

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

June 26, 2013

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action  
Vernon Hal, Deputy Superintendent Business & Operations  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

**Action Requested:**

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Joaquin Miller Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, 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 Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

**State Programs**

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

**Federal Programs**

- Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Joaquin Miller Elementary School.



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Joaquin Miller Elementary**

**6001945**

**School Year: 2013-2014**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!



# COMMUNITY SCHOOLS STRATEGIC SITE PLAN

## Context & Vision

### OUSD

**VISION:** All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

**MISSION:** Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

### GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

### SCHOOL SITE

#### CONTEXT

SCHOOL SUMMARY Joaquin Miller Elementary is a public K-5 school, in the Oakland Unified School District. JM is located in the Piedmont Pines Neighborhood off Highway 13. Each of our 415 students receives a caring, rigorous and meaningful educational experience. We also provide an excellent learning and socio-emotional program to our students on the Autism Spectrum and in the Special Day Class. Our students are a mosaic of engaged, intellectual, and culturally diverse community of learners. Our demographic data shows that 90% of our students live in the neighborhood, and the remainder of our students join us from all over Oakland. When you visit our school you will be amazed by how inclusive and safe our school feels to all students, regardless of race, religion, gender, economics, and language. ACADEMIC PROGRAM Joaquin Miller has a wonderful team of highly qualified staff including 15 Classroom teachers, 2 Special Education Teachers, 7 Instructional Aides, 1 Play based Therapist, 3 Academic Mentor Tutors, 6 Teacher Assistants, 1 Librarian, 1 Computer Lab Instructor and 1 PE Instructor. We have an awesome COST Team of leaders: Speech Therapist, Occupational Therapist, and School Psychologist who work tirelessly on the behalf of children. We pride ourselves on authentic and meaningful collaboration to support all students. As a result, our AYP and AMO have increased over the past two years to a score of 922 on the California State Standardized Test. Additionally, we have strategically closed the achievement gap for our subgroup populations through data analysis, targeted interventions, and socio-emotional support. Our teachers are vanguards in Math and Science Instruction at both our school and in the District. Our students are immersed in math content that is both challenging and engaging. Three times a year our entire school participates in The Problem of the Month, an open ended math problem that has multiple academic levels for students to solve as individuals and in teams. Our science curriculum is FOSS, a hands on learning module which allows students to learn through trial and error and the scientific method. All of our students are required to maintain science journals to show their thinking and reflection on what they learned. In addition, each grade level immerses students in a Living History Cultural Experience that is unique to Joaquin Miller and a long tradition. We also integrate technology across the content areas

and as a result, students are building a repertoire of 21st Century skills. INSTRUCTIONAL LEADER Principal Paulette Smith has been the Administrator for four (4) years. She worked with the community to build a culture of trust and collaboration. She has created a safe space for all through her anti-bullying initiatives, open door policy, and community building events. Principal Smith reaches out to every child and knows them by name, personality and academic progress. This personal touch ensures that every child feels loved and respected. New intervention programs are available for free, and are open to all students. For example, JM now has a before and after school tutoring program taught by teachers for targeted students, and a computer based program called Success Maker, which differentiates Math and ELA for both struggling students and advanced learners. Students are also challenged through programs like Odyssey of the Mind, projects in Science and Social Science, the Oratorical Fest, the Spelling Bee, Science Fair and the Math Competition. Principal Smith encourages her staff to participate in professional development, collaboration, and ongoing lesson study opportunities. PARENT INVOLVEMENT The Joaquin Miller Parent-Teacher Association rounds out our school program. Families of JM students are dedicated to ensuring that every child receives a well-rounded education. JM Families work hard to raise the needed funds to support key components of our school.

## VISION

Our school's motto is "Joaquin Miller PRIDE: Persistent, Responsible, Intellectual, Diverse, and Environmentally Friendly for all." The students and adults of the Joaquin Miller School Community proactively work together to empower a thoughtful, interconnected and rigorous educational framework in math, language arts, science and social science. We purposely engage all students in an additional layer of learning that revolves around cultural diversity, the arts, ecological sustainability and social equity. Joaquin Miller Elementary is committed to providing our students with the tools they need in order to act locally and globally with pride, innovation, and academic excellence.

## **Accountable for Quality: Ensuring Thriving Students and Healthy Communities**

### **Strategic Priority: The Accountability Plan**

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

#### **The School Accountability Plan**

School Site Council and English Language Advisory Council will meet monthly to monitor the progress of the CSSSP 2012-2013 according to the indicators of success. Both parent/staff bodies will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress for all students. Throughout the year teachers use authentic, formative, performance and benchmark assessments to inform instruction. Within the classroom teachers set up peer tutoring situations, group-work, partner work and engagement strategies for students to participate fully in classroom expectations.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

**School:** Joaquin Miller Elementary

**Principal:** PAULETTE SMITH

#### From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

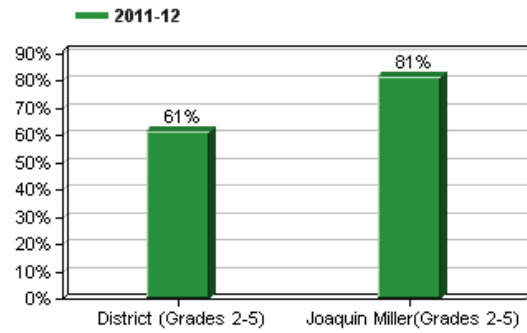
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

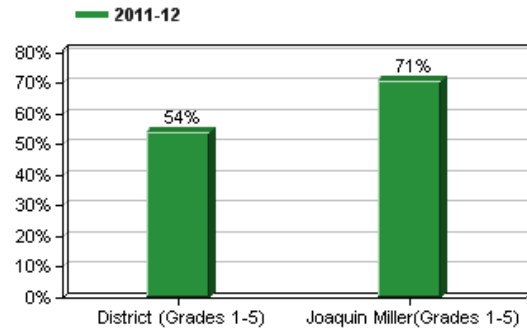
#### Benchmark

**ELA MidYear % At/Above BMark in Reading Comprehension**



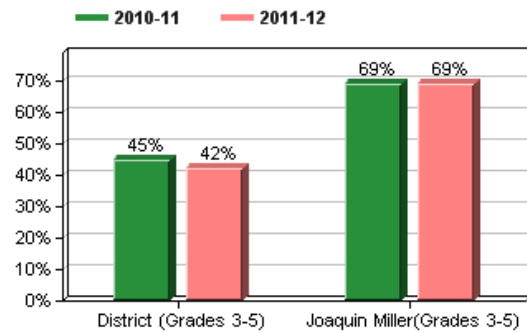
**CELDT**

**% Growth in CELDT 2 Year Cohort Growth Report**

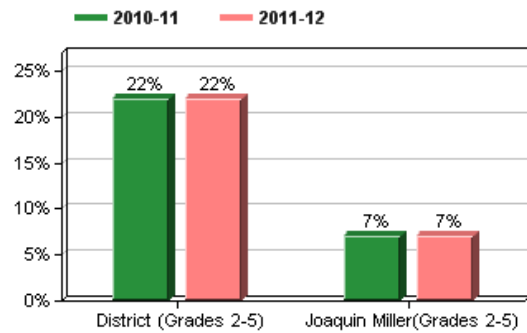


**CST**

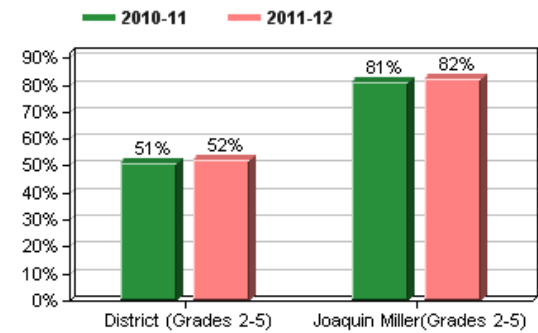
**% Growth in CST/CMA ELA 2 Year Cohort Growth Report**



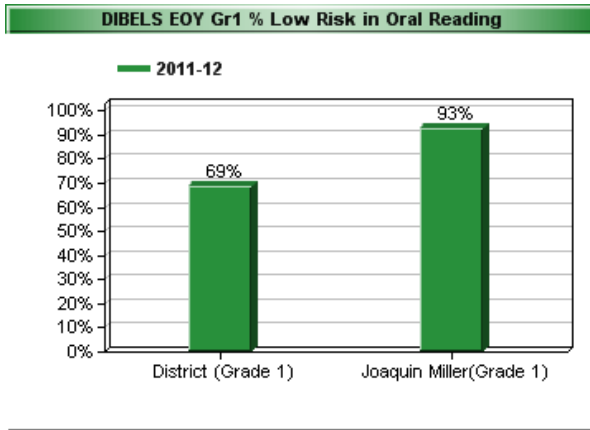
**CST/CMA ELA % BB/FBB**



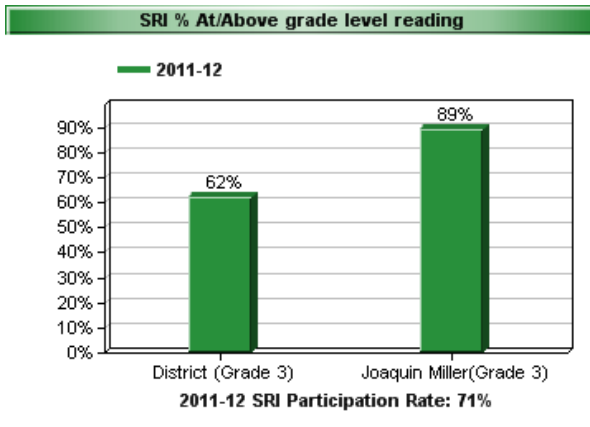
**CST/CMA ELA % Prof/Adv**



**DIBELS**



### SRI



### School Data

- Scholastic Reading Inventory monitors students' reading level over time. 90% of Joaquin Miller boys and girls are reading proficiently. The data indicates that 82% of the total 166 students who completed the ELA portion of the 2011 and 2012 CST scored proficient or advanced, with a 10% slide.
- School data reflects strategic efforts by circuit teams to review data and best practices. Our teachers use student work, data, and observations to drill down on student progress levels. Teachers collaborate across grades to determine intervention action plans for targeted students.

### Data Analysis

- Grades k-2 have daily parent readers who read one to one with our students using leveled readers. Grades 3-5 are using Scholastic Reading Counts, an online program to encourage, promote, and track reading and comprehension for students.
- 2nd through 5th graders read for pleasure for 30 minutes each day. All classes have leveled readers and a combination of complex text, rich fiction, and nonfiction literature to access in the classroom.
- Students go to the school library weekly. Librarian reads aloud to all classes, uses the District Library site to help students find books, and promotes the SRI leveled reading choices with students.
- Students can be found reading at recess on their own or in groups. There are groups of children who go to the Library during the recess to curl up with a good book. The school promotes reading through school wide events and activities.

**Theory of Action**

- If our reading program includes Balanced Literacy Instructional Practices and our core curriculum is aligned to the Common Core Standards in ELA,
- If grades 3-5 include additional programs and strategies such as Scholastic Reading Counts, reading for content and silent reading on a daily basis,
- If each classroom has an extensive fiction and non-fiction class library, weekly library sessions,
- If JM hosts a Family Reading Night each year to promote reading and writing for all families, and
- If our teachers lead a parent education workshop on reading and writing, with specific support for our African American and ELL families, then all of our students will excel in ELA, Reading, and Writing.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher Leads will provide Professional Development on Common Core Standards in ELA with a focus on science literacy.	Local assessments (benchmarks, PWA)	All Students	Monthly		4/1/2013	142SQ11A2467	Circuit Level Collaboration	N/A			0	\$0.00
Families, teachers and administration conference about student performance/progress	Survey data (CHKS, etc.)	All Students	End of Year		2/26/2013	142SQ11A2469	Bell Schedule aligned to Teacher Conferences	N/A			0	\$0.00
Teachers lead will provide professional development in the area of Process Writing Assessment and Writer's Workshop with support from LCL.	Local assessments (benchmarks, PWA)	All Students	Every Semester		2/26/2013	142SQ11A4083	Writer's Process Assessment and Writer's Workshop	N/A			0	\$0.00
Parent Workshop Series: Mini workshops led by teachers to provide EL Parents/All Parents with support for students in academics.	Survey data (CHKS, etc.)	English Learners	Every Semester		5/14/2013	142SQ11A641	Provide Parent Education Series for EL Parents	7091-EIA-LEP	2220-CLASSSUPPT SALARIES STIPENDS		0	\$2,000.00
Non Fiction/Fiction/audio Reading Material for students and parents to read and learn from	CELDT	English Learners	Weekly	Principal	5/14/2013	142SQ11A705	Provide supplemental Reading Materials to support instructional program for EL students.	7091-EIA-LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$5,603.00
Non Fiction/Fiction/audio Reading Material for students and parents to read and learn from					5/14/2013	142SQ11A4915		N/A			0	\$0.00

# School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

### From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

### School Federal and State Academic Achievement Goals:

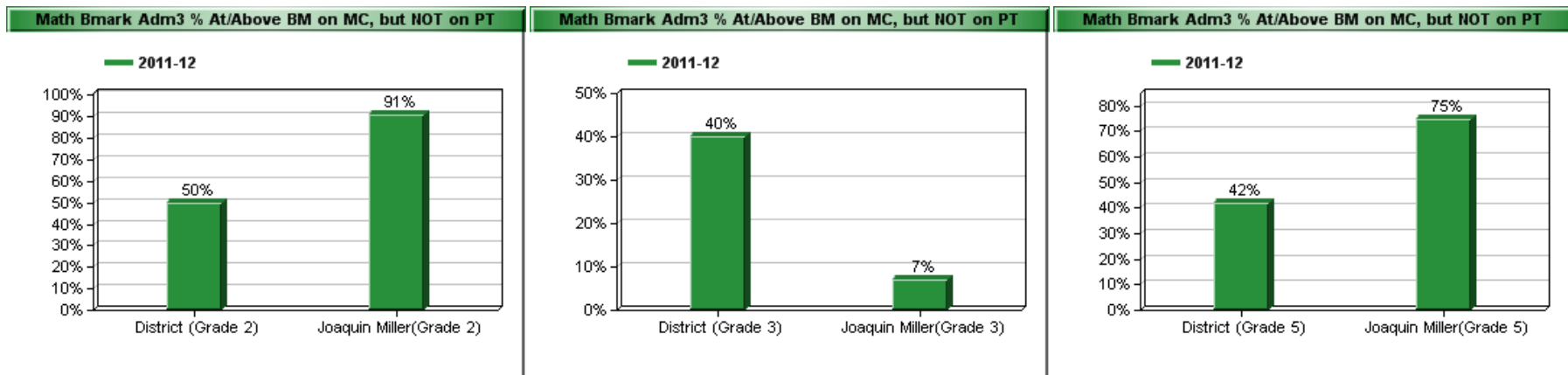
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

### School Quality Standards relevant to this Strategic Priority

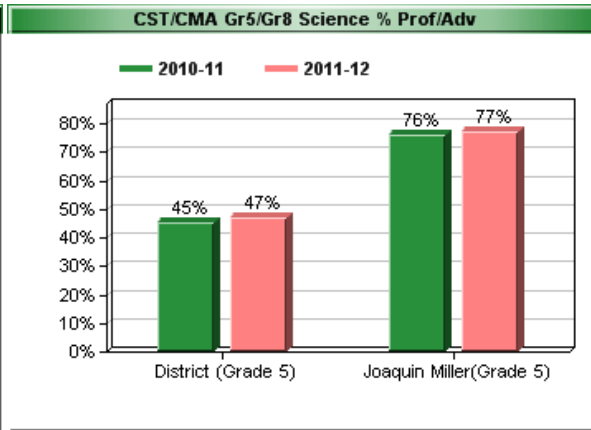
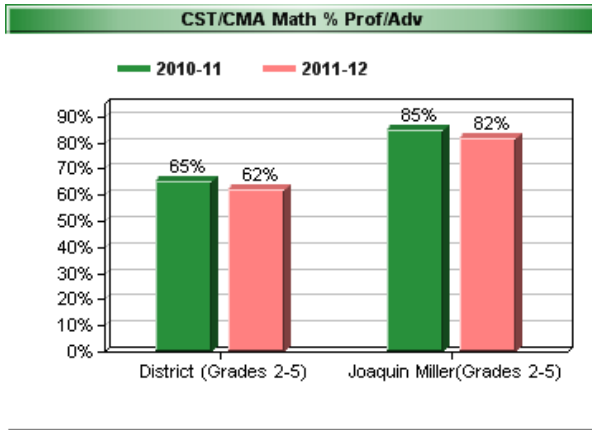
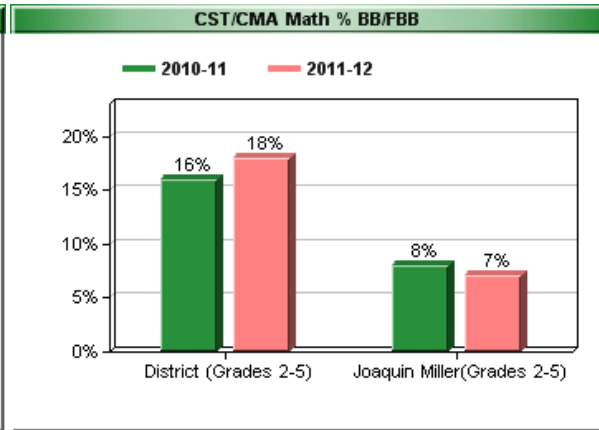
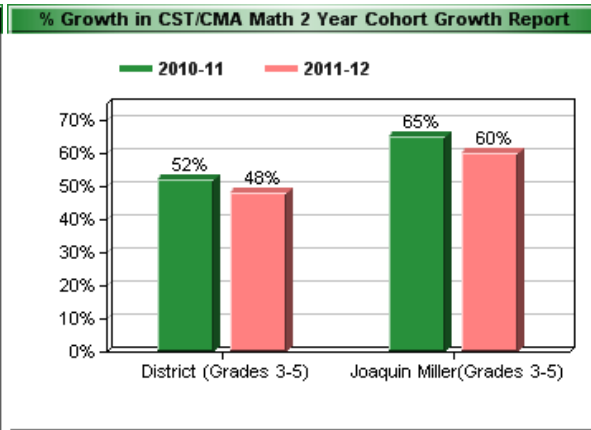
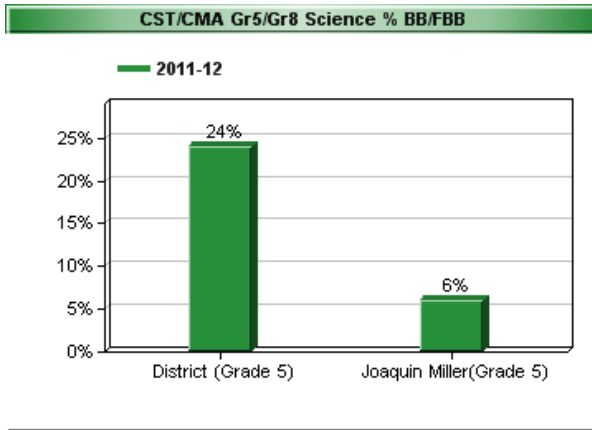
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

### Benchmark







**School Data**

- 77% of our 5th Grade students are proficient or advanced on the Science State Exam. While only 7% of our students are far below in Science. Our teachers have had years of quality science professional development, many of our teachers are leaders in the District's Science community. As a result, high quality instruction has directly impacted our school's increased rate of proficiency in science.
- We strategically aligned our Prep teacher to provide science to all grades with high quality, content based and hands on instruction. As a result, our students exceed the number of required science instructional minutes, because our classroom teachers also teach science each week.

### Data Analysis

- Joaquin Miller is participating in a two year Science Inquiry Cohort with a focus on student discourse. As a result, our teachers have received additional professional development with implementing meaningful student discourse.
- JM students are involved in creek restoration through the Friends of Sausal Creek, where they collect data on native plants, plant native plants at the creek and learn about the importance of the watershed.
- Parents who are employed in math and science fields come in to our school to provide hands on presentations and career pathways for all students. We host a Career Day with a special focus on Math and Science.
- Our Family Math and Science Night and Science Fair Expo have been highly successful in promoting STEM with our students.
- Odyssey of the Mind is an afterschool program for students in K-5. This program is known for it's GATE and STEM focus. Students are encouraged to work collaboratively on solving STEM short and long term problems.

### Theory of Action

- If Joaquin Miller aligns the national common core standards in math, science, technology and engineering,
- If our qualified teaching staff provides a rigorous instructional program which allows time for group learning, discourse, and performance-based tasks,
- If our students receive hands on science lessons, inquiry learning, and science literacy,
- If JM hosts a school-wide Science Fair and Math and Science Family Night for all families, and
- If our k-5 classes participate in (3) organized Problem of the Month math tasks, then students will excel in meeting the grade level standards in math and science learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Joaquin Miller will participate in a science inquiry cohort with a focus on science and literacy.	State tests (CST/STAR, PFT)	All Students	End of Year		2/26/2013	142SQI1B2325	Teacher PD and Science Department with site coach.	N/A			0	\$0.00
Teachers will continue to participate in centralized math professional development (Assessment For Learning).	Local assessments (benchmarks, PWA)	All Students	Every Semester		2/26/2013	142SQI1B2326	Teacher PD	N/A			0	\$0.00

# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority C. Transitions & Pathways PreK-12

**School:** Joaquin Miller Elementary

**Principal:** PAULETTE SMITH

**From OUSD Strategic Plan:**

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

**School Data**

- All 3-5 Grade students receive a free student planner and all k-5 students receive a free Boomerang Folder to prepare them for organization and planning.
- Principal monthly assignment covers many important life pathway topics, such as, the meaning of personal excellence, exploring family history, and planning for college and career.

**Data Analysis**

- 100% of 5th Grade Students are promoting to Middle School.

**Theory of Action**

- If pre-Kinder students are introduced to Kindergarten the week before school starts, they meet their teacher, tour the school, and participate in community building activities, then they will be better prepared to enter school and succeed.
- If our students are promoted to middle school after completion of 5th grade with a well-rounded education experience and high quality instruction aligned to the Common Core Standards, then they will be prepared for the middle school program.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Kinder Transition activities that include networking, open houses, tours, picnics, and social events.	Survey data (CHKS, etc.)	Pre-Kindergarten	Every Semester		2/26/2013	142SQI1C2171	Networking with the community is an ongoing aspect of Pre-K	N/A			0	\$0.00

Information, materials, school visits for 5th Grade Middle School are provided.	Survey data (CHKS, etc.)	All Students	End of Year		2/26/2013	142SQ11C2327	5th Grade Transition	N/A			0	\$0.00
Maintaining a caring school community for all stakeholders.	Survey data (CHKS, etc.)	All Students	Every Semester		2/26/2013	142SQ11C2470	Review all aspects of the school environment, physical, social and cultural for ways improve CSC	N/A			0	\$0.00
Provide K readiness materials and pre-K assessment	Other (OCR, etc)	Pre-Kindergarten	Every Semester		2/26/2013	142SQ11C2471	Teacher extended time to perform and analyze data	N/A			0	\$0.00
Bridge the after school tutorials with the classroom and align academic and behavior expectations and supports.	Local assessments (benchmarks, PWA)	All Students	Monthly		2/26/2013	142SQ11C2472	Teacher extended time to perform and analyze data	N/A			0	\$0.00

# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority D. College, Career & Workforce

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

### From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

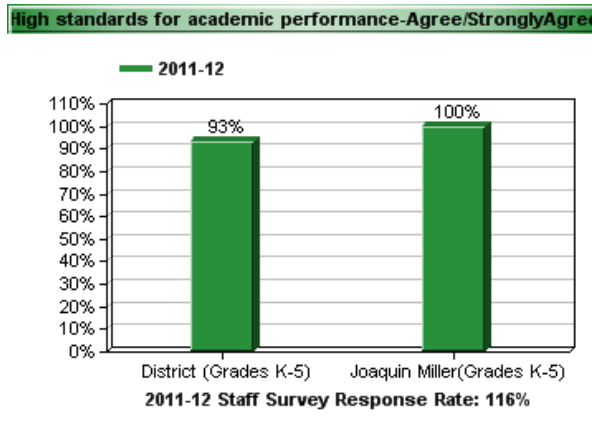
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

### School Quality Standards relevant to this Strategic Priority

A quality school...

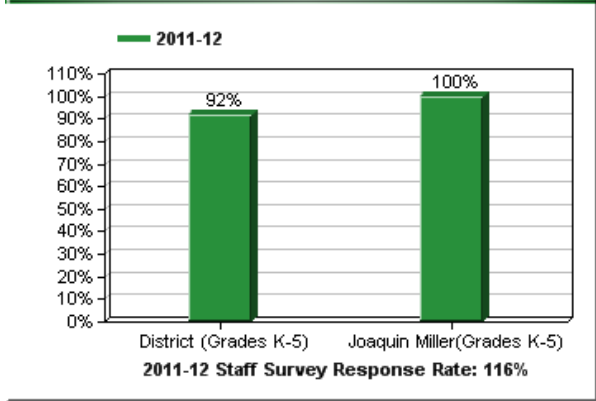
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

### Survey - High Standards

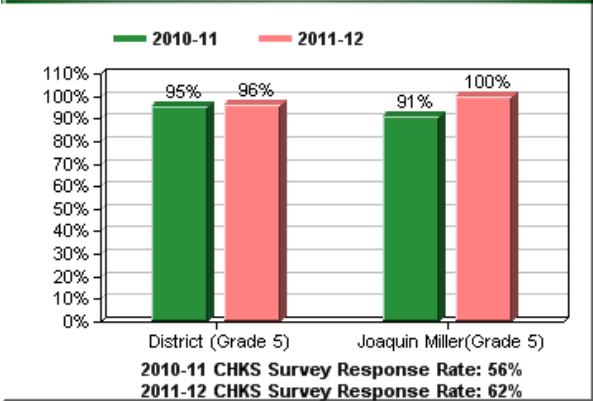


### Survey - Success

**School promotes academic success. \_\_\_% Agree/Strongly Agree**



**Do you plan to go to college after high school? \_\_\_% Yes**



**School Data**

- JM Students are exposed to arts, sports, academic fields and learning experiences which help to provide a well -rounded education.
- Students are exposed to a wide variety of in-class presentations from a wide range of career and college fields.

**Data Analysis**

- 90% of our parents have a high school diploma, a college degree or higher, which creates a family value added component to our overall readiness for creating future graduates.

**Theory of Action**

- If students are exposed to a wide variety of careers, colleges, and pathways, then they will be prepared to enter a field of interest.
- If students develop habits of a scholar, and college readiness skills, systems, and communication skills, then students will be prepared to succeed in college and career.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Annual Career Fair	Survey data (CHKS, etc.)	All Students	End of Year		2/26/2013	142SQL1D2172	Career Fair to promote college/career goals	N/A			0	\$0.00
5th Grade Girls Science Program After School to promote career/college	State tests (CST/STAR, PFT)	All Students	End of Year		2/26/2013	142SQL1D2174	Girls' Science and engineering Program	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority E. Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

**School:** Joaquin Miller Elementary

**Principal:** PAULETTE SMITH

**From OUSD Strategic Plan:**

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

**School Data**

- JM closed the achievement gap on the 2010-11 CST for African American, Latino and Special Ed students outside of the sphere of success by over 100 points for each. We are purposeful in our community to establish an equitable and welcoming school for diverse learners and backgrounds.
- Zero suspensions for African American, Latino and Special Education Students in 2012-2011 school years. Benchmark data is used strategically to monitor the academic success of African American males by our Academic Aide.

**Data Analysis**

- JM has a very supportive and collaborative COST Team in place to address across school services in the areas of Speech, therapy, psychology, and health referrals.
- Our ASIP program has doubled in size due to the outstanding program offered at JM. Success comes from teacher collaboration, welcoming and inclusive environment, awareness education and messaging, and parent involvement.
- Our SDC program has an excellent and caring staff. Our students mainstream into general ed classes for part of their instruction. They participate in a school wide recycling program and take on leadership roles within our school.
- ELAC and SSC are established parent forums to provide opportunities for families to engage in community building and educational support.
- JM has an Aide who coordinates our intervention program. She monitors student's Success Maker data, SRI data, Benchmark data and then communicates with the teacher to target specific interventions. Success Maker and IXL are computer based programs.

**Theory of Action**

- If we are purposeful and strategic with our student intervention programs, then we will see the achievement gap close for our subgroup populations.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Provide Classroom Intervention for Students basic or below on CSTs	Local assessments (benchmarks, PWA)	FBB, BB	Weekly		2/26/2013	142SQ1E643	Provide before/after school intervention using Success Maker	N/A			0	\$0.00
Student Intervention and Support toward meeting grade level standards	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly		2/26/2013	142SQ1E644	Classroom Aides	N/A			0	\$0.00
Provide program for GATE students.	Survey data (CHKS, etc.)	GATE	Monthly		2/26/2013	142SQ1E4604	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00



# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority F. Extending Learning Time

**School:** Joaquin Miller Elementary

**Principal:** PAULETTE SMITH

**From OUSD Strategic Plan:**

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

**School Data**

- We have over 40 different learning activities for students to engage in. We also provide learning and social groups such as, Odyssey of the Mind, Girl Scouts, Boy Scouts, and a 5th Grade Girls Science Session.
- Teachers provide tutorial for students needing additional academic support in ELA, Writing, Math and Reading Comprehension.

**Data Analysis**

- Homework learning session is offered for students who need a quiet space to learn, additional support after school.

**Theory of Action**

- If we provide after school tutoring to students who are struggling academically, then our students will be more successful.
- If we provide enrichment opportunities after school, then students will feel connected, engaged, and supported during after school hours.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide a broad range of after-school enrichment classes that are open and accessible to all students (fee based, but scholarships provided)	Survey data (CHKS, etc.)	All Students	Weekly		2/26/2013	142SQ1F2614	After School Enrichment	N/A			0	\$0.00
Before and After School Teacher Led Tutor Sessions for targeted students	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly		2/26/2013	142SQ1F2615	Tutor Sessions	N/A			0	\$0.00

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

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

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

#### School Safety Plan Goals

Goal 1: Increase student engagement and safety in schools; reduce bullying.

- Strategy 1.1: Implement Caring School Community. Implement Welcoming School's curriculum and training with staff and parents.
- Strategy 1.2: Class orientations for all classes to review safety goals and community engagement expectations Cross age buddies to promote community Class meetings to develop safety in the classroom

Goal 2: Reduce physical altercations

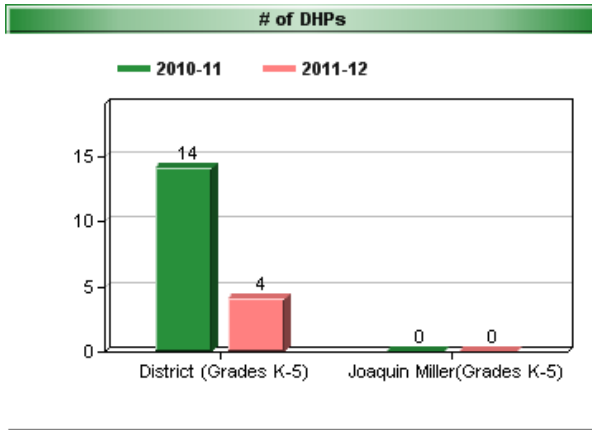
- Strategy 2.1: Increase staff and parent presence and supervision on play ground during lunch.
- Strategy 2.2: Referral for students SES to onsite counseling, and mentor ship with Hero, Inc. Coach.

#### School Quality Standards relevant to this Strategic Priority

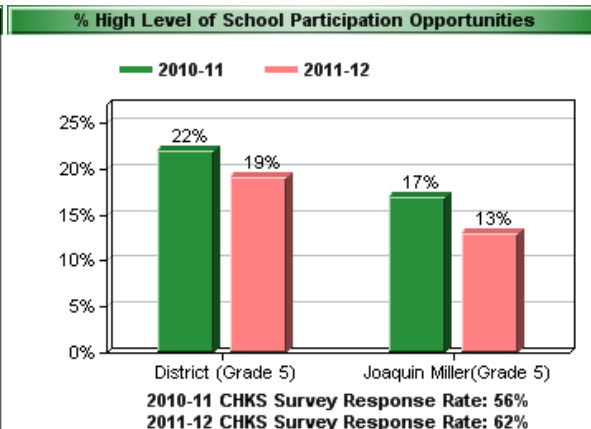
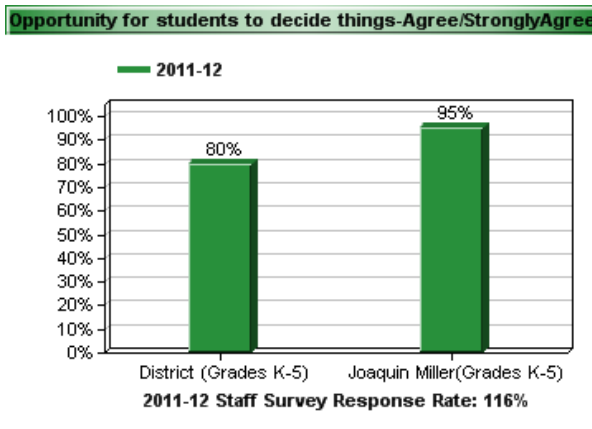
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

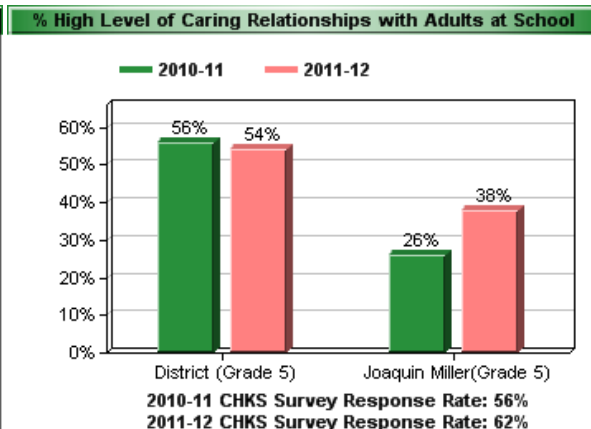
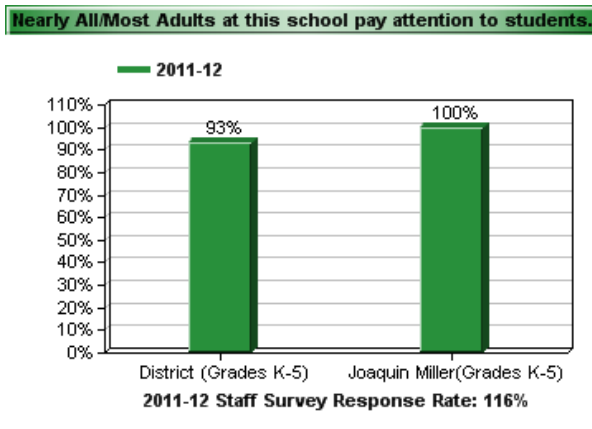
DHP



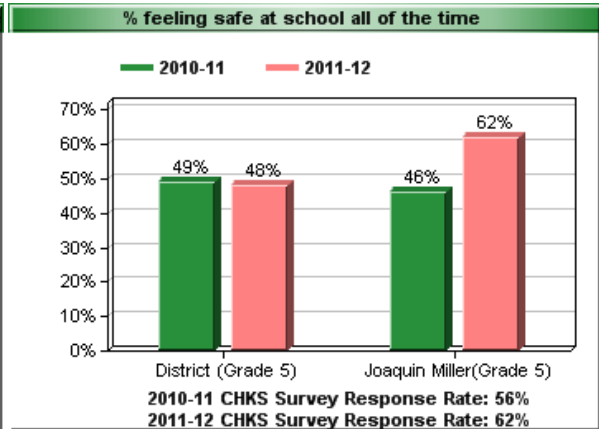
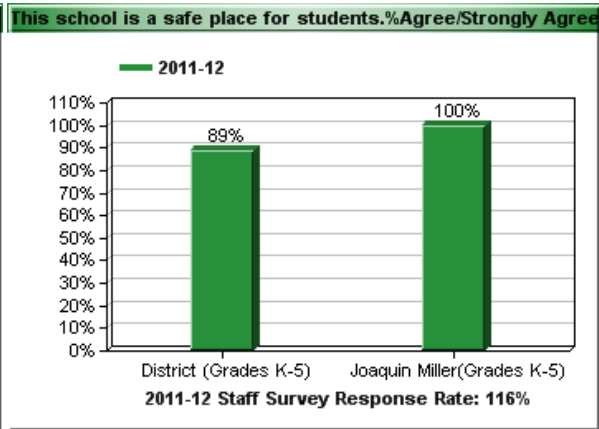
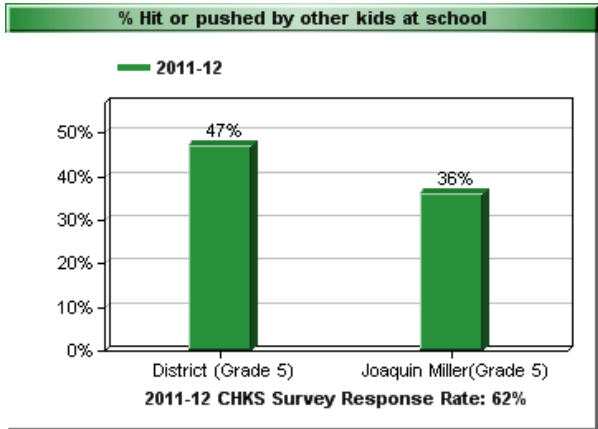
**Survey - Engagement**



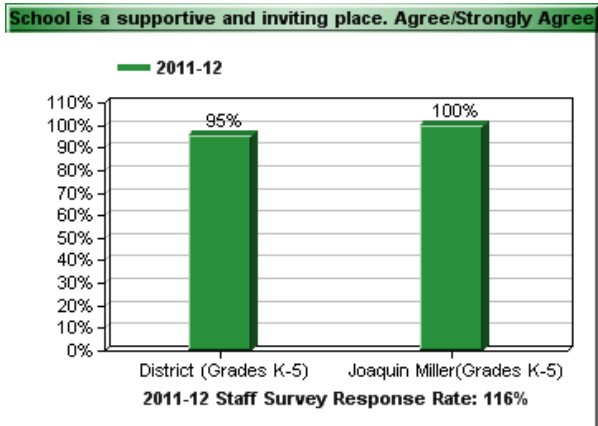
**Survey - Relationships**



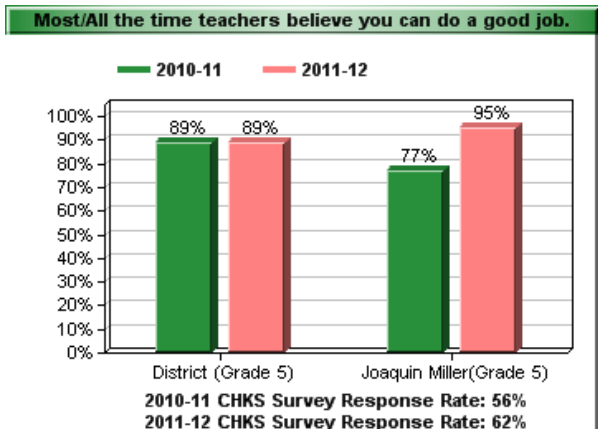
**Survey - Safety**



**Survey - Welcoming**



**Survey- Beliefs**



**Suspensions**



Fair to promote love of science and inquiry.	(CST/STAR, PFT)	All Students	Monthly		2/26/2013	142SQI2A2474	Science Advancement	N/A			0	\$0.00
Multiple opportunities to participate in student leadership activities.	Survey data (CHKS, etc.)	All Students	Weekly		2/26/2013	142SQI2A2475	Safety Patrol, Student Council, Jr. Coaches, Green Team, Cross Age Buddies and Office Monitors provide concrete opportunities for student voice and input	N/A			0	\$0.00
Anti Bullying Activities are employed to create a hate free atmosphere and student accountability	Survey data (CHKS, etc.)	All Students	Weekly		2/26/2013	142SQI2A2477	Special assemblies, signage, school vision, Paws For Praise, CSC all support a Bully Free School	N/A			0	\$0.00
Extensive and Student Initiated Waste Reduction and Awareness	Survey data (CHKS, etc.)	All Students	Weekly		2/26/2013	142SQI2A2478	Custodial support and leadership; Parent Action Group; Student leadership combine to reduce waste	N/A			0	\$0.00

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

### Strategic Priority B. Health & Wellness

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

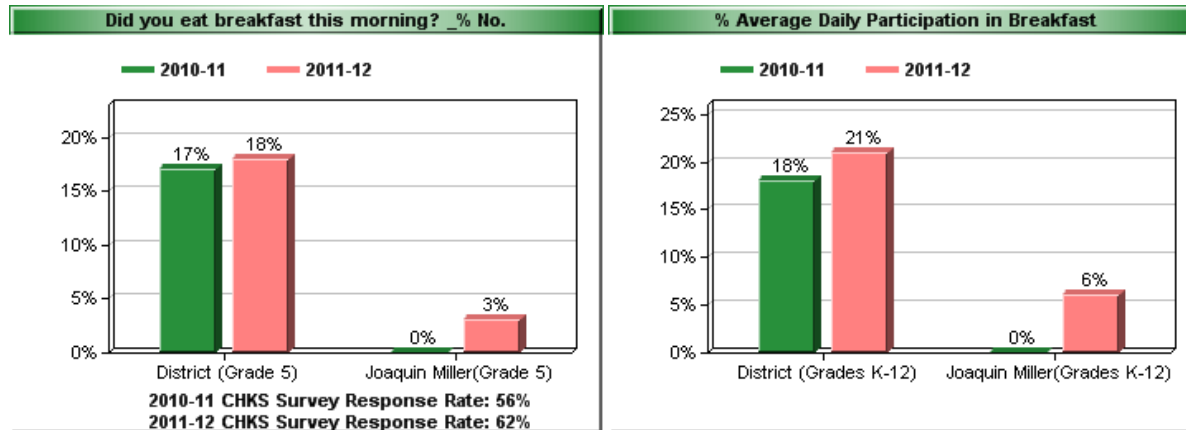
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

#### School Quality Standards relevant to this Strategic Priority

A quality school...

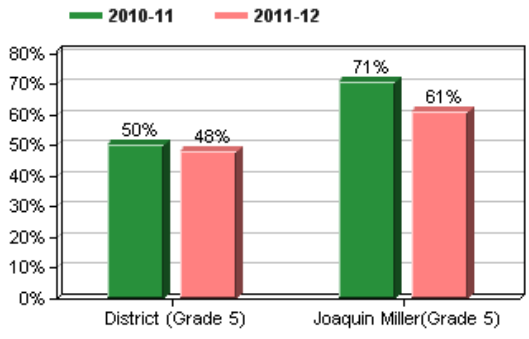
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

#### Breakfast



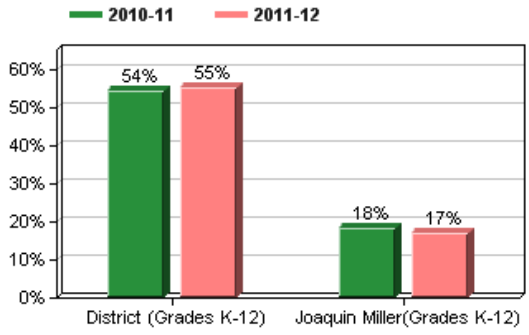
#### Fitness

**% in Healthy Fitness Zone for Body Composition**



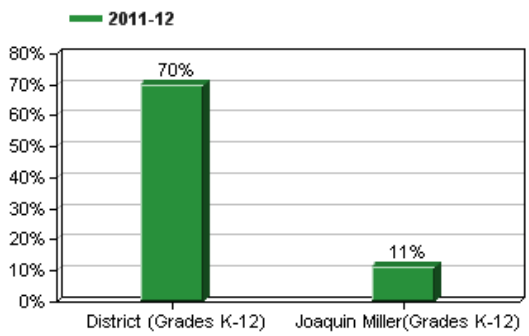
**Lunch**

**% Average Daily Participation in Lunch**



**Socio Economics**

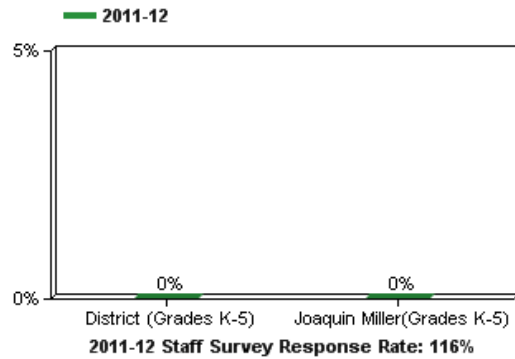
**Free/Reduced Lunch %**



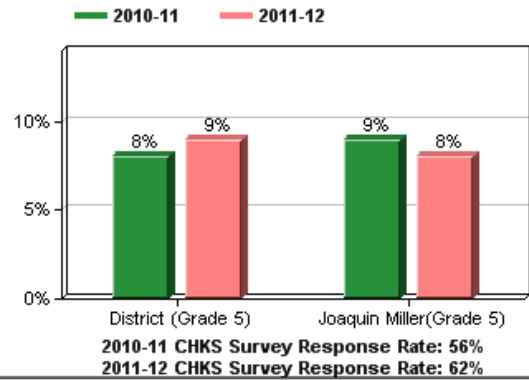
**Survey - Drugs / Alcohol**



**Student alcohol&drug use is a severe problem at this school.**



**% drinking alcohol in past month**



**School Data**

- 90% of JM students bring a home made lunch and snack.
- OUSD Nutrition Services does not provide breakfast to the students of JM. Nutrition Services does provide 25 snack bags for students at the 10:00 AM recess.

**Data Analysis**

- We have partnered with the Wellness Department to have a participating Wellness Coordinator, Teacher Professional Development, Student activities, and messaging around the school
- 80% of our students are involved in after school sports programs.
- JM is located in a densely forested area . JM students suffer from pollen related allergies and as a result, may miss school due to asthma related concerns. On the other hand, the wooded area creates calm.

**Theory of Action**

- If we provide social and emotional support to our students who are struggling in this area our students will feel cared for and be successful in school.
- If we provide a robust environmental program then our students will learn healthy life skills for caring for our world.
- If we offer physical education instruction and organized recess play then our students will have a clear understanding of a healthy lifestyle.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Full time recess instructor through the Heroes Program	Survey data (CHKS, etc.)	All Students	Weekly		2/26/2013	142SQI2B2601	Recess Instructor	N/A			0	\$0.00
Full time recess instructor through the Heroes Program	Survey data (CHKS, etc.)	All Students	Weekly		2/26/2013	142SQI2B2602	Recess Instructor	N/A			0	\$0.00
Provide social and emotional counseling to students who need support.	Survey data (CHKS, etc.)	All Students	Weekly		2/26/2013	142SQI2B2605	Social and emotional Support through Wildcat Counseling.	N/A			0	\$0.00

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

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

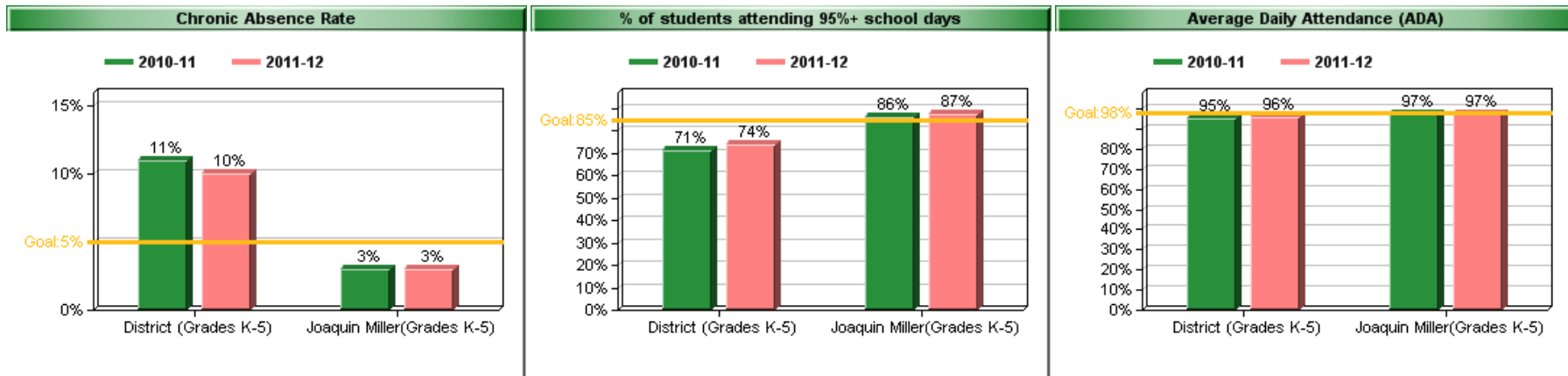
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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



**School Data**

- Attendance at JM is 96.7%.
- Attendance is impacted by long term illnesses like asthma, and viruses. Additionally, our students take extended vacations during the school year.

**Data Analysis**

- The location of the school in a wooded area with a lot of pollen which increases students' asthmatic conditions, and as a result these students miss school days.
- Parents plan extended vacations or learning trips during school days.

**Theory of Action**

- If families and students are made aware of the importance of daily school attendance, the proper attendance protocols, and financial and educational impact on student achievement, then our attendance rate will improve to meet the District's Goal.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Phone calls home by the school's Attendance Clerk regarding student absences and tardies.	Attendance	All Students	Weekly		2/26/2013	142SQI2C2558	Attendance Management by Attendance Clerk	N/A			0	\$0.00
SART and SARB Meetings between parents and administrator to set attendance goals and form a contract to improve attendance for our most chronically absent students.	Attendance	All Students	Weekly		2/26/2013	142SQI2C2559	Refer, monitor, and hold SART and SARB Meetings to reduce chronic absences and meet district attendance expectations.	N/A			0	\$0.00

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

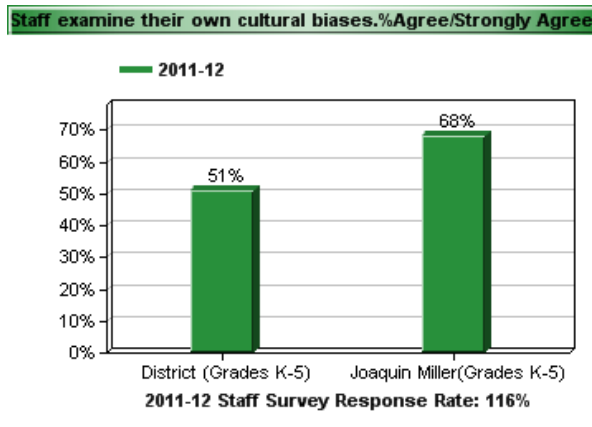
1. Improve the conditions in schools to retain 80% of effective teachers

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

#### Survey - Professional Learning



### School Data

- Teachers participate in math pd through Silicon Valley Math Institute and the Centralized Math PD.
- Teachers participate in Centralized Science PD.

### Data Analysis

- Math, Science and CSC Instructional Leadership Teams exist and contribute to the success of all students.
- General ED Teachers meet monthly to collaborate around the progress and success of ASIP students.
- Teachers lead high quality, hands on PD sessions in Math, Science, CSC and writing with teachers during Wednesday meetings.
- Teachers have input and voice in the structure of professional development on site.

### Theory of Action

- If we continue our monthly grade level collaboration, then we will be able to effectively plan for closing our achievement gap.
- If we create authentic learning partnerships with the students who are not in our sphere of success and we consistently use a data inquiry cycle to plan for instruction for these students, then we will make gains towards closing our achievement gap.
- If we work together as a professional learning community then we will be able to support one another and hold one another accountable for the success of our students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create monthly grade level collaboration with substitutes.	Local assessments (benchmarks, PWA)	All Students	Monthly		2/26/2013	142SQI3A2592	Grade Level collaboration	N/A			0	\$0.00
Professional Development designates time for authentic student work and data analysis.	Local assessments (benchmarks, PWA)	All Students	Monthly		2/26/2013	142SQI3A2593	PLC Data Inquiry	N/A			0	\$0.00
Instructional Rounds and Learning walks are scheduled both among staff in our own school and with other schools.	Local assessments (benchmarks, PWA)	All Students	Monthly		2/26/2013	142SQI3A2595	Instructional Rounds with Cohort Schools and Consortium Schools.	N/A			0	\$0.00
Teachers lead relevant Professional Development for each other on topics in Math, Science and Equity	Local assessments (benchmarks, PWA)	All Students	Monthly		2/26/2013	142SQI3A2596	Teacher developed PD	N/A			0	\$0.00

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

### Strategic Priority A. Family & Community Engagement

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

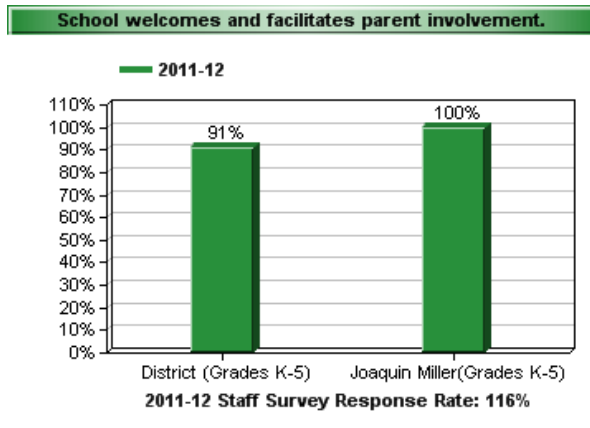
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

#### Survey - Welcoming



### School Data

- Our school has a very involved, supportive and caring Parent/Family community. JMPTA supports the school in many ways. They fund raise to ensure the school has quality enrichment programs for every child.
- Joaquin Miller has an active School Site Council and English Language Advisory Council. Parents and staff work collaboratively to ensure that there is deep community input to address real issues and opportunities to support student learning.

### Data Analysis

- Parents and Community Members support our school through multiple volunteer opportunities.
- Areas for meaningful volunteering are the Library, Computer Lab, Student readers, PTA, SSC, ELAC, Multi-Cultural Talent Event, and Living History Days.

### Theory of Action

- If Joaquin Miller is a welcoming and caring community for all students and their families and
- If we make strong partnerships with our parents, local businesses, and neighborhood associations, then we will ensure a strong community to support all students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent Workshop Series: Mini workshops led by teachers to provide EL Parents/All Parents with support for students in academics.	Survey data (CHKS, etc.)	English Learners	Every Semester		5/14/2013	142SQI4A641	Provide Parent Education Series for EL Parents	7091-EIA-LEP	2220-CLASSSUPPT SALARIES STIPENDS		0	\$2,000.00
Non Fiction/Fiction/audio Reading Material for students and parents to read and learn from	CELDT	English Learners	Weekly	Principal	5/14/2013	142SQI4A705	Provide supplemental Reading Materials to support instructional program for EL students.	7091-EIA-LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$5,603.00
Non Fiction/Fiction/audio Reading Material for students and parents to read and learn from					5/14/2013	142SQI4A4915		N/A			0	\$0.00
California Healthy Kids Survey	Survey data (CHKS, etc.)	All Students	End of Year		2/26/2013	142SQI4A706	Community Voice and Input	N/A			0	\$0.00
Parent Volunteers in the classroom with reading, science, math, and learning trips/activities	Survey data (CHKS, etc.)	All Students	Weekly		2/26/2013	142SQI4A707	Individualized Intervention for Targeted Students	N/A			0	\$0.00
Staff, SSC, PTA, and ELAC discuss all aspects of the site budget allocations and determine priorities.	Survey data (CHKS, etc.)	English Learners	Monthly	Principal	4/3/2013	142SQI4A2597	Community voice in strategic decision making	7091-EIA-LEP	4311-MEETING REFRESHMENTS		0	\$468.36

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

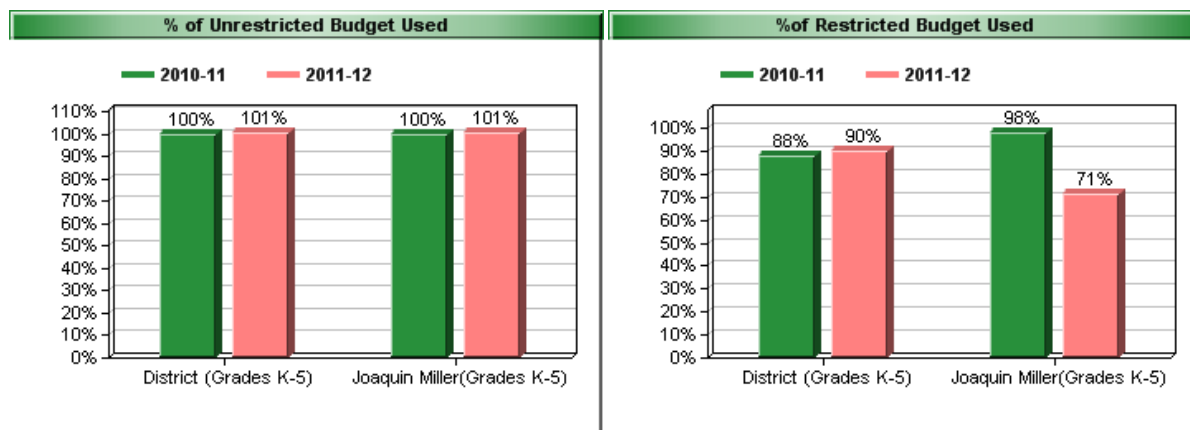
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

#### School Quality Standards relevant to this Strategic Priority

A quality school...

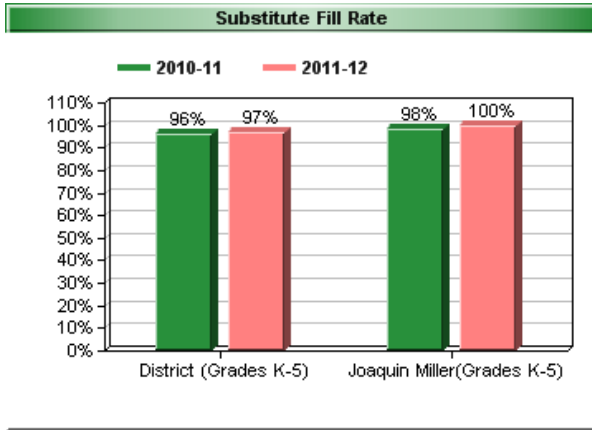
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

#### Budget



#### Sub Fill Rate





**School Data**

- Joaquin Miller has strong collaborative leadership teams in Math, Science, Literacy, Caring School Communities, and Wellness.
- Teacher leaders attend centralized professional development, and are committed to leading PDs for staff.


**Data Analysis**

- We are developing a budget which is aligned toward priorities set by the school site.
- Operational staff is committed to meeting all state and federal compliance and District expectations in a timely and efficient manner.
- Our active and proactive JMPTA financial support is aligned to our school's vision and goals. Programs like Physical Education, Library, and Computer Lab time are available to serve all students through the generous funding revenue of the PTA.

**Theory of Action**

- If all of our resources (time, money, and people) are strategically aligned to support our students then our students will thrive.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Staff, SSC, PTA, and ELAC discuss all aspects of the site budget allocations and determine priorities.	Survey data (CHKS, etc.)	English Learners	Monthly	Principal	4/3/2013	142SQI5A2597	Community voice in strategic decision making	7091-EIA-LEP	4311-MEETING REFRESHMENTS		0	\$468.36

State Program	Projected Budget	Final Budget
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	<b>\$8,403.30</b>	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$8,403.30</b>	

## **Appendices**

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES  
2013-2014**

School Site: Joaquin Millet  
Site Number: 142

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 10/24/12 3/20/13
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 3/20/2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

  
\_\_\_\_\_

SSC Chairperson's Signature

Germaine Hunter

SSC Chairperson's Name (printed)

4-2-13  
Date


  
\_\_\_\_\_

ELAC Chairperson's Signature

Lilian Ansari

ELAC Chairperson's Name (printed)

4/2/13  
Date

  
\_\_\_\_\_

Principal Signature

Paulette Smith

Principal's Name (printed)

4.2.13  
Date

  
\_\_\_\_\_

Executive Officer's Signature

Sondra Aguilera

Executive Officer's Name (printed)

5/23/13  
Date

  
\_\_\_\_\_

Director, State & Federal Compliance Signature

Susana Ramirez

Director, State & Federal's Name (printed)

6/5/13  
Date

### ELAC Membership Roster

School Name: Joaquin Miller School Year 2012-2013

<b>Chairperson:</b> Lillian P. Ansari	<b>Vice Chairperson:</b> Jamal Mohsen
<b>Secretary:</b> Sara Green	<b>DELAC Representative:</b> Paulette Smith

Check Appropriate Representation

Member's Name	Address	Principal	School Staff	EL Parent	Parent/Comm.
Lillian P. Ansari	2855 Chelsea Drive Oakland			+	
AMAYA SILVEZAR	3144 Lathbert Ave Oakland CA			X	
JAMAL MOHSEN	1306 87 AVE OAKLAND CA				X
IRMA GOMEZ	1930 7th Ave #101 Oakland CA				
Magda S. Argueta	2056 Auscon Ave Oakland CA 94611			✓	
Sara Green			✓		
Paulette Smith	2269 Star Ave	✓	<del>✓</del>		

**This ELAC membership roster must be completed and submitted (hard copy) to the Office of State and Federal Programs, Room 112, OUSD Administration Building, c/o Linda Love –On or before October 31, 2010.**

## School Site Council Membership Roster – Elementary School

**School Name:**   Joaquin Miller  

**School Year** 2012-2013           

<b>Chairperson:</b> Germaine Hunter	<b>Vice Chairperson:</b> Paulette Smith
<b>Secretary:</b> Denise Palmer	<b><u>DAC Representative:</u></b> <b><u>Deidre Robinson</u></b>

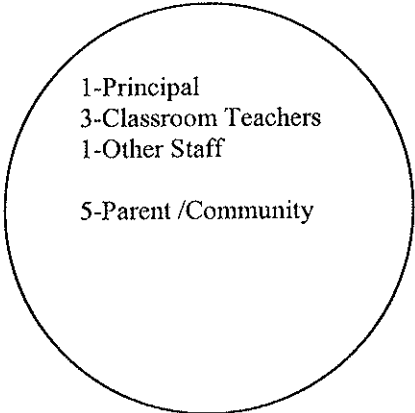
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Germaine Hunter	15 Woodside Glen Ct., Oakland, CA				X
Eric Runge	6501 Aitken Drive, Oakland, CA				X
Steve Campbell	7605 Sunkist Drive, Oakland, CA				X
Lissette Rodriguez	6155 Girvin Drive, Oakland, CA				X
Sara Bank	2130 Mountain Blvd, Oakland, CA				X
Sara Green	785 Moraga Drive, San Leandro, CA		X		
Paulette Smith	2269 Star Ave, Castro Valley, CA	X			
Joanne Harper Dickerson	1039 Arlington Avenue, Emeryville, CA			X	
Denise Palmer	585 9 <sup>th</sup> Street, Oakland, CA		X		
Deidre Robinson	421 Staten Ave, Oakland, CA		X		
<b>DAC Representative</b>					
Deidre Robinson	421 Staten Ave, Oakland, CA				
Home Ph. 7038414	Email: drobin4303@aol.com				

<b>Meeting Schedule</b>	<b>Third Wednesday at 5:00 PM in the School Library</b>
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**SSC Legal Requirements:**

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



***This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2010. Fax # 879-8098***

# Title I School Parental Involvement Policy 2013 - 2014

Joaquin Miller Elementary

**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**

*Joaquin Miller* 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.
- Offer a flexible number of meetings for parents.
- 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.
- Provides parents of Title I students with timely information about Title I programs.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

## **School-Parent Compact**

Joaquin Miller 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**

Joaquin Miller 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



Report Cards  
Progress Conferences  
Parent Conferences

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- 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.
- 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.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.


### **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.

### **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 (03/20/13) 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 Joaquin Miller's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
\_\_\_\_\_  
(Principal's Signature)

  
\_\_\_\_\_  
(Date)



## Joaquin Miller 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

.....  
Teacher

.....  
Parent/Guardian