

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Markham Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Markham Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Markham Elementary School
CDS Code: 1612596002059
Principal: Alana Whitt-Smith
Date of this revision: 5/11/2016

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

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

The District Governing Board approved this revision of the SPSA on: 6/22/2016

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

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Markham Elementary School

Site Number: 138

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 17, 2016

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

- Fliers in students' home languages
- Announcement at a public meeting
- Other (Notices, Media Announcements, etc.)

Signatures:

<u>Alana Whitt-Smith</u> Print name of School Principal	<u>Alana Whitt-Smith</u> Signature	<u>5/17/16</u> Date
<u>Brenda Theodore-Givens</u> Print name of SSC Chairperson	<u>Brenda Theodore-Givens</u> Signature	<u>5/17/16</u> Date
<u>Wesley Jacques</u> Print name of Network Superintendent	<u>Wesley Jacques</u> Signature	<u>5/25/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>Ruth Alahydoian</u> Signature	<u>5-31-16</u> Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

School Site: Markham Elementary School

Site Number: 138

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	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
12/8/2015	Instructional Leadership Team	ILT work to create teacher, leadership and organization practices aligned to school goals
12/9/2015	Faculty	Review budget, budget summary, planned strategies for 2016-2017
1/13/2016	Students grades 3-4-5	Conducted student focus group to gather feedback on effective teacher practices and student leadership
1/29/2016	SSC	Shared an overview of the site plan
5/17/2016	SSC	Review the final SPSA practices and activities

2016-2017 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	\$69,255.70	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$233,938.58	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$49,541.10	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$449,614.55	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$81,828.90	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,097.60	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$83,926.50	\$0.00

ABOUT THIS SCHOOL

School Description

At Markham Elementary School, we aim to embrace, nurture, guide and challenge ALL children in their development towards becoming empowered and productive citizens of the world. As educators, we are dedicated to the teaching and development of the whole child. Our school program provides students with rigorous common core standards based instruction, hands-on math and science, a balanced literacy curriculum, leveled classroom libraries, writing throughout all content areas, music, choir, gardening, and computer-based programs that increase critical thinking, comprehension and math skills. We believe strongly in providing inclusive instructional practices that offer all children the opportunity to learn and demonstrate their learning in the general education classroom. Based upon the needs of the students, Markham Elementary will work to provide the most appropriate and effective instructional strategies to ensure academic success in the general education classroom. Inclusive education, ensures that students with and without disabilities are instructed in the general education classroom as appropriate. Inclusive practices require educators to provide the assistance students need to be successful. If a student demonstrates the need for specialized learning outside the general education classroom, that too, will be provided. We believe inclusive educational practices enhance learning for all students, assist in the development of mutual respect, and optimize the level of equity and excellence for all students. Furthermore, Markham Elementary will preserve the right of all students to be educated in a positive and orderly learning environment. In an effort to support and reinforce our inclusive instructional practices, we provide parent cafes that create opportunities for our parents to come together and build community with one another. As an added community support, dental care is provided to students in need twice during the school year. Our Ann Martin counseling center, school nurse, and on-site psychologist are also available resources that help maintain a positive healthy environment among Markham students. Markham Elementary is a safe, caring community where students thrive, excel and achieve. Together we do make a difference!

School Mission and Vision

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

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	COMMON CORE SHIFTS
Major Improvement Priority #2:	STUDENT AND FAMILY ENGAGEMENT
Major Improvement Priority #3:	RIGOROUS COMMON CORE/NGSS TASKS

MAJOR IMPROVEMENT PRIORITY #1: COMMON CORE SHIFTS

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
SBAC ELA and SBAC Math showed 10% growth in academics on student performance framework	SBAC ELA Results 10.60%, SBAC ELA EL & LI 3.30%, 9.00% respectively
SRI showed growth of 3.80% on student performance framework. Since we have been testing students every 31 days we have noticed an increase in the number of students scoring in the at/above. We had 21 students the first time we began testing SRI every 31 days. The next time we tested we had 76 students in at/above. SRI will have a higher percentage on the SPF next year.	2014-2015 SBAC ELA 89% of students (3rd-5th grade) did not meet/exceed common core standards
We have increased the number of students reclassified this year. Last year (2014-2015) we had only one student reclassified. This year (2015-2016) we have 33 students reclassified.	2014-2015 SBAC ELA 93% of AA and 96.7% of EL did not meet /exceed common core standards on SBAC ELA

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Teachers are implementing the 6 components of BAL, utilizing the Reading and Writing Units of Study to provide an emphasis on how to teach the essential skills and strategies of proficient readers to become deep comprehenders and meaning makers, utilizing Literacy support scaffolds, Instructional Technology: Reading A-Z (K-5)/ Standards Plus Common Core, small group acceleration with pull-outs for intensive acceleration and push-ins to support access to grade level curriculum utilizing the Leveled Literacy Intervention (LLI) and Carousel Learning Bilingual Program. Due to progress monitoring, Guided Reading groups are able to hone in students specific reading behavior needs. SRI is being administered every 30 days to all 2nd - 5th graders. Teachers are utilizing small group SRI administration to lessen distractions for students, as they complete their SRI Assessments. Teachers differentiate rigorous classroom instruction, along with increased focus talk and less of teacher talk, using complex effective questioning and sharing best practices within PLC/ Grade Level Collaboration and total school within our Professional Development sessions. We had growth in writing because teachers modeled different writing genres with students and analyzed student writing during each cycle of inquiry. Having students complete the On Demand Writing Task during each cycle helped to increase writing skills and growth. We attribute the limited reading growth during the beginning half of the year to the summer slump and not having guided reading in classrooms.

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

SRI scores were increased during the Winter cycle which affected all student scores. New comers coming late in the year without primary language skills. If their primary language isn't developed, it's a challenge to develop their english skills. District reports not aligning to school reports prevents accurate data from being reflected and accessed. Rigorous professional development is needed to ensure school leaders and teachers understand the common core shifts in ELA, outlined in the CCSS's. Alignment of classroom instruction to the CCSS's will help ensure students are better equipped to meet the demands of these performance assessments. Understanding of Depth of Knowledge (DOK) and time to design, implement and assess these tasks is necessary for students to begin mastery of these tasks.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Students including students with disabilities will increase their SBAC ELA and SBAC Math levels demonstrating the knowledge and skills necessary for college and career readiness by completing every 30 days SRI (2-5) and showing a 10% level increase on SBAC ELA and SBAC Math.	SRI	Low- Income Students	23.1	33.1	35	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Kinders/1st graders will meet expected end of year measures on F&P. Students with disabilities will meet end of year goals for F&P. All students will be able to identify a grade level writing piece and know an area of their own writing to improve. Students will use writing rubric.	F&P	Low- Income Students	0.05	0.1	0.2	3: Students are reading at or above grade level.
Academic	Students who are approaching or at grade level will increase their F & P reading level by 1 or 2 more reading levels per trimester.	F&P	Low- Income Students	0.1	0.2	0.3	3: Students are reading at or above grade level.
Academic	Students in 3rd - 5th will increase their at or above grade level band by 15 or more percentage points in SRI.	SRI	Low- Income Students	0.1	0.2	0.3	3: Students are reading at or above grade level.
Academic	Kinders/1st graders will meet expected end of year measures on F&P. Students with disabilities will meet end of year goals for F&P. Markham students will score proficient or higher in math and will increase their score 10% at the end pf each cycle.	SBAC Math	Low- Income Students	0.1	0.2	0.3	3: Students are reading at or above grade level.
Academic	Reclassification rates will increase by 10 percentage points as measured by CELDT, and SRI.	EL Reclassification	Latino Students	0.1	0.2	0.3	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
<p>Teachers will provide all students including students with disabilities with rigorous instruction that expect and support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will provide word study and phonics to develop students into independent readers envisioned in the CCSS.</p>	<p>Ensure schedules include components of Balanced Literacy and the schedules are posted and followed</p>	<p>Daily Schedules in each classroom reflects the components of Balanced Literacy and the learning targets (objectives/teaching point) associated with the mini-lesson for the day.</p>
<p>Teachers will provide students with just right leveled books. Teachers use data to group students including students with disabilities and provide differentiated instruction targeted to student needs across the curriculum</p>	<p>Provide weekly observation/feedback to teachers in regards to their literacy instruction around the read alouds, shared reading, reader's workshop, writer's workshop specifically conferring and guided reading.</p>	<p>Daily English Language Development Instruction – consistent use of ELD Program in 1- 5th grade. Word Study (consistent), Word Walls (K-3), Vocabulary Development/ Vocab. Maps</p>
	<p>ILT is Reflective on the schools BAL practices and data, plans professional learning opportunities for staff in the appropriate areas of Balanced Literacy</p>	<p>Stip Sub will provide targeted interventions (LLI) to students to improve reading and english language skills.</p>
<p>Teachers will administer SRI, F&P - Running Records , and Formative Assessments. SRI will be administered every 31 days. All 2nd and 3rd graders will take the SRI in small groups. F/P will be monitored through our use of guided reading. F/P will be assessed when students reach all of their benchmarks for their instructional guided reading levels. Data will be evaluated during cycles of inquiry and during PLC collaboration to make sure students are in their correct small group instruction, to identify students that might need LLI intervention, to analyze successes/challenges and to accelerate student growth.</p>	<p>Goal Setting and data analysis conferences with Running Records (4x a year) – Calendar data cycle (assessments, etc.) Provide release Days for teacher planning at end of each Data Cycle</p>	<p>Weekly PLC Collaboration for data analysis, planning and academic conferences will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and effective research-based instructional and technology practices, as evidenced through PLC data into action, data-driven inquiry analysis, and weekly informal observations - release by STIP SUB</p>

<p>Teachers will make sure Writing Workshop happens at least 4 days a week and includes a focused mini-lesson, independent writing, opportunities for sharing/ discussion, a mid-workshop teaching point, and a teaching share at the end. Teachers meet with individual students including students with disabilities and small groups for writing conferences.</p>	<p>Provide Programs to improve the EL LA and Math skills (e.g. Carousel Learning, ST Math, Reading A-Z, Radzkids, Writing A-Zetc.)</p>	<p>TSA will provide targeted interventions (LLI) to students to improve reading and english language skills.</p>
<p>Teachers will facilitate Reading Workshop happens at least 4 days a week and includes a focused mini-lesson, time for purposeful independent reading, opportunities for discussion, a mid-workshop teaching point, and a teaching share at the end of the workshop. Teachers meet with students including students with disabilities for conferences and or small groups for guided reading or strategy lessons</p>	<p>Weekly Walkthroughs with TSA to inform coaching and PD</p>	<p>Provide structured library experience with an experienced Librarian.</p>
<p>Teachers will make sure Interactive Read-Aloud happens at least 2-3 times a week. Texts are at or above grade level and carefully chosen to model and practice a reading behavior. The teacher models proficient reading and meaning making, intentionally thinks aloud before, during and after reading while students focus on listening, comprehension, thinking, and , academic discussions</p>	<p>Two Literacy Nights per year focused on ways to help students improve their reading skills.</p>	<p>Mocha Art will continue to provide visual art skills in alignment with CC standards linking arts learning to language/literacy, and use art to build skills in health, math, science, and social science.</p>
<p>Teachers will make sure Shared Reading/ Close Reading happens 3-5 times a week with text that is at grade level. The text is enlarged, projected and/or, each student has a copy in front of them. With a high level of teacher support, students read and re-read a text with a deliberate focus and purpose. All students including students with disabilities will engage in academic discussions with prompts</p>	<p>Continue Bilingual Lead to support and coach bilingual teachers (K/1/2) in all subject areas and ensure the bilingual program is consistently executed and sustained daily.</p>	<p>Stip Sub will provide Literacy through Drama to students which includes drama skills in alignment with CC standards linking drama to language/literacy and use drama to build skills in literacy.</p>
<p>Teachers will make sure Interactive and Shared Writing happens 3-5 times a week in K-1st and is optional in the upper grades if the base is strong. The teacher and students compose a text together to teach students language structures, writing conventions, phonological awareness and phonics. It is also used to teach students including students with disabilities about the various writing types (e.g. narrative, informational, opinion, reports)</p>	<p>Hold Data Conferences with PLCs and individual teachers which includes specific next steps recorded on a template</p>	<p>Stip Sub will provide intervention to students at the lowest ESL levels utilizing the Carousel Learning ESL program to help our 1st - 5th grade students improve English Language skills to increase their reading and ESL skills.</p>

Teachers will utilize the Reading and Writing Units of Study to provide an emphasis on how to teach the essential skills and strategies of proficient readers to become deep comprehenders and meaning makers	Provide Supplemental Instructional Materials. Ensure schedules include components of all content areas including Balanced Literacy, English language development (ELD), and the schedules are posted and followed	The school calendar/schedule/resources will allow for teachers to have time to plan, implement, assess each student and use the data to inform instruction.
Teachers will use Guided Reading to move students including students with disabilities to the next level. Teachers will set beginning, middle and end of the year goals with every student.	Provide Family Data Workshops per year focused on individual reading progress, analysis	Schedule PD time to review beginning, middle and end of year data and celebrate growth.
Teachers will use Data Wall in their classroom to track student levels including students with disabilities and monitor text level progress 4x a year (every 3 months)	Instructional Leadership Team (Principal, TSA, Content Teacher Leaders) will engage in " Cycles of Inquiry (COI)" to provide student data analysis feedback summaries for teachers, to guide classroom instructional practices.	The After School Program will align with School Program- to support small group literacy instruction (ELL, SwD, AA, etc.), practice reading comprehension skills aligned to CC in a web-based format. Classes will be created during ASP that support school day literacy focus, ie Literature Circles, Achieve 3000, Independent Reading, Reading A-Z
TSA will develop individual group and system wide capacity for consistent implementation and data analysis through coaching	Provide PD to Review 2nd Language ESL Skills for teachers to help improve their instructional practice and increase student achievement in LA and Math	Availability of equipment for instructional materials
Teachers will utilize Technological based programs to increase student achievement in literacy/math.	Provide Teachers with professional learning opportunities (peer observations, video-taping of practices, lesson study)	
Teachers employ differentiated instructional strategies to meet the needs of targeted student groups including Foster and Homeless Youth, ELL's, GATE and African American males.	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs (e.g. GATE, Foster/Homeless Youth)	Provide emotional and social interventions for all students, including Foster/ Homeless / Transitional Youth who are not "thriving" (e.g. Provide access to key family and individualized counseling support via Ann Martin Center).
Benefit costs for LCAP-Concentrated funded personnel	Ensure instruction for all ELLs is aligned to grade level standards in all content areas	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs (e.g. GATE)
Teachers will employ differentiated instructional strategies through small group instruction to meet the needs of targeted student groups including Foster Youth, Students with disabilities, ELL's, GATE and African American males.	Engage all ELLs and their families in reflection and goal-setting using the ELL Student snapshot at least 2x a year	

Teachers use CC/NGSS standards to backwards plan instructional units assessments and lesson plans	TSA will lead teachers in backwards planning of instructional units, assessments and lesson plans utilizing a computerized backwards planning template	PLC Collaboration will be provided once a week for teachers to backwards plan units and assessments utilizing the backwards planning tool on their computers. Professional Learning will be provided by the TSA at the beginning of each cycle to facilitate backwards planning of new units with teachers. Administration (Principal and TSA) will visit the PLC collaboration groups to progress monitor successes and challenges of backwards planning.
Teachers and staff teams use cycles of inquiry to guide collaboration by assessing,scoring,analyzing, and planning from data together	Provide working copiers for production of instructional materials	
Teachers plan instruction to meet the needs of the diverse English Learners in their classrooms, including content language objectives using Systematic ELD (K-2) and Discussions for learning (3-5)	Provide Duplication and District mail materials to use consistent district forms for parent communication and student records	
Teachers use data to group students and provide differentiated instruction targeted to student needs including students with disabilities across the curriculum		

MAJOR IMPROVEMENT PRIORITY #2: STUDENT AND FAMILY ENGAGEMENT

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Our absenteeism rate is down. We are currently at 17.2% in absenteeism. Last year at this time we had 22% of students absent.	Most of our parents walk their children to and from school;therefore, they are hesitant to come out in the evenings. Events must be planned early in the day. Participation can be limited
Suspensions are 0.50% which is very low. Having such a low percentage of suspensions shows students are staying in school which indicates the school environment is caring, inclusive, and equitable to students	Chronic Absenteeism is currently at 15.4%. Chronic Absenteeism continues to be a challenge. Absenteeism must be below 10%.
73% of parents respond favorably to CHKS survey	New comers coming to school with no schooling and no skill

ROOT CAUSE ANALYSIS for Priority #2
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

We are providing a means for parents to learn the common core standards, reading strategies, math and science tasks to help their child be successful in the classroom and thrive daily in school. Our after school program help promote the school-home connection by supporting classroom education and provide SEL support through their after school program.

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

Some challenges involve chronic absenteeism, new comers not knowing language or skill, and lack of parent participation during certain times of the day

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	We will provide all students with a supportive healthy and safe environment in which to grow and thrive academically and socially where all students will show good attendance by attending school regularly in order to support their academic growth.	Culture/ Climate: Student	All Students	n/a	n/a	n/a	
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	The chronic absence current rate will shrink by 10 percent each year.	Chronic Absence	All Students	22	14.5	10	5: Students are engaged in school everyday.
Climate & Culture	At least 85% of students will report yes they feel safe at school most/all of the time.	Culture/ Climate: Student	All Students	80.6	83	85	5: Students are engaged in school everyday.
Climate & Culture	At least 80% of parents will report they agree or strongly agree the school is a safe place for their child.	Culture/ Climate: Parent	n/a	72.8	76	80	6: Parents and families are engaged in school activities.
Social/Emotional	All students including students with disabilities shall have the opportunity to consume healthy food and beverages, receive quality physical education in school and show positive values on SEL.	Culture/ Climate: Student	All Students	60.7	65	70	5: Students are engaged in school everyday.

Academic	Markham will continue to be a safe clean and healthy place for students including students with disabilities and employees to learn and work, with a climate that nurtures learning, achievement and growth of character.	Culture/ Climate: Student	All Students	75	80	85	1: Graduates are college and career ready.
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MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Students and families including students with disabilities and their families are engaged as equal partners, setting long and short term goals and developing personalized plans to meet them using attendance, culture/climate, cost teams and collaboration of teachers to plan strategies and respond to challenges.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers take roll daily. Teachers, TSA, Attendance Clerk, Community Bilingual Liason, Parent Ambassador (OHA) – identify chronic absent students and make supportive calls to families to encourage attendance and provide incentives for improvement	Celebrate positive attendance and coordinate schoolwide attendance practices.	Partner with Oakland Housing Authority (OHA) – Parent Ambassador – Identify Chronic Absent students and coordinate supports that improve attendance
Teachers will ensure their classrooms are nurturing and engaging so students including students with disabilities want to come to school every day	Attendance Team meets weekly to monitor chronic absences and at risk students	Attendance Team Meetings: Meeting with Attendance Team weekly to implement comprehensive attendance plan. Community Bilingual Asst. and TSA will be included
Teachers will participate in Restorative Justice (RJ) system by implementing RJ circles with guided questions.	Add an additional day of Nurse Services to provide collaborative care and health services to students and the Markham community.	Attendance Team will hold monthly SART meetings to council parents about chronic absences and tardies to build attendance awareness with parents. SARB meetings will be held on a case by case basis.
Teachers will share the importance of positive attendance with parents and students including students with disabilities and their families to increase attendance	Partner with the Ann Martin Counseling Center to provide mental health services to students, teachers, and parents.	Incentives/Rewards will be provided to students, parents and teachers with perfect or improved attendance
Teachers will incorporate agreed upon Tier 1, 2, and 3 systems through the integration of the Markham Culture/Climate Plan and the PBIS program to help students including students with disabilities feel a sense of community, safe, academically motivated, and emotionally competent to enjoy school more.	Culture Team will develop and lead the implementation of tier 1, 2, and 3 plans with assistance of the PBIS program. PLAYWORKS will provide safe structured play, leadership development, and physical fitness to help promote a healthy culture and environment	Attendance Assemblies is held once a month to celebrate students with perfect and improved attendance. Attendance information meetings are held to inform parents about the importance of attendance.

Teachers will issue Markham Scholar Dollar tickets to reinforce values and good behavior.	MOCHA ART – provide visual art skills in alignment with CC standards linking arts learning to language/literacy, and use art to build skills in health, math, science, and social science.	Attendance Information Meetings held (Aug., Dec., Mar.) to inform parents about the importance of attendance.
Teachers will use guiding questions for a Restorative Approach to promote values and principles that help students including students with disabilities in ways that are healing rather than alienating or coercive.	Promote a social climate, including a safe and caring environment in which all students including students with disabilities, parents, community feel welcomed and valued and have ownership of the school.	Partner with parents to support students' learning and character growth.
Teachers will expect Students including students with disabilities to learn at high levels and support students to learn at high levels and allow students to demonstrate their learning at high levels.	Provide structures for giving staff and students including students with disabilities voice in, and shared responsibility for solving problems and making decisions that affect the school environment.	Use the Restorative Justice System to reinforce positive values and build community.
Teachers will Demand and Support best academic effort through challenging work and high expectations.	Utilize the Universal Referral form and provide norms for relationships and behaviors that create a professional culture of excellence and ethics.	Provide Parent Cafe' to encourage parental participation, and collaboration (Fall/Spring)
Provide tours and assemblies for Pre-school and transitional kindergarten students and their parents	Positive School Culture/Climate Team will continue to focus on the development of a positive school culture plan that includes clear steps for staff and families to access.	Continue Community Bilingual Asst. for family engagement to implement activities aligned to school priorities, including academics, goal setting, attendance, college/career, Pre K/TK-K and MS transition
Teachers will provide scaffolds and supports to facilitate students including students with disabilities accessing the essential math learning in all classrooms.	Incorporate agreed upon Tier 1,2,3 systems through the integration of the Markham Culture/Climate Plan and the PBIS program to help students including students with disabilities feel a sense of community, safe, academically motivated and emotionally consistent to enjoy school more	Provide an Attendance Clerk to maintain attendance.
Teachers use data to group students including students with disabilities and provide differentiated instruction targeted to student needs across the curriculum	Provide healthy foods to students including students with disabilities during breakfast, snacktime, lunch during the regular school day and during after school.	Parent Engagement: literacy nights, SSC, date with data
	Support newcomer families in understanding the U.S. school system and in becoming advocates for their children	Information completed and sent to families in a timely fashion
	Ensure there is a welcoming and nurturing environment that builds inclusiveness and encourages risk taking	Provide District forms and documents as needed

	Provide a full day of psychological services to facilitate COST/SST's, provide mental health services for students and provide necessary testing for students.	Maintain school records for attendance
	Provide a full time library clerk to support literacy skills.	

MAJOR IMPROVEMENT PRIORITY #3: RIGOROUS COMMON CORE/NGSS TASKS

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
54% of 3rd graders scored at or above on SIRA (spring)	8% of 4th graders scored below on SIRA (spring)
79% of 4th graders scored at or above on SIRA (spring)	27% of 3rd graders scored below on SIRA (spring)
High participation rate on math and SIRA assessments	2014-2015 SBAC MATH 92.7% of students (3rd-5th grade) did not meet/exceed common core standards

ROOT CAUSE ANALYSIS for Priority #3
<p>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</p> <p>Science instruction is happening in TK-5. Science Specialist, Ms. Sonnie Dae Ross provides science professional development in conjunction with our science lead. Teachers participate in the early implementation of NGSS through lesson study. In Math teachers are creating opportunities for students to engage in productive struggle and academic discourse about rigorous mathematics tasks (DOK 2-4), students continue to grow their abilities to communicate, problem-solve, and collaborate, and become owners of mathematics. Teachers are using the relevant strategies found in the Instructional Toolkit for Mathematics to get maximum benefit from any lesson at every grade level. To increase achievement in math, teachers use cycle of inquiry to guide collaboration by assessing, scoring, analyzing, planning and aligning standards to drive reteach and instruction. Teachers participate in Lesson Study.</p>
<p>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</p> <p>In science some challenges are: SIRA is a new assessment. Teachers are learning the process of administering and scoring SIRA. In math the challenges are: teachers having to make sense of new materials, and are learning to manage curriculum and lead to the higher academic demands of CCSS-M. Combining Math Expressions with revised OUSD Core Curriculum materials. Aligning tasks to standard. Rigorous professional development is needed to ensure school leaders and teachers understand the academic shifts in math, outlined in the CCSS's. Alignment of classroom instruction to the CCSS's will help ensure students are better equipped to meet the demands of these performance assessments. Understanding of Depth of Knowledge (DOK) and time to design, implement and assess these tasks is necessary for students to begin mastery of these tasks.</p>

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	All students will meet end of year grade level proficiency on Math Common Core State Standards, as measured by the summative, District Benchmark Assessments and SBAC.	SBAC Math	All Students	7.3	10	20	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	All third through fifth grade students including students with disabilities based on their goals will measure and reflect a conceptual or strategic level of understanding, as measured by the summative, District SIRA Benchmark Assessments.	SIRA	Low- Income Students	23.4	33.4	44.4	2: Students are proficient in state academic standards.
Academic	All students including students with disabilities will engage in Academic Discussions to solve Math tasks that require procedural, conceptual and applicational understanding and to complete Hands on Science activities and projects.	SBAC Math	All Students	7.3	10	20	2: Students are proficient in state academic standards.
Academic	All students including students with disabilities will use accountable talk and academic discussions to deepen Math and Science Content.	SBAC Math	Low- Income Students	7.3	10	20	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Teachers design or implement D.O.K (2-4) tasks that require students including students with disabilities to use academic language to read, write and discuss across the curriculum and help students including students with disabilities critically think, and solve complex problems across content.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will provide hands on science weekly as mandated by the OUSD board. (K-2nd = 60 mins. and 3rd-5th = 90 minutes)	Provide Release Days for data-driven collaboration at end of each Data Cycle	Weekly PLC Collaboration will be provided for data analysis and planning- release by STIP SUB
Teachers will provide all students including students with disabilities with rigorous instruction that expect and support students to learn at high levels and allows students to demonstrate their learning at high levels.	Bi - Weekly Walkthroughs with Math Lead, Science Lead, and TSA to inform coaching and PD	Grade Level daily schedules and agendas will continue to be posted in classrooms with a Math, Science and literacy block.
Teachers will utilize Technological based programs to increase student achievement in literacy/math.	Provide two Family Data Workshops per year focused on individual math/science progress,analysis	PD Calendar will allow for PLC time for teachers to disaggregate data in Math.
Teachers will demonstrate and model the Math problems daily while engaging students including students with disabilities in mathematical discourse – in speaking, reading, and writing using Number Talk, 3 Reads, Participation Quiz	Host two Math Nights and two Science Engineering Nights per year to show parents math and science skills and to have parents,students, teachers and staff work together to enhance their math/science skills.	PLC/ Grade level time will allocate time for teachers to plan, prepare, and implement Math/Science Instructional strategies to improve student learning.
Teachers will show students including students with disabilities how to lead Academic Discussions in Math/Science.	Purchase technology to enhance technology skills in all content areas.	Math Lead, Science Lead and Digital Tech Lead to develop individual, group and system-wide capacity for implementation and data analysis through demo lessons, planning, coaching and walkthroughs
Teachers will plan field trip experiences that focus on science concepts	Ensure schedules include components of all content areas including math and science and the schedules are posted and followed	
Teachers will plan field trip experiences that focus on science concepts		
All teachers will implement the Math curriculum and implement Science in their classrooms.		
All third, fourth and fifth grade teachers will teach using the SIRA Instructional Plan so that students including students with disabilities have a conceptual and or strategic understanding of grade level science concepts.		
Teachers use cycles of inquiry to guide collaboration by assessing, scoring, analyzing, and planning from data		

Teacher Math instruction show evidence of focus, coherence and rigor targeted to student needs across the curriculum		
We will provide scaffolds and supports to facilitate students including students with disabilities accessing the essential math learning in all classrooms.		
Teachers use data to group students including students with disabilities and provide differentiated instruction targeted to student needs across the curriculum		
Teachers plan instruction to meet the needs of the diverse English Learners in their classrooms, including content language objectives using Systematic ELD (K-2) and Discussions for learning (3-5)		

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Comprehensive after school program to support student achievement and promote wellness and safety.	The After School Program will align with School Program- to support small group literacy instruction (ELL, SwD, AA, etc.), practice reading comprehension skills aligned to CC in a web-based format. Classes will be created during ASP that support school day literacy focus, ie Literature Circles, Achieve 3000, Independent Reading, Reading A-Z	A1.6: After School Programs	5825	n/a	n/a	n/a	138-1	138
\$5,200.00	General Purpose Discretionary	Site tech lead and extra yard supervision for safety of students.	Math Lead, Science Lead and Digital Tech Lead to develop individual, group and system-wide capacity for implementation and data analysis through demo lessons, planning, coaching and walkthroughs	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	138-2	138
\$1,000.00	General Purpose Discretionary	ET for clerical and custodial staff for after hours activities that support parents and the community.	Host two Math Nights and two Science Engineering Nights per year to show parents math and science skills and to have parents, students, teachers and staff work together to enhance their math/science skills.	A2.1: Implementation of CCSS & NGSS	2225	n/a	n/a	n/a	138-3	138
\$4,085.00	General Purpose Discretionary	Purchase standard school supplies for classrooms.	Provide Supplemental Instructional Materials	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	138-4	138
\$4,000.00	General Purpose Discretionary	Purchase of refreshments for parent, family, and student activities	Partner with parents to support students' learning and character growth.	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	138-5	138
\$15,715.00	General Purpose Discretionary	This is partial money for our nurse services. The 5735 object code was inactive.	Add an additional day of Nurse Services to provide collaborative care and health services to students and the Markham community.	A5.2: Health and Wellness (Mental & Physical Health)	4399	n/a	n/a	n/a	138-6	138
\$8,000.00	General Purpose Discretionary	Partial payment for Fall Parent Cafes	Provide Parent Cafe' to encourage parental participation, and collaboration (Fall/Spring)	A6.1: Parent / Guardian Leadership Development	5220	n/a	n/a	n/a	138-7	138
\$10,000.00	General Purpose Discretionary	Maintenance agreements for copiers and technology	Provide working copiers for production of instructional materials	A5.3: School Facilities	5610	n/a	n/a	n/a	138-8	138
\$200.00	General Purpose Discretionary	Duplication of school forms and educational materials	Provide Duplication and District mail materials to use consistent district forms for parent communication and student records	A3.3: Family Engagement focused on Literacy Development	5715	n/a	n/a	n/a	138-9	138
\$55.70	General Purpose Discretionary	Use of District mail service	Provide Duplication and District mail materials to use consistent district forms for parent communication and student records	A3.3: Family Engagement focused on Literacy Development	5724	n/a	n/a	n/a	138-10	138
\$11,000.00	General Purpose Discretionary	Curriculum alignment Project	Provide Supplemental Instructional Materials	A2.10: Extended Time for Teachers	5825	n/a	n/a	n/a	138-11	138
\$10,000.00	General Purpose Discretionary	Purchase of computer licenses for instructional programs	Teachers will utilize Technological based programs to increase student achievement in literacy/math.	A2.3: Standards-Aligned Learning Materials	5846	n/a	n/a	n/a	138-12	138
\$8,132.60	LCFF Concentration	TSA to work with EL Students , collaboration Coverage	PLC Collaboration will be provided once a week for teachers to backwards plan units and assessments utilizing the backwards planning tool on their computers. Professional Learning will be provided by the TSA at the beginning of each cycle to facilitate backwards planning of new units with teachers. Administration (Principal and TSA) will visit the PLC collaboration groups to progress monitor successes and challenges of backwards planning.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP	0.25	138-13	138
\$2,600.00	LCFF Concentration	Instructional Leadership Team	Instructional Leadership Team (Principal, TSA, Content Teacher Leaders) will engage in " Cycles of Inquiry (COI)" to provide student data analysis feedback summaries for teachers, to guide classroom instructional practices.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	138-14	138
\$8.50	LCFF Concentration	Surplus money to be used in salary and benefit adjustments			4399	n/a	n/a	n/a	138-15	138
\$38,800.00	LCFF Concentration	Professional contract with MOCHA	MOCHA ART – provide visual art skills in alignment with CC standards linking arts learning to language/literacy, and use art to build skills in health, math, science, and social science.	A2.1: Implementation of CCSS & NGSS	5825	n/a	n/a	n/a	138-16	138
\$24,569.21	LCFF Supplemental	Partial payment for Teacher on Special Assignment in Literacy	TSA will develop individual group and system wide capacity for consistent implementation and data analysis through coaching	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0055	0.25	138-17	138

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$38,925.40	LCFF Supplemental	Full time library Clerk to support literacy skills	Provide a full time library clerk to support literacy skills.	A3.1: Blended Learning	n/a	LIBRARY CLERK SR	LBCLKS0026	0.65	138-18	138
\$48,848.30	LCFF Supplemental	Full time STIP sub to assist with collaboration time for teachers by using drama to supplement master of language arts skills A second STIP sub to work with leveled book intervention	Weekly PLC Collaboration will be provided for data analysis and planning- release by STIP SUB	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	1	138-19	138
\$42,736.29	LCFF Supplemental	Full time STIP sub to assist with evaluation for teachers and tutoring help for our English Language learners.	Stip Sub will provide targeted interventions (LLI) to students to improve reading and english language skills.	A4.1: English Learner Reclassification	n/a	TEACHER STIP	TCSTIP0442	1	138-20	138
\$2,400.00	LCFF Supplemental	Bilingual Lead Teacher	Teachers plan instruction to meet the needs of the diverse English Learners in their classrooms, including content language objectives using Systematic ELD (K-2) and Discussions for learning (3-5)	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	138-21	138
\$2,000.00	LCFF Supplemental	Purchase of library books in a variety of levels with an emphasis in non-fiction texts	Teachers will provide students with just right leveled books. Teachers use data to group students including students with disabilities and provide differentiated instruction targeted to student needs across the curriculum	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	138-22	138
\$2,548.20	LCFF Supplemental	Purchase of instructional materials	Provide Supplemental Instructional Materials	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	138-23	138
\$5,160.00	LCFF Supplemental	For the balance of our one day of nurse services. The correct object code was not open	Add an additional day of Nurse Services to provide collaborative care and health services to students and the Markham community.	A5.2: Health and Wellness (Mental & Physical Health)	4399	n/a	n/a	n/a	138-24	138
\$24,260.00	LCFF Supplemental	A full day of psychologist services	Provide a full day of psychological services to facilitate COST/SST's, provide mental health services for students and provide necessary testing for students.	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	138-25	138
\$25,000.00	LCFF Supplemental	Hire a mentor for all our students, with special emphasis on our most at risk students	Use the Restorative Justice System to reinforce positive values and build community.	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	138-26	138
\$17,491.18	LCFF Supplemental	Purchase of ST Math Program	Teachers will utilize Technological based programs to increase student achievement in literacy/math.	A2.1: Implementation of CCSS & NGSS	5846	n/a	n/a	n/a	138-27	138
\$20,959.83	Measure G (School Libraries)	Full time library Clerk to support literacy skills	Provide a full time library clerk to support literacy skills.	A3.2: Reading Intervention	n/a	LIBRARY CLERK SR	LBCLKS0026	0.35	138-28	138
\$40.17	Measure G (School Libraries)	Purchase of library books	Teachers will provide students with just right leveled books. Teachers use data to group students including students with disabilities and provide differentiated instruction targeted to student needs across the curriculum	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	138-29	138
\$24,397.79	Measure G (TGDS)	Part of our full time STIP sub will be used to assist with evaluation by providing release time for evaluation meetings and planning	Goal Setting and data analysis conferences with Running Records (4x a year) – Calendar data cycle (assessments, etc.) Provide release Days for teacher planning at end of each Data Cycle	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0443	0.75	138-30	138
\$1,400.00	Measure G (TGDS)	Provide teacher over time to assist with evaluation of teachers, working in cooperation with the administration	Goal Setting and data analysis conferences with Running Records (4x a year) – Calendar data cycle (assessments, etc.) Provide release Days for teacher planning at end of each Data Cycle	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	138-31	138
\$85.11	Measure G (TGDS)	Surplus money to be used in salary and benefit adjustments			4399	n/a	n/a	n/a	138-32	138
\$5,000.00	Program Investment	Substitutes for professional development and other special projects	Provide Teachers with professional learning opportunities (peer observations, video-taping of practices, lesson study)	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	138-33	138
\$307.50	Program Investment	Surplus money to be used in salary and benefit adjustments			4399	n/a	n/a	n/a	138-34	138
\$32,000.00	Program Investment	Hiring of specialists to help with developing student leadership, safe play and a healthy, safe school environment	Culture Team will develop and lead the implementation of tier 1, 2, and 3 plans with assistance of the PBIS program. PLAYWORKS will provide safe structured play, leadership development, and physical fitness to help promote a healthy culture and environment	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	138-35	138
\$73,707.64	Title I Basic	Teacher on special assignment to provide structures and best practices for teachers in literacy.	TSA will lead teachers in backwards planning of instructional units, assessments and lesson plans utilizing a computerized backwards planning template	A3.4: Teacher Professional Development focused on Literacy	n/a	10 MONTH CLASSROOM TSA	C10TSA0055	0.75	138-36	138

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$3,363.08	Title I Basic	A part time bilingual community assistant to help support our Spanish families	Continue Community Bilingual Asst. for family engagement to implement activities aligned to school priorities, including academics, goal setting, attendance, college/career, Pre K/TK-K and MS transition	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	n/a	COMMUNITY ASSISTANT BILINGUAL	COMABI0028	0.1	138-37	138
\$1,758.18	Title I Basic	Purchase of special supplementary materials	Provide Supplemental Instructional Materials	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	138-38	138
\$3,000.00	Title I Basic	Bus rental for educational field trips	Teachers will plan field trip experiences that focus on science concepts	A2.1: Implementation of CCSS & NGSS	5826	n/a	n/a	n/a	138-39	138
\$2,000.00	Title I Parent Participation	Partial payment for fall Parent Cafe programs	Provide Parent Cafe' to encourage parental participation, and collaboration (Fall/Spring)	A6.5: Academic Parent-Teacher Communication & Workshops	5220	n/a	n/a	n/a	138-40	138
\$97.60	Title I Parent Participation	Stamps	Information completed and sent to families in a timely fashion	A6.5: Academic Parent-Teacher Communication & Workshops	5910	n/a	n/a	n/a	138-41	138

Markham Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student signature:

Teacher

Parent

School Site Council Membership Roster – Elementary

School Name: Markham Elementary

School Year: 2015-2016

Chairperson : Brenda Theodore, Teacher	Vice Chairperson: Stephanie Pendarvis
Secretary: Renee Gillespie, Teacher	*LCAP Parent Advisory Nominee: Stephanie Pendarvis
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

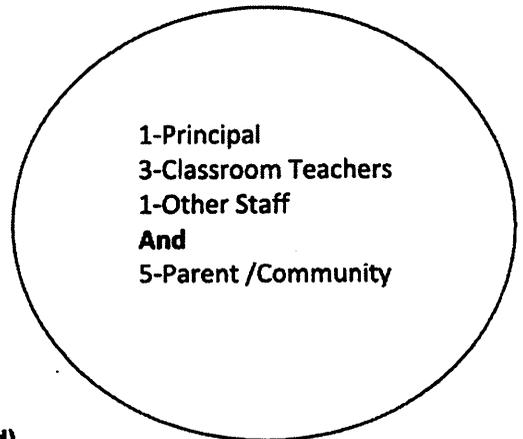
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Brenda Theodore		x		
Renee Gillespie		x		
Alvin Bettis		x		
Alana Whitt-Smith	x			
Donna Blueford			x	
Willatene Harris				x
Cassandra Villanueva				x
Jessica Perez				x
Roxie Harris				x
Stephanie Pendarvis				x

Meeting Schedule (day/month/time)	4th Thursday @ 3:00 p.m. - 4:00p.m.
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SSC Legal Requirements: (Ed. Code 52852)

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



(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.**

Title I School Parental Involvement Policy 2015-2016

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

Involvement of Parents in the Title I Program

Markham Elementary agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.
 - + Each year Markham has a Title I meeting an hour before back to school night begins. The staff that is funded out of Title I funds are introduced and their roles are explained. We inform the parents that we are a Title I school. We share how the remaining Title I Funds are spent at Markham. We thoroughly discuss the parent rights to participate in the Title I program at the district level.
 - Offer a flexible number of meetings for parents.
 - + School Site Council
 - + Chew and Chat
 - + Title I meeting
 - + Parent-Teacher-Conferences
 - + Parent Café
 - + SSTs
 - Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
 - + Monthly Parent Chew and Chat meetings
 - + School Site Council Meetings
 - Provides parents of Title I students with timely information about Title I programs.
 - + Parents are given information about Title I programs at the yearly Title I parent meeting.
 - Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 - + Back to School Night
 - + Parent Chew and Chat meetings
 - + School Site Council meetings
 - + Parent-Teacher-Conferences
 - Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - + SSTs
 - + Parent-Teacher-Conferences
 - + School Site Council meetings
 - + Parent Chew and Chat meetings
-

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
 - + Parents receive information throughout the school year regarding the content standards, benchmark assessments, proficiency levels, reading levels, and how to monitor student success. This information is disseminated at Chew and Chat meetings, Back-to-School night, Parent-Teacher-Conferences, SST's and School Site Council meetings.

 - Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - + Literacy Night
 - + Parent Literacy

 - Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - + Quarterly collaboration meeting with staff and parents

 - Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
 - + Quarterly collaboration meeting with staff and parents

 - Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - + Quarterly collaboration meeting with staff and parents

 - Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 - + When funding permits, school will fund parent workshops for Title I parents.
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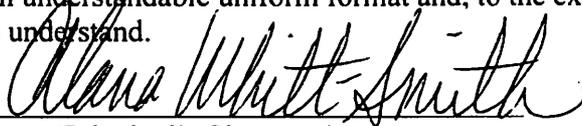
Accessibility

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

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I Programs, as evidenced by our Annual Title I meeting on September 15, 2015 and at our SSC on October 22, 2015

This policy was adopted by the Markham Elementary School Site Council on October 22, 2015 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I children on or before December 1, 2015. It will be made available to the local community on or before December 1, 2015. The Markham Elementary notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)



(Date)