

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

June 27, 2018

Legislative File ID No: 18-1322
Introduction Date: 6/27/18
Enactment No.: 18-1125
Enactment Date: 6/27/18 er

To: Board of Education

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

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

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Martin Luther King, Jr. Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Martin Luther King, Jr. Elementary School.



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

Legislative File ID No: 18-1322
Introduction Date: 6/27/18
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Martin Luther King, Jr. Elementary School
CDS Code: 1612596072235
Principal: Roma Groves-Waters
Date of this revision: 5/10/2018

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

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

Contact: Roma Groves-Waters
Address: 960 10th Street
Oakland, CA 94607

Position: Principal
Telephone: 510-874-3381
Email: roma.groves@ousd.org

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

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Martin Luther King, Jr. Elementary School

Site Number: 182

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

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

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

Date(s) plan was approved: 5/16/18

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

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

Signatures:

Roma Groves-Waters Roma Groves-Waters
 Roma Groves-Waters, School Principal Signature

5/16/18
 Date

Tom Hamilton Tom Hamilton
 Print name of SSC Chairperson Signature

5/16/2018
 Date

Nicole Williams Browning _____
 Nicole Browning, Network Superintendent Signature

5-16-2018
 Date

Marla Williams Marla Williams
 Marla Williams, Officer, State and Federal Programs Signature

5/16/18
 Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Martin Luther King, Jr. Elementary School

Site Number: 182

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

Date	Stakeholder Group	Engagement Description
9/28/2017	MLK SSC Meeting	Establishment Meeting
10/5/2017	MLK SSC Meeting	Parental Involvement Policy and Home School Compact - Approving the Safety Plan
10/5/2017	Lafayette SSC Meeting	To review the student achievement data, safety plan, and SPSA.
1/14/2017	Lafayette SSC Meeting	To review the student achievement data, safety plan, and SPSA.
11/14/2017	MLK SSC Meeting	School Data: SRI, F & P, Attendance, & Suspensions
12/20/2017	All Staff Reflection Meeting	Review of School Data, Parental Involvement Policy, Home School Compact, & School Wide Reflection of Goals & Objectives
1/23/2018	Instructional Leadership Team Mtg.	To review, discuss, and plan the School Site Professional Development by reviewing the data to present to the staff. Reviewed the SPSA goals and instructional practices of the leadership and teachers.
2/1/2018	SSC Chairperson & Vice Chairperson Mtg.	To review, discuss, and plan the SPSA items that need to be on the agenda.
2/8/2018	SSC Meeting	To discuss, review, plan, and approve the SPSA and Budget Allocations
2/13/2018	SSC Meeting	To discuss, review, plan, and approve the SPSA and Budget Allocations
2/20/2018	SSC Meeting	To discuss, review, plan, and approve the SPSA and Budget Allocations
2/27/2018	SSC Meeting	To discuss, review, plan, and approve the SPSA and Budget Allocations
4/12/2018	SSC Meeting	To discuss, review, plan, and approve the SPSA and Budget Allocations
5/8/2018	SSC Meeting	To discuss, review, plan, and approve the SPSA and Budget Allocations
5/16/2018	SSC Meeting	To discuss, review, plan, and approve the SPSA and Budget Allocations

2018-2019 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$55,475.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$229,366.93	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$440,360.62	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$53,333.15	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,505.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$54,838.15	\$0.00

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

1A: ABOUT THE SCHOOL

School: Martin Luther King, Jr. Elementary School

School ID: 182

School Description

Martin Luther King, Jr. (MLK) Elementary is a STEM school with a strong focus on engineering and physical sciences. Our goal is to give our students exposure to science in kindergarten and to build upon that exposure through fifth grade in order to continue their interest and improve their ability to produce high-quality scientific product. The purpose of STEM is for students to recognize and embrace the benefits of an education steeped in the sciences, and become readied for their career and college choices. Technology is a veritable pathway to positive lifelong access. AT MLK, we also provide students with opportunities to build and to showcase their science prowess; students are involved in myriad hands-on activities that help to build their content knowledge across the curriculum. We host the Summer Engineering Camp for Kids, sponsored by the National Association of Black Engineers. Our students will leave MLK understanding that science concepts are transferable and relatable to every subject. Through their exercises with hands-on learning, linked learning, and critical skill building they will be equipped for the future. On March 8, 2017, the Oakland Unified School board voted to consolidate grades K-3 from Lafayette Elementary into the Martin Luther King Jr. Elementary campus. We will, with increased enrollment, continue to strive for academic excellence for our scholars, and be guided by our mission to empower students for college and career readiness.

School Mission and Vision

MLK Mission: To empower, motivate, and inspire our students for leadership and academic success in Science, Technology, Engineering, and Math so that they are college and career ready.

MLK Vision: Our vision is put into action through community partnerships and programs that focus on Science, Technology, Engineering, and Math by having students fully engage in academic discourse, writing with evidence, and reading informational texts to prepare them to be college and career ready.

Family & Student Engagement

Family and Student Engagement are priorities for our school. We believe that families are the glue that hold the school together. Without families we could not be able to make changes within the school. This is why it is important that we have an abundance of resources for families to thrive. The resources we have available are: The Family Resource Center, Adult Literacy Classes, Parent Cafe's on Attendance, Community Building, & School Site Support by Oakland Parents Together, Parent Workshops on Instruction by the Jewish Literacy Coalition, Counselors by EBAC & WOHC, WOMS Health Center, and others that support the learning, growth, and stability of family structure. There are many barriers for families that attend our schools. The barriers are the high crime rate around the school area, increase in rent and houses, no grocery stores or banks in the immediate area for families. Despite the obstacles and barriers, we are a school that thrives on supporting our families with resources that help and their children succeed in learning, growing, and being a productive positive citizen in the country. At our school, we also conduct monthly family engagement nights for students and their parents. This includes: Family Math Night, Family Literacy Night, Family STEAM Night, Winter Concerts, Family Talent Shows, and Family Movie Nights. This engagement is a time for students to show their families what they have learned in school to become productive citizens in society and what they are achieving in their classrooms. For the students we offer: Engineering Classes, After School Program, Art Classes, STEM Lab, Science Innovation Projects, Monthly Awards, Instrumental Music Program, Project Lead the Way, Choir, Interventions for Reading and Math. We offer our parents and students a wealth of information and resources that would help any community thrive to excellence. We truly love, honor, and support our families in helping them achieve greatness.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<ul style="list-style-type: none"> - Best practices are implemented through the weekly Walkthroughs, teacher collaboration and PLC structures. - Teachers are supported in best practices, content specific questions, resources, and exemplars through the Instructional Teacher Leader. - Teachers and leaders are building Common Core Standards Based alignment knowledge and implementing instructional practices resources, materials, and coaching. - Strong culture of literacy with community partners, building library, and classroom leveled-libraries. All students have books available to take home. 	<ul style="list-style-type: none"> - More than 50% of students are reading below grade level. - Difficulty transitioning from Opencourt to Reading and Writing Workshop model. Teachers have varying levels of curriculum practices and common core. - Difficulty implementing all portions of the balanced literacy model, especially given the variance in how long teachers have been in building. We are still learning Tier I instructional strategies within all portions, making it harder to implement Tier II and III strategies to support all students. - Students with Disability lack exposure to technology and grade level content. - Chronic absentee rate makes coherent instruction difficult. 	<p>The data shows that more than 40% of the students come late to class averaging from 30 to 45minutes. This morning time is critical instruction time. Teachers need more time to collect and analyze data and to implement data based instruction.</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<ul style="list-style-type: none"> - Best practices are implemented through teacher collaboration and PLC structures. Weekly Professional Development focused on our 6 - 8 week Cycles of Inquiry. - Teachers are supported in best practices, building standards knowledge, resources, and exemplars through the Instructional Teacher Leader and PD every week. - Teachers are building knowledge of standards, look at standards when planning, and using a standards-based lens when analyzing data through the Walkthroughs, Coaching + PLCs. - Teachers content knowledge is supported through intentionally using curriculum, purple guides, CEOUs, Lucy Calkins, and ANet resources. - A clear focus on implementing standards has driven the weekly Walkthroughs, PD, PLC, and collaboration time. This clear priority has created a through line between all teacher development that focuses on student growth and leadership. 	<ul style="list-style-type: none"> - Standards are not driving curriculum modification and instruction. - Lack of clarity around math common core shifts disempowers teachers to make meaningful adjustments. - Chronic absentees make coherence and build difficult. Group work is challenging when students are not consistently in class. 	<p>Lack of clarity around Math Common Core shifts disempower teachers from making meaningful adjustments to curriculum and lesson plans. Specifically, we need to build knowledge around rigor and focus to ensure our pacing and tasks align with the demands of common core.</p>

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;"><i>(CULTURE & CLIMATE)</i></p>	<p>Weekly COST Team meetings that address Attendance as one of the topics; School Site Counselor, Local Agencies, and Social Worker Interns are matched with families who are on the chronic absent list; Parent Ambassador from the Oakland Housing Authority makes daily phone calls to parents; Attendance Clerk calls and meets with Chronic Absent families; Community Service Manager and Parent Liaisons conducts home visits to chronic absent families. PBIS program is strong. The teachers meet every other week to coordinate services for the school site. California Health Kids is a data source we use as well.</p>	<p>The same families are absent. Chronic absent families are more tardy than absent. Chronic absent families are tardy and students must the first 1 hour of school. The challenges and barriers are issues in the community like high crime, mental illness, trauma that families deal with on a daily basis, and Post Traumatic Syndrome.</p>	<p>Tardies are the root cause of the absences. Families that are chronically absent have severe poverty issues that are beyond what the school can do for them. There is a lack of awareness of community resources to support on time attendance.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p style="text-align: center;"><i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>Daily 30 minutes Designated ELD Program using System ELD as the curriculum. 3 times a week Newcomer ELD group. 2nd Grade students take the SRI exam to prepare them for reclassification. There are 6 Bilingual staff that speak either: Cantonese, Mandarin, Arabic, & Spanish.</p>	<p>There are many newcomers who come to school without knowing how to speak English or their native language fluently. Households with no support in speaking English to the students. Students are often not fluent in their home language. We don't have an online ELD program.</p>	<p>Little to no household support because the family does not speak English. Students often cannot speak or read fluently in their home language. Textbooks provided in the students home language do not match the dialects. English Vocabulary Development is a issue for ELLs. ELLs need stronger supports from the school in grammar development and writing.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Martin Luther King, Jr. Elementary School

School ID: 182

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Reading	By 2018 - 2019, 30% of the students will be at/above grade level as measured by SBAC assessment. K - 5th grade students will move 2 or more levels of reading level growth as measured by the F & P Test. 3rd - 5th grade students will move 1 grade level of growth as measured by the SRI test.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	African American Students	-83.3	-75.8	-68.3
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	The other leading indicators are: SBAC ELA, F & P Reading and Foundations, and teacher made Common Core Assessments.				
Theory of Action for Language & Literacy Priority:	<p>If we use complex, grade-level texts in all grade levels and content areas (science, social studies, ELA) with quality, standards-aligned, text dependent questions, complex reading in the form of (Close Reading, Interactive Reading, & Shared Reading, then students will build independence and mastery of grade level standards and show growth as measured by SRI, F & P, & SBAC ELA.</p> <p>If teachers provide students with daily writing lessons using the Lucy Calkins writing program, then students will show improvements in reading as reflected on SRI, Reading, & SBAC ELA indicators.</p> <p>If students speak about texts using text evidence and academic language, then (Mastery)</p>				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP/ORGANIZATIONAL ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Guided Reading - Work in small group instruction on reading practices specifically for our students with disabilities, low income, and TK/K students.	Observations Weekly PLCs		EVIDENCE OF IMPLEMENTATION Data shows that growth has been made in reading and fluency scores.	

1-2	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student group ELL's/Newcomers.	Weekly Feedback Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.) Weekly Coaching by the Literacy Coach	Classroom teachers will deliver instruction utilizing the OUSD mandated Lucy Calkins program and the reading and writing workshop.
1-3	Interactive & Shared Reading - Teachers employ differentiated instructional strategies to meet the needs of targeted student group African American.	Cycles of Inquiry - Data Conferences Every Wednesday Professional Learning Sessions	Teachers will direct and engage students in Interactive Reading practices, while monitoring student activity and student gains.
1-4	Reading Workshop - Teachers employ differentiated instructional strategies to meet the needs of targeted student group Latino.	Literacy Coach will provide weekly coaching & modeling of lessons on the fundamentals of English Language Arts. Once a month Faculty Meetings	Reading Workshop is fully implemented and students are well-versed on the procedures and protocols. Teachers will be observed through weekly walk-through sessions.
1-5	Small Group Instruction - Teachers employ differentiated instructional strategies to meet the needs of targeted student group Title I Low Income.	Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	Teachers and Instructional Aides, as well as Reading Interventionists will deliver small group instruction in classrooms.
1-6	Vocabulary Development - Teachers employ differentiated instructional strategies to meet the needs of targeted student group - Students with Disabilities.	Weekly Feedback Sessions Weekly Coaching by the Literacy Coach	Word walls in classrooms, as well as spelling and vocabulary assessments, bolstered with the Open Court phonics section will be used in classrooms, across campuses.
1-7	Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group Latino.	Every grade level teaching WRITING at the same time everyday	Writing workshop will be fully-implemented as per the Lucy Calikns protocols, and be evident by teachers delivering the Writers Workshop in classes and students be able to articulate the lessons' purposes, goals, and focus.

1-8	Writing Workshop	Peer Observations once a month	LightSail reports will share the data of student engagement and growth
1-9	Close Reading - all subgroups will benefit from the quality teaching of the Balanced Literacy Program.	Grade Level specific instructional strategies that illustrate the continuum of the Common Core Standards	All students will engage in close reading and teachers will use close reading exercises, coupled with complex text strategies.
1-10	Complex Texts - A licensed Reading Program that has students reading and answering questions from a Blended Learning Program.	Team Teaching for grade levels to go deeper in the subject matter or strategy being taught. Extended Learning opportunities to increase amount and quality of Instruction. The After School Program will work with students on Complex and Informational Texts.	Complex text evidence will be obvious through student work, teacher instruction, and the results of comprehension assessments, including the F&P and SRI tests. The After School Program will expend this learning opportunity to help students in enhancing their ability in understanding Complex Texts by having the students read informational texts weekly.
1-11	Every grade level will have Word Walls	Differentiated Coaching for all grade levels	Word Walls will be evident in every classroom, updated and current , and easily accessible by all students in the classroom.
1-12	Test Taking Strategies for SRI	Provide Cultural Responsive Text	Teachers will regularly teach test-taking strategies, as evidenced by improved scores on assessments, and students' ability to articulate some test taking strategies. Anchor charts will display said strategies.
1-13	Word Study	Weekly Feedback Sessions Weekly Coaching by the Literacy Coach	Teachers will use word study strategies to engage students and hold students accountable for spelling and vocabulary growth through weekly and spontaneous teacher-made grade-level quizzes.
1-14	Conduct small group instruction with AA, Arabic, and Latino students by having the School Psychologist and Social Worker Interns help the students with life skills.	COST Team to identify students based on Teacher Referrals. Use school site data to determine groups. Use surveys to determine make up of the groups.	Students will show improvement in fluency in English by speaking, writing and performing on assessments that are English-based.

1-15	Progress Monitor the data for the African American students, Arabic students, Latino/a students, Asian students, Foster Youth students, economically disadvantaged students, homeless students, Gate, children with disabilities, and Pre - School students in reading and writing. Teachers will keep a chart on the progress of the students weekly.	Professional Learning Communities (PLCs) will be the time to review the subgroup data in ELA specifically, Reading and Writing.	Progress Monitoring the data on our subgroups is the main focus for the school to review how well the students are doing academically, socially, and emotionally.
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STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	By 2018 - 2019, 25% of the 3rd - 5th grade students will be at/above grade level as measured by SBAC assessment. By 2018 - 2019, 25% of the K - 5th grade students will be at/above grade level as measured by the CEOU - Math Test. 30% of the 3rd - 5th grade students will be at/above grade level as measured by SMI assessment.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	African American Students	-81.5	-71.5	-61.5
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	The other leading indicators will be the Math CEOU, weekly Math assessments, entry, formative, expert, and summative tasks, ST Math weekly, and the SMI assessment.				
Theory of Action for Standards-Based Instruction Priority:	If we implement instruction based on the major focus of our grade level and aspect(s) of rigor of the standard (s) and teachers utilize resources in OUSD Math website and the Math Core Curriculum Guide, then students will receive aligned, common-core based instruction which allows them to master standards.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Numbered Talks - Teachers employ differentiated instructional strategies, which include, conferring, Numbered Talks, and strategy lesson groups to meet the needs of targeted student Title 1 Low-Income.	Weekly Walkthroughs Weekly Teacher Coaching - Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving."		Teachers will do number talks using suggestions from the Math Core Curriculum Guide at least 3 times a week. Growth in students' understanding and scores will be evident in all Math assessments.	

2-2	3 Reads + Writing Teachers employ differentiated instructional strategies to meet the needs of targeted student group African American.	Observations PLCs every Monday - Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	Teachers will engage students in 3 Reads strategy when solving word problems and have students explain their thinking and understanding in Math journals. Students will improve in performance tasks in Math C-EOU, SBAC Math, and other tasks.
2-3	Cooperative Group Work - Teachers employ differentiated instructional strategies to meet the needs of targeted student group Latino/a.	Cycles of Inquiry - Data Conferences Professional Learning Sessions once a month	Students will be seated in groups, and when engaged, will articulate the value and purpose of such seating arrangements. Teachers will familiarize students with protocol and transition of group and group work. Anchor charts will serve as a student resource for protocol of group work.
2-4	Progress Monitor the Tier 1 students	Math Coach will provide weekly coaching, modeling, and demonstrating of key Common Core Instructional Strategies Instructional Leadership Team	Teachers will have physical data walls or charts that are current and displayed, both for teacher purpose and student reflection. Students will know what their levels or grades are and will have a sense of the value of improvement and self-pride.
2-5	Frontloading - Low performing students will be specifically working in small group instruction.	Students with Disabilities, Foster Youth, African American, and ELLs will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards. Peer Observations once a month	Teachers will demonstrate front-loading, as evidenced when walk-throughs or spontaneous visits occur.
2-6	Problem of the Day - Gate students will receive more challenging questions daily.	SWD, Foster Youth, African American, and ELLs will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards. TSA will engage students in challenging curriculum monthly.	Problem of The Day will be indicated on boards, or posters, and students will have evidence in notebooks or portfolios, and also be able to articulate the POD protocol.

2-7	Weekly Grade Level Common Assessments	SWD, Foster Youth, African American, and ELLs will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards.	Teachers will bring the data from WGLCAs to PLC meetings to discuss and norm, and will use the evidence for future planning and curriculum delivery-matching it with standard-based instruction and OUSD blueprint calendars and assessment requirements.
2-8	GATE students will use exemplars in explaining the answer and using rubrics to define their work. Teachers employ differentiated instructional strategies to meet the needs of targeted student group of GATE students.	SWD, Foster Youth, African American, and ELLs will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards. Complex Texts with Vocabulary Development strategies will be given to the students.	Teachers and students will create and use rubrics. Rubrics will be apparent and obvious for each task for which they are required, and students will understand how the rubric informs their work and production.
2-9	Progress Monitor the data for the African American students, Arabic students, Latino/a students, Asian students, Foster Youth students, economically disadvantaged students, homeless students, Gate, children with disabilities, and Pre - School students in Math. Teachers will keep a chart on the progress of the students weekly.	Professional Learning Communities (PLCs) will be the time to review the subgroup data in Math.	Progress Monitoring the data on our subgroups is the main focus for the school to review how well the students are doing academically, socially, and emotionally.
2-10	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student group ELL's/Newcomers.	Weekly Walkthroughs Weekly Teacher Coaching	Progress Monitoring the data on our subgroups is the main focus for the school to review how well the students are doing academically, socially, and emotionally.
2-11	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student group - Students with Disabilities.	Weekly Walkthroughs Weekly Teacher Coaching -	Teachers and students will create and use rubrics. Rubrics will be apparent and obvious for each task for which they are required, and students will understand how the rubric informs their work and production.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL	Priority ("Big Rock"):	JUNE 2021 GOAL
	PBIS	By June 2021, Daily attendance rate will reach 97% with no disparities between the lowest and highest performing subgroups. This will be accomplished through fidelity to Positive Behavior School Interventions (PBIS).

SUPPORT/ PROFESSIONAL DEVELOPMENT		Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
		Attendance Rate	All Students	91.1%	92.0%	94.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?		The other leading indicators are the bi-monthly PBIS meetings, bi-weekly COST Team Meetings, bi-weekly Attendance Team meetings, and the teacher assessments.				
Theory of Action for Conditions for Student & Adult Learning Priority:		If we focus on chronic absent families in each grade level and match each family with a resource and community based organization to give them support, then we will have provided each chronic absent family support in getting their children to school on time.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION		
3-1	Teach the SEL Standards weekly in a group effort by each pod. Primary and Secondary Targeted students will work with the School Psychologist and Tier 2 teachers for support in Reading Acquisition. Teachers will focus on Progress Monitoring the data on the African American, Latino, GATE, Homeless, economically disadvantaged, Foster Youth, and students with disabilities specifically on the SEL students using the PBIS standards.	Weekly Observation & Feedback sessions with all of the students. Advance positive attendance through a coordinated system of recognition, engagement, data tracking, early outreach, and formative evaluation.		Teachers will be observed in weekly walkthrough sessions by administration and ITL and TSA and district leaders.		

3-2	<p>Teachers will conduct weekly assessments on students who have not come to school. All targeted groups will have the expectation of working in small group instruction with Foster Youth.</p>	<p>SCHOOLWIDE CULTURE OF ATTENDANCE. Develop and oversee implementation of plan to cultivate school wide culture of attendance. Include plans to: 1) Start outreach to families before the school year begins; 2) Leverage existing activities to communicate the importance of good attendance and offer support; 3) update and refine schoolwide system of attendance incentives MLK will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Develop schedule for schoolwide system attendance incentives that is integrated and dovetails with other schoolwide culture building systems and practices. Allocate time and resources for incentives and recognition. In addition to planning recognition of students/families, include recognition for teachers who effectively address attendance.</p>	<p>Students who miss school will be supported through small-group instructions to make up and catch up what they miss in guided reading or math intervention.</p>
3-3	<p>Review attendance data to look for patterns in who is absent and what days are most frequently missed. Look at excused as well as unexcused absences. Call or conduct parent conferences with parents of chronically absent students.</p>	<p>USE DATA TO DETERMINE STRATEGIES AND ACTION. Develop and oversee implementation of plan to use chronic absence data to determine need for additional support: 1) convene and task an Attendance Team to regularly review attendance data; 2) Identify individuals and groups of students who are missing 10% of their school days and use se data, both quantitative and qualitative, to provide additional supports for chronically absent students; 3) Set interim goals and continuously monitor progress, and update strategies and actions Calendar and assign someone lead responsibility for tracking and monitoring attendance data.</p>	<p>Attendance Clerk and Community Services Manager will call parents of students who are chronically absent and/or tardy. Community Services Manager will review attendance data at COST meetings to identify studnets who are eligible for SART/SARP meetings to set goals for students to attend school regularly and monitor students' prohgress.</p>

3-4	<p>Teachers will receive training that reinforces or introduces classroom best practices that promote positive attendance: 1) establishing practices of greeting students warmly in the morning and asking about them when they come back after an absence; 2) engaging students in tracking their own attendance; hanging posters about attendance (available from Attendance Works website); 3) offering incentives for good or improved attendance, whether a good star, a certificate or a monthly celebration, and making sure to let the parents know, so they can feel proud of their children! Plan classroom recognition that makes sense in relation to schoolwide incentives.</p>	<p>Conduct classroom walkthroughs with ITLs to monitor positive classroom environment practices in each classroom; offer coaching when needed; IMPROVE STAFF CAPACITY. Develop and oversee implementation plan to improve Staff Capacity to Adopt Effective Attendance Practice: 1) Determine what existing team or newly established team will address attendance; Team will conduct an annual School Attendance Self-Assessment; 3) Describe an updated tiered system of supports; 4) Team will determine, plan and oversee professional development for staff After it is determined whether an existing team or newly established team will address attendance, establish structures and timelines for the work of the Attendance Team. Ensure that people involved establish agreements for mutual accountability to ensure effort and results are sustained.</p>	<p>Teachers will use common language when addressing absences or tardiness. The Faculty Council delineates the language for defining absences and tardiness. Teachers support families by encouraging students' attendance with incentives. Teachers call families to enquire about the cause of students' absences and refer to COST. Teachers plan and provide make-up work for students who have been absent.</p>
3-5	<p>Teachers will identify Homeless students by going through the Coordinated of Services Team Committee.</p>	<p>The COST Team will start process of the Student Success Team to work with families by having a needs assessment meeting to identify interventions and resources for homeless families. The COST Team and School Site Counselor will follow up with families by providing resources to help the teachers.</p>	<p>Teachers fill out/complete COST referrals when they notice or hear about student homelessness. The COST will follow up with appropriate strategies and resources.</p>
3-6	<p>Provide families with timely information about classroom practices, expectations, including school and classroom protocol, assessment dates and assessment information</p>	<p>Provide materials that support teachers in efforts of student and family engagement, including basic office supplies, and materials needed to display positive images Establish a school-wide culture that embraces student and family engagement by gathering input from ILT team, and associated committees</p>	<p>Back to School Night was organized at the beginning of the school year for teachers to explain to families classroom practices, expectations, protocol, and assessment information. Teachers also send home handouts regarding such information.</p>

3-7	Ensure that families are aware of their rights and responsibilities within the MLK school community	Conference and collaborate with teachers to ascertain any need or support Ensure that all faculty and staff members have access to MLK's school vision and mission, and the faculty is clear about their specific roles and responsibilities in upholding both through dialogue at staff meetings and additional meetings	Parents were given Parent handbooks which explain and clarify their rights and responsibilities within our School Community. The Faculty Council and Administration revise and update the handbook when needed.
3-8	Encourage family participation for school and classroom events including students' performance assemblies, field trips and other MLK programs	Observe teaching practices in classrooms to determine sound strategies are being utilized Establish staff and faculty committees that are focused on student and family engagement	Flyers are sent home to inform families about school and classroom events and invite family members as chaperones to field trips.
3-9	Monitor students' attendance and tardiness and keep clear classroom records for attendance and tardy data	Provide teachers with a list of classroom expectations and school wide vision and mission Provide regularly-scheduled newsletter or source of information about the school for parents and caregivers	Teachers complete attendance daily by 10 o'clock and request tardy slips and absence verifications from students.
3-10	Identify a Class Parent to assist with communication and dissemination of classroom information.	Establish a protocol for student behavior, including options for student non-compliance Provide space for parents to meet and for parents to share concerns and questions	Students are taught the Schoolwide rules and expectations and consequences for not complying. Parents will be informed of students behavior and be invited to meetings to discuss their concerns.
3-11	Display family friendly images that are inclusive and culturally appropriate for the MLK population.	Meet with teachers to discuss strategies, ideas and teacher ideas to enhance student and family engagement Establish a protocol for communication between parents and school personnel (staff and faculty).	Teachers distribute weekly or monthly newsletters to families. Teachers translate notices whenever possible.
3-12	Provide students with family images,, family-centered literature, and class decor that reflects the student body.	Have targeted groups to work on life and culturally relevant pedagogy. Provide a welcoming environment to all parents and caregivers at the school	Teachers recognize cultural holidays and strive for inclusion within their classroom. Teachers teach SEL strategies to promote culturally relevant pedagogy.
3-13	Review extra-curricular materials that support family	Establish a protocol for security and safety for parents and other visitors	Teachers bring in realia and encourage students to share their family artifacts and heritage.
3-14	Instruct utilizing practices of OUSD's SEL (social emotional learning) standards and protocol to allow students exposure and practices with SEL strategies	Make technology options available for parents in order to communicate with MLK school (telephone, FAX, email addresses of Principal and staff members)	Teachers teach SEL strategies to promote culturally relevant pedagogy.

3-15	Provide a welcoming environment to students and families	Disperse "all-call" phone calls to the MLK parent/caregiver community to alert families about timely, critical and crucial information	Robo-calls and talking-points are utilized to disperse information and remind families of school events. Parents are alerted when necessary with timely, critical and crucial informaton.
3-16	Provide a welcoming classroom environment that encourages positive behavior	Organize family-centered events to include all families (Health Fair, Science Night, Literacy Night, etc.)	PBIS program is used with morning circles, pod meetings to encourage positive behavior. Schoolwide rules and expectations are posted throughout the campuses.
3-17	Display images, posters, signs and words that are positive and goal-focused on student proficiency and ability	Provide families information about health, social and wellness care for students (vision, dental, asthma), and social system support for families.	Schoolwide rules and expectations are posted throughout the campuses. Parents are notified of school and classroom expectations through Parent Handbooks and teacher Back to School Night handouts and flyers.
3-18	Provide students with visible and clear expectations of behavior within the classroom and school	Solicit amd encourage community organizations to assist and support families	Schoolwide rules and expectations are posted throughout the campuses. Parents are notified of school and classroom expectations through Parent Handbooks and teacher Back to School Night handouts and flyers.
3-19	Review expectations to ensure students' understanding	Administration sets schoolwide expectations of all staff and faculty and disperse Staff Handbook.	Teachers comply with MLK/LAF protocols.
3-20	Community Service Manager will work with families and community partnerships that provides resources to families.	Administratio and CSM weekly and share findings and notes for CSM to review for the parent newsletter.	CSM newsletter is distributed to every teacher for review and inform them of upcoming campus activities.
3-21	Parent Liasion will provide support to families.	Administration has weekly meeting with Parent Liasion to review pertinent issues to support families.	Parent Liasion post student attendnace on bulletin boards and participate in School Site Council.
3-22	Teachers will check in with the Academic Liasion bi - weekly to review school site data, student behavior, and weekly Common Core Standards being taught.	Bi - Monthly meetings with the After School Coordinator to align best practices, share resources, plan academics and programs.	Bi - monthly check in meeting notes and minutes that reflect the goals and objectives of student performance.

CONDITIONS FOR	Priority ("Big Rock"):	JUNE 2021 GOAL
	EL Reclassification	By 2021, 20% of EL Learners will be reclassified as measured by SRI and Teacher Assessments.

ENGLISH LANGUAGE LEARNERS		Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
		English Learner Reclassification	All Students	12.00%	15.00%	18.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?		The other leading indicators are the daily Designated ELD structured time, Newcomer ELD Program, the scores from the ELPAC, and Systematic ELD tests.				
Theory of Action for English Language Learners Priority:		If we focus on the English Learner students who score 1 year below grade level on the SRI and provide targeted interventions and support, then we will be able to reclassify more students.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION		
4-1	Identification of students' levels of Language acquisition	Provide data of individual students' levels of language acquisition (CELDT data) Adhere to school-wide expectations of ELD teaching practices, including a curriculum and materials that are grade-level appropriate.		Teachers have access to Aeries, know the students' home language, CELDT (ELPAC) levels and be able to support students according to their ELD levels using appropriate questions and sentence starters/frames.		
4-2	Group students by level to provide appropriate instruction	Provide designated time to group students and clearly identify students by levels. Utilize common language and common rubrics to ensure grade-level continuity.		EL Students are grouped according to their CELDT ELD levels and go to different teachers for Designated ELD 30 minutes every day, using Systematic ELD kits.		
4-3	Design specific curriculum and best practices to address levels of English proficiency	Ensure materials are available for each student and provide teachers a pathway to acquire materials in a timely manner Collaborate as a teaching team to share best practices in and across grade levels		Teachers will use Systematic ELD kits, which were written to meet the needs of students of different levels of English proficiency. In classrooms, teachers will use SAIDE strategies to frontload and integrate ELD instructions across all subject areas.		
4-4	Monitor progress of each student to ascertain whether students are moving and how	Confer with teachers to provide support in creating systems of data collection and display Provide common area for display of school-wide data, and meet to analyze school-wide data		Teachers will bring data to PLC meetings to discuss and analyze to monitor the progress of the students.		
4-5	Use assessments daily or weekly to ensure data collection	Review assessments with teachers individually and/or at grade-level meetings to check content and rigor Aggregate data as a grade-level to norm data results and analysis of data.		Teachers will use weekly assessments provided in Systematic ELD kits to assess students' progress and adjust instruction accordingly.		

4-6	Conference with students to determine language facility, both speaking and listening	Provide teachers materials and rubrics for conferencing with students - Newcomers will get small group instruction daily with ELD Teacher. Continue the Adult Education Classes for all parents in the West Oakland Community	Newcomers are being serviced in two campuses at least 3 times a week in addition to their daily ELD classes so that they can engage in more speaking and listening practice to improve their English proficiency.
4-7	Engage students in collaborate group work to give students access to standard English language use	Schedule weekly conferences to review data and review data collection Daily Targeted ELD instruction for all English Learner students.	Academic discussion has been planned in collaborative setting. Students can participate in classroom discussion using discussion stems/frames to share their thinking, agree or disagree with their classmates, to deepen their understanding of the subject area.
4-8	Provide realia, pictures, and maniulatives to engage students	Collect data from teachers and review on a grade level, and school-wide basis Targeted ELD instruction with all EL students using the SRI Assessment.	Teachers are encouraged to use realia, pictures, and props so the English learners can access the curriculum. All teachers are provided with grade-level appropriate manipulatives for teacher demonstration and student practice in math lessons.
4-9	Use technology and media as additional sources of access for student engagement	Support teachers with additional materials that enhance curriculum Support Newcomers with daily targeted vocabulary instruction during Reading and Writing Workshop	All students will have ST Math for 45 minutes 2 times per week to work on math concepts without the langauge barrier. The built-in assessment in ST Math will show students progress and achievement.
4-10	Recognize the asset value of bilingualism	Newcomers will have 2 targeted instruction times a day with Vocabulary Development and small group instruction. Every class use small group instruction during Reading & Writing Workshop.	During Reading and Writing workshops, teachers will provide small group instructions in the form of guided reading or shared/interactive writing to meet the needs of various groups of students.
4-11	Support students' reading choices by providing diverse text and reading materials	Newcomers will have daily targeted Systematic ELD instruction with the ELD teacher. All English Learners will all have a mandatory Vocabulary List of words and journal to chart progress.	All classroom libraries have a choice of leveled ficiton and non-ficiton books to support the diverse needs of students.

4-12	Provide images and opportunities to students to see role models that are culturally appropriate	EL students with disabilities will have a targeted small group instruction daily using Leveled Literacy Intervention and Systematic ELD. TK - K students will be going daily to the ELD Intervention teacher for Leveled Literacy Support.	Students will be provided images to encourage their classroom culture and increase student self-esteem. Students are encouraged to research for images to enhance cultural identity.
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PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King, Jr. Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	PBIS	A1.6 After School Programs	5825				182-1
\$16,859.33	General Purpose Discretionary	Supplies	Mathematics	A2.3 Standards-Aligned Learning Materials	4310				182-2
\$5,000.00	General Purpose Discretionary	Copier maintenance contract	Reading	A2.3 Standards-Aligned Learning Materials	5610				182-3
\$12,151.00	General Purpose Discretionary	School psychologist	PBIS	A2.2 Social Emotional Learning	5734				182-4
\$10,500.00	General Purpose Discretionary	Music teacher	PBIS	A5.2 Health and Wellness (Mental & Physical Health)	5825				182-5
\$1,200.00	General Purpose Discretionary	Licenses for blended learning software	Reading	A3.2 Reading Intervention	5846				182-6
\$9,764.67	General Purpose Discretionary	Noon Duty Supervisor	PBIS	A2.2 Social Emotional Learning	2905	NOON SUPERVISOR	NOONSV0053	0.40	182-7
\$50,000.00	LCFF Concentration	Bay Area Community Resources Community Service Manager contract	PBIS	A3.3 Family Engagement focused on Literacy Development	5825				182-8
\$30,326.77	LCFF Supplemental	Surplus	n/a	n/a	4399				182-9
\$2,310.89	LCFF Supplemental	School psychologist	PBIS	A2.2 Social Emotional Learning	5734				182-10
\$8,116.48	LCFF Supplemental	Prep Teacher - Relieve teachers for PLCs, teach STEM Class, teach small groups of instruction using LLI; and teach the ELL students	Reading	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0133	0.10	182-11
\$55,895.15	LCFF Supplemental	TSA	Reading	A2.1 Implementation of the CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.60	182-12

\$66,266.24	LCFF Supplemental	4th Grade Teacher	Reading	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2641	1.00	182-13
\$66,451.40	LCFF Supplemental	4th Grade Teacher	Mathematics	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2640	1.00	182-14
\$21,991.11	Title I: Basic	School psychologist	PBIS	A2.2 Social Emotional Learning	5734				182-15
\$42,491.23	Title I: Basic	STIP to support academic programs	EL Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP0344	1.00	182-16
\$1,585.89	Title I: Parent Participation	Annual Title I conference parent expenses	PBIS	A3.3 Family Engagement focused on Literacy Development	5220				182-17

Parental Involvement Policy

Title I School Parental Involvement Policy 2017 - 2018

Involvement of Parents in the Title I Program

Martin Luther King, Jr. Elementary School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Martin Luther King, Jr. Elementary School 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:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
 - Annual Title I Meeting
 - School Site Council Meetings
 - SELLS
 - Monthly Family Engagement Nights
 - Monthly Family Meet and Greet Sessions
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve

- 1. Martin Luther King Jr. ~ Parental Involvement Policy

- The requirements of the Title I Program
- How to monitor their child's progress

Teacher Parent Grade Level Newsletters
Teacher Parent Academic Conferences (After each marking period)
Monthly Family Engagement Nights
School Site Council Meetings
English Language Advisory Committee Meetings
Monthly Family Meet and Greet Sessions
Principal Monthly Community Newsletters
Annual Back to School Night
Annual Open House

- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

MLK provides monthly meetings to help students, parents, and the communities excel to high heights. At the monthly Family Engagement nights, there will be a theme to address parent student needs to help improve academic instruction.

- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

At MLK, staff will be given instructional strategies to help parents excel academically. This will happen monthly at the faculty meetings and Teacher Professional Developments.

- 5) 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.

MLK and the After school program BACR will continue to work with parents to encourage and support parents to participate by making the monthly Family Engagements Nights fun and innovative. We will serve dinner, offer translation services, prizes, and babysitting. The goal is to make these family engagement nights as comfortable as possible for families.

- 6) 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.

Teacher Parent Grade Level Newsletters

Monthly Community Newsletter from Principal Groves - Waters

- 7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Translation services in Spanish, Cantonese, and Arabic
 Babysitting services
 Dinner Provided

- 8) 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 Site Council Meetings
 SELLS
 Parent Teacher Association Meetings

Annual Title I Meeting

- 1) **Martin Luther King, Jr. Elementary School** will convene an annual Title I meeting to inform parents of the following:
 - That the school participates in the Title I Program
 - How the school implements the Title I Program
 - The requirements of the Title I Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title I Plan

Adoption

- 2) This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by School Site Council Meetings and PTA meetings. November 14, 2017
- 3) This policy was adopted by the **Martin Luther King, Jr. Elementary** School Site Council on **November 14, 2017** and will be in effect for the period of **2017 - 2018**. The school will distribute this policy to all parents of participating Title I, Part A, children on or before **the first day of school**. It will be made available to the local community on or before **August 21, 2017**.
- 4) The **Martin Luther King, Jr. Elementary School'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.

Rona Groves-Waters
 (Principal's signature)

11/14/17
 (Date)

Martin Luther King, Jr. 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.

Student Pledge:

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

- Come to school on time 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, internet usage, tablets, cell phones, computers, watches, etc. and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature: Pre – K, Transitional Kindergarten, Kindergarten, First Grade, Second Grade, Third Grade, Fourth, & Fifth Grade – In recognition of all grade levels

Parent/Guardian or Family Member Pledge:

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

- I will get my student to come to school on time.
 - 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.
-

Martin Luther King, Jr. ~ Home School Compact

- Monitor online presence.

Parent/Guardian or Family member signatures - Written Parent Agreement Notices

Teacher Pledge:

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

- Be on time ready to teach my class.
- 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.
- Teach the students the Common Core Standards.
- Have a positive attitude ready to teach.
- Understand the individual needs of the child.

Teacher signature: All MLK Teachers acknowledge the School Compact and adhere to its pledges.

We make a commitment to work together to carry out this agreement.

Signed on this 14 day of November, 2017.

Roma Flores-Waters, principal



2017-2018

School Site Council Membership Roster – Elementary

School Name: Martin Luther King Jr.

Chairperson : Toni Hamilton
Vice Chairperson: Anita Moore
Secretary: Tiffany Works

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Roma Groves - Waters	X			
Corigan Malloy			X	
Thomas Henderson		X		
Leonard Hooper		X		
Maketa Daniels		X		
Toni Hamilton				X
Anita Moore				X
Tiffany Works				X
Virginia Bailey				X
Justus Samuels				X

Meeting Schedule (day/month/time)	2nd Thursday of every month at 3:30
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SSC Legal Requirements: (Ed. Code 52852)

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

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