ROOT CAUSE ANALYSIS for Improvement Priority #4

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

We need to further improve the effectiveness of our extended day

We need to ensure that we work with families in the high school options process

We need to ensure that we are differentiating for all students with a special focus on students who are far below because in middle school they are the hardest to move

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

WHY1: The extended day is a new model and we need to seek out additional models

WHY1: We need to analyze the data we are using for each data cycle to ensure that we have the right data to differentiate for students in literacy and math WHY2: We are not seeing enough growth and it might be because we are not pushing on the right student lever

MAJOR IMPROVEMENT STRATEGY #4

Improve the middle school extended day and analyze success through effective data sources.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Data analysis on data that higlights the needs the far below basic students	Organize monthly meetings with parent leaders, collect next steps and engage in a cycle of change that is measured by each meeting	School leadership team, community engagement coordinator, monthly meeting time
Regular communication with parents around student achievement and goal setting	Support to reach parents, maintain data analysis cycles with a focus on student growth goals	Regular data cycles, reports and time dedicated to analysis and parent conferences, data analysis PD and PD on selecting focus students and differentiation plans
	Organize monthly meetings with parent leaders, collect next steps and engage in a cycle of change that is measured by each meeting	Support to reach parents, maintain data analysis cycles with a focus on student growth goals

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	$745,469
Early Childhood Education	$1,964,450
Mental Health Services	$175,000
Literacy	$800,000
Summer School	$400,000

• Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

• District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)

• After–School and Summer School programs funded by categorical programs

• Data analysis services, software, and training for assessment of student progress

• Early Childhood Education services for preschool children

School:	Greenleaf Elementary School											

BUDGET ACTIONS & FUNDING:	IMPROVEMENT PRIORITY #1 (Balanced Literacy)											*Click here for the full list of LCAP strategies.*
Key Practice	**School Goal Indicator**	**Targeted LCAP Student Group**	**Budget Action**	**Budget Resource**	**Object Code**	**Position Title**	**UPC**	**FTE**	**Budget Amount**	**Budget Action Number**	**Title I Schoolwide Action?**	**Associated LCAP Strategy**
All Kinder-8th grade literacy teachers planning and implementing effective literacy instruction.	SRI	Low-Income Students	Sub for PD time and STIP Sub for regular observation and literacy planning release time	Title I Basic	1120	STIP	TCSTIP0397	.6	$15,708.87	112-1A	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Grade level and middle school department PLCs focused on literacy planning and data cycles	SRI	English Language Learners	Extra EEIP teacher	LCFF Supplemental	1120	EEIP	TCEEIP0154	1	$52,085.47	112-1B	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Pull-out intervention block using LLI for grades 4th-8th	SRI	Low-Income Students	Additional Clasroom Teacher for binlingual and 6th-8th grade Intervention	LCFF Supplemental	1120	TSA	TSHLT9999	1	$54,681.11	112-1C	Targeted Approaches	A3.2: Reading Intervention
3rd-8th grade implementing AR quizzes and goals to progress monitor	SRI	Low-Income Students	Accelerated Reader License	Title I Basic	4910			4928.67	$4,928.67	112-1D	Targeted Approaches	A3.2: Reading Intervention
Weekly observation/feedback for each teacher with literacy coach	SRI	English Language Learners	TSA Literacy Coach	Title I Basic	1120	TSA	C10TSA0005	1	$68,579.97	112-1E	Targeted Approaches	A3.2: Reading Intervention
3 Hr. a week for each teacher to provide literacy tutoring (aligned to differentiation plan created each data cycle) Total of 30 hours for the year	SRI	Low-Income Students	Teacher extended contract time (15 Hrs x 25 teachers x $25 =	General Purpose Discretionary	1120			9375		112-1F	Extended Learning Time	A3.2: Reading Intervention
Supplies to lead 3x/year data meetings around literacy data. Particular attention to ELs and AAMs.	SRI	English Language Learners		Title I Basic	4310			2656	$2,656.00	112-1G	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Funding priority - making sure classroom libraries and materials are robust and continue to be re-stocked- making sure teachers have materials for centers, etc.				Title I Parent	4399				$2,897.73	112-1H	Family Engagement	A3.3: Family Engagement focused on Literacy Development
PD time, release time, ILT time spent on reviewing and discussing assessments, funds to print and grade assessments.			Teacher extended contract time (15 Hrs x 9 teachers x $25 =	General Purpose Discretionary					$14,502.00	112-1I	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Supplies for instruction	Other	Low-Income Students	Instruction supplies	General Purpose Discretionary	4310				$32,640.00	112-1J	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Prep teacher to support three time a week PLC model to analyze data and improve instruction				LCFF Concentration	1120				$50,000.00	112-1K	Targeted Approaches	A4.4: Teacher Professional Development focused on English Learners
Supplies for ELL students to supplement instruction				Title I Basic	4399				$2,270.67	112-1L	Targeted Approaches	A4.1: English Learner Reclassification
Extended time for K-5 students, focused on reading through our After School Program. Principal works weekly with ASP director to analyze student reading data and make adjustments to program.	SRI	Low-Income Students	After School Program Budget for BACR	21st Century	Consultants					112-1M		
Extended time for 6-8th grade students, focused on reading through our After School Program designed for our Middle Schoolers (Citizen Schools). Principal works weekly with ASP director to analyze student reading data and make adjustments to program.	SRI	Low-Income Students	After School Program Budget for Citizen Schools (Middle School Students)	After School Education & Safety (ASES)	Consultants					112-1N		

PD time, release time, ILT time spent on reviewing and discussing assessments, funds to print and grade assessments.										112-1O	

BUDGET ACTIONS & FUNDING:	**IMPROVEMENT PRIORITY #2 (Mathematics)**										
Key Practice	**School Goal Indicator**	**Targeted LCAP Student Group**	**Budget Action**	**Budget Resource**	**Object Code**	**Position Title**	**UPC**	**FTE**	**Budget Amount**	**Budget Action Number**	**Title I Schoolwide Action?**	**Associated LCAP Strategy**
Teachers use once a week PLCs to plan math instruction and create formative assessments, that support critical thinking during all math blocks	SBAC Math proficiency rate	Low-Income Students	Additional Prep Teacher - see funding description in Priority 1				see priority 1	see priority 1	see priority 1	112-2A	
Teachers create formative assessments, backwards planned from the SBAC and math standards	SBAC Math proficiency rate	Foster Youth	Additional Prep Teacher - see funding description in Priority 1				see priority 1	see priority 1	see priority 1	112-2B	
Teachers use Peformance tasks in both assessments and instruction to help develop students critial thinking skills	SBAC Math proficiency rate	Low-Income Students	0							112-2C	
Teacher unit plans include opportunities to show mastery of subskills and ability to effectively tackle performance tasks	SBAC Math proficiency rate	Low-Income Students	0							112-2D	
15 Hr. a week for each teacher to provide literacy tutoring (aligned to differentiation plan created each data cycle)	SBAC Math proficiency rate	Low-Income Students	Teacher extended contract time (15 Hrs x 25 teachers x $25 =	General Purpose Discretionary	1120				$30,000.00	112-2E	
Teacher leader faciliates PD with ILT aligned to math needs, identified from Trimester data	SBAC Math proficiency rate	Low-Income Students	ILT Extended Contract Time	General Purpose Discretionary	1120				$7,000.00	112-2F	
Extra teacher for smaller class sizes so teachers can plan and differentiate instruction for one class instead of two in a combo structure, this also supports differentiation for Gifted and Talented students - enables teachers to support lower and higher students.	SBAC Math proficiency rate	Foster Youth and GATE students	Teacher	LCFF Supplemental					$17,756.00	112-2G	A6.2: Family Engagement Professional Learning for Administrators
Part of a prep teacher to support planning	SBAC Math proficiency rate	Low-Income Students	Teacher	LCFF Supplemental					$45,354.84	112-2H	A6.5: Academic Parent-Teacher Communication & Workshops
				LCFF Supplemental					$52,085.47	112-2I	

BUDGET ACTIONS & FUNDING:	**IMPROVEMENT PRIORITY #3 (Climate and Culture)**										
Key Practice	**School Goal Indicator**	**Targeted LCAP Student Group**	**Budget Action**	**Budget Resource**	**Object Code**	**Position Title**	**UPC**	**FTE**	**Budget Amount**	**Budget Action Number**	**Title I Schoolwide Action?**	**Associated LCAP Strategy**
Maintain Tier 3 behavior support plan	Suspension	Low-Income Students								112-3A	
Teachers know how and can utilize RJ support for all students	Suspension	Low-Income Students	PD for Teacher Leaders	General Purpose Discretionary	1120				see teacher stipends for priority 1	112-3B	
Teachers know how to support and teach students respectful plan and interaction outside of the classroom and how that is integrated with in classroom success and meeting achievement goals	Suspension	Low-Income Students	Dean of Culture TSA	LCFF Supplemental			C10TSA0077	1.0	see teacher stipends for priority 1	112-3C	

Key Practice		Targeted LCAP Student Group	Budget Action		Object Code				Budget Amount	Budget Action Number		
Create Climate and Culture working group	Other	Low-Income Students	Teacher Stipends	General Purpose Discretionary	1120				see teacher stipends for priority 1	112-3D		
Extra teacher to support planning time	Suspension	Low-Income Students	EEIP Teacher	LCFF Supplemental					$10,472.00	112-3E		
Teacher stipends for planning time, TK/K teachers to plan specific culture plans and lessons to ensure that our students come out of TK/K with a strong SEL founation, which will support them in all the grades.	Other	Low-Income Students	Stipends	LCFF Supplemental	1120				$38,615.00	112-3F		
Surplus for math intervention for ELLs										112-3G		
Hire and train a Dean of Culture position who works with families and teachers when a student has 5 or more referrals										112-3H		
Hire and train a Dean of Culture position										112-3I		
Incorporate work into COST team										112-3J		

BUDGET ACTIONS & FUNDING:	IMPROVEMENT PRIORITY #4 (College and Career Readiness and Parent Involvement)											
Key Practice	**School Goal Indicator**	**Targeted LCAP Student Group**	**Budget Action**	**Budget Resource**	**Object Code**	**Position Title**	**UPC**	**FTE**	**Budget Amount**	**Budget Action Number**	**Title I Schoolwide Action?**	**Associated LCAP Strategy**
Extended day for middle school students	SBAC Math proficiency rate		Extended Teacher Contract time (see priority one)							112-4A		
College themed classrooms and a college going culture visions for each classroom	Grades D&F rate		ILT work (ext contract - see priority 1)							112-4B		
Academic Achievement at the focus of mission and vision for school	Grades D&F rate		ILT work (ext contract - see priority 1)							112-4C		
Organize monthly meetings with parent leaders, collect next steps and engage in a cycle of change that is measured by each meeting										112-4D		
Support to reach parents, maintain data analysis cycles with a focus on student growth goals										112-4E		
School leadership team, community engagement coordinator, monthly meeting time										112-4F		
Regular data cycles, reports and time dedicated to analysis and parent conferences, data analysis PD and PD on selecting focus students and differentiation plans										112-4G		
Support to reach parents, maintain data analysis cycles with a focus on student growth goals										112-4H		

Greenleaf K-8 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

_____
Teacher

_____
Parent/Guardian

Title I School Parental Involvement Policy   2014 - 2015
(italics indicate an area that needs to be completed)

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

(Greenleaf) agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan. *(As an SSC we regularly review student achievement data to determine our needs and strategic actions. We then get parent input on how they prioritize the way we spend our Title 1 funds, from there we will develop how we spend our Title 1 funds and bring it to the SSC for approval.)*

- Offer a flexible number of meetings for parents. *(We have a monthly meeting after school on school grounds at the same time and same place each month .)*

- 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. *(We regularly ask for feedback from our SSC and brainstormed the parent involvement policy.)*

- Provides parents of Title I students with timely information about Title I programs. *(We bring regular updates to our SSC meeting and solicit feedback.)*

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. *(We hold regular all school data nights, where we share our data, assessments and curriculum with parents. Grade levels follow up with parent workshops each month. Teachers review data and assessments with parents and students at the monthly workshops. All of this information is also reviewed at SSC meetings.)*

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. *(The leadership team runs the SSC meetings and also holds regular meetings with parents when asked, in addition to whole school data events the leadership team will meet with parents one on one when necessary.)*

School-Parent Compact

(Greenleaf) 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

(Greenleaf) 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

    (Whole school data nights, grade level family workshops, SSC meetings and Family of Color Council meetings.)

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *(This happens at regular meetings between parents and teachers, and at whole school data conferences and grade level workshops.)*

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *(We do this through regular SSC and Family of Color Council meetings, one on one conferences between families and teacher, grade level workshops and whole school data nights.)*

- 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. *(We do this through regular grade level workshops, family teacher conferences, SSC meetings and whole school workshops.)*

- 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. *(We make sure all students have flyers in multiple languages that advertise the SSC meetings and all school events. We also hold our SSC meetings at the same time and place for regularity.)*

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *(We support all our parents through regular meetings that encompass all the data, and curricular needs of our students. The meetings go from the whole school level to the one on one level, depending on what our families need.)*
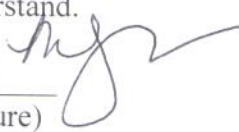
Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *(All our materials are in several languages and we provide translation during meetings.)*

Adoption

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

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

_Melanie Schoeppe_____
(Principal's Signature)

_____08/30/14_____
(Date)

School Site Council Membership Roster – Elementary

School Name: _____   **School Year:** _____

Chairperson :	**Vice Chairperson:**
Secretary:	***LCAP Parent Advisory Nominee:**
*LCAP EL Parent Advisory Nominee:	***LCAP Student Nominee:**

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.

Meeting Schedule (day/month/time)	

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
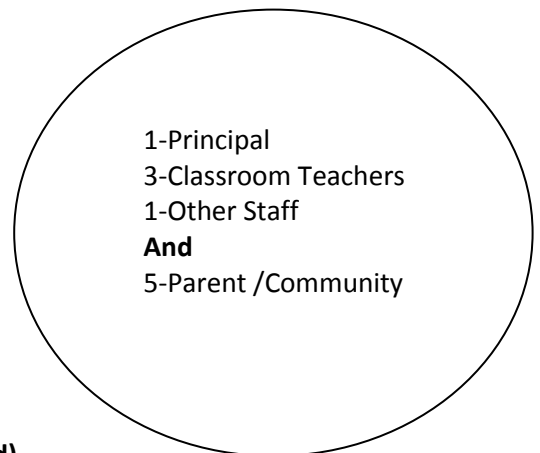
(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.