

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Montera Middle School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Montera Middle School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 Single Plan for Student Achievement.

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 2012-2013 Community Strategic Site Plan application for Montera Middle School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Montera Middle School

6057079

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our 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 while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be 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. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

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.

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

Montera Middle School is a place where students are challenged to reach their full potential through rigorous and engaging instruction within a safe and caring community. Montera graduates are prepared to excel in high school, college and beyond. We embrace and cultivate the diversity of our school community. The ethnicity of Montera's student population breaks down as follows: Ethnicity % African American 42 Asian 12 Caucasian 25 Hispanic 16 Multi-Ethnicity 2 Native American 1 Pacific Islander 1 We welcome all students and their families at Montera, where our mission is to provide a place where students are challenged to reach their full potential through rigorous and engaging instruction within a safe and caring community. Montera prides itself on educating the whole child, both academically and socially. The Middle School years are a time for young adults to explore choices, build trust, and develop relationships with peers and adults. It is a tradition at Montera to offer programs that stress excellence and diversity in scope and depth of content. This tradition has been maintained because of the intense level of parent involvement and support, a consistent and dedicated teaching faculty, and a student body willing to meet the challenge of Montera's high expectations. A cornerstone of our effort to teach to the developing adolescent is our electives program. We offer courses in woodshop, music, art, foreign languages, drama, and computers. Montera also supports special needs students through a wide range of programs that reach a third of our student population. A variety of clubs, sports, and activities are held before school, after school, and at lunchtime, all of which enhance the educational and social environment provided for our students. Because of the strength of our educational program, Montera has met or surpassed all of our API targets. In 2010, the number of students who scored proficient or advanced has increased. We offer strong targeted intervention programs designed to work with students that are still struggling in ELA or Math. Our goal is to ensure that every student reaches their full potential as young adolescents while at Montera Middle School. Highly trained and well-prepared faculty and staff are necessary to help address the learning needs of all students. Through strategies like cooperative group learning, teachers aim for the creation of a student-centric classroom environment. Our faculty has worked hard to establish a culture of collaboration within the Professional Learning Community model. Learning

teams are created by department, grade level, course preps, and amongst various leadership and committee groups. In each of these PLC teams, teachers, teachers are focused on student learning as evidenced by student work. The work of the Learning Teams has led to the development of several programs designed to provide academic support to students. An Accelerated Learning Program provides enhanced learning opportunities for ELA students. Every Math teacher teaches a strategies class—a low enrollment course targeted to improve math comprehension among struggling students. An after-school peer tutoring program is another support for struggling Math students. A peer conflict mediation program teaches students how to mediate student conflicts. An anti-bullying curriculum is presented to all 6th graders to address a major source of anxiety and fear for middle school students. Our computer labs are designed to provide for the teaching of computers, to serve as a research and writing resource for students, and to enable use of several on-line and computer-based intervention programs for special needs learning. Learning teams of teachers also created a "Student Success Night," which was designed to communicate with families of students who were not achieving in the classroom.

VISION

Montera Middle School is a place where students are challenged to reach their full potential through rigorous and engaging instruction within a safe and caring community. Montera graduates are prepared to excel in high school, college and beyond. We embrace and cultivate the diversity of our school community.

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

Consistent with PLC standards, the principal and two assistant principals will assess on monthly basis advances the school is making toward meeting its objectives including providing quality and rigorous instruction in a safe, caring, orderly and effective learning environment. All site data -- be it classroom assessments, common formative assessments, benchmarks and CST results -- will be utilized to guide all student support and interventions. The Instructional Leadership Team, which includes the admin team and teacher leaders will meet on monthly basis to assess the effectiveness of all professional development opportunities. The ILT will also help create systems and structures designed to allow teachers to utilize site and district resources, providing release time for peer observations and analyzing student work. Monthly PTA meetings will address ways and means parents can take an active role in the education of their student while also working in collaboration with the site leadership to help monitor school progress in meeting the learning needs of all students. C.O.S.T. and attendance committee members will meet on biweekly basis to monitor all site student support interventions and programs including truant students.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Montera Middle School

Principal: RUSSOM MESFUN

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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

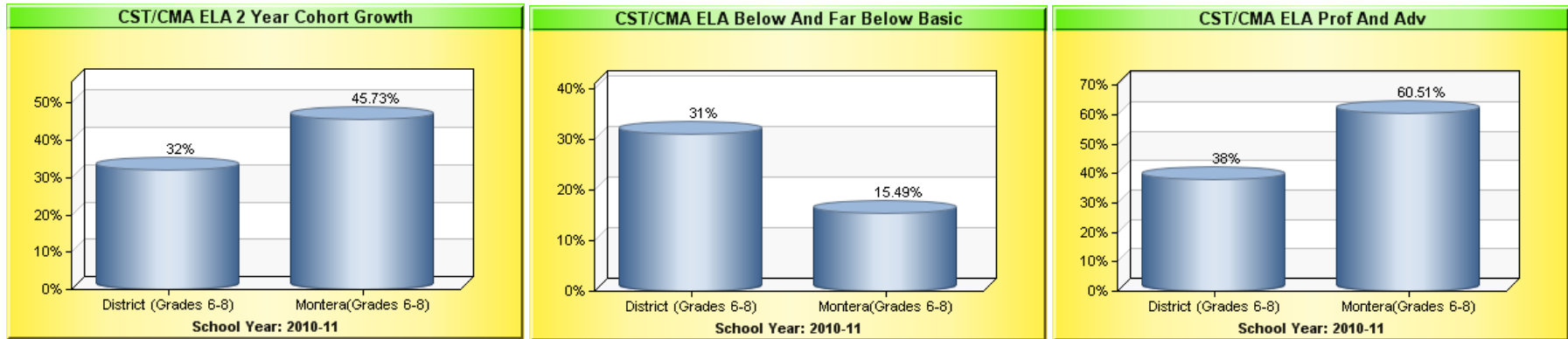
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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 State 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.



Data Analysis

- The three-year consistent growth by all subgroups notwithstanding, 6th and 7th grade ELA CST scores of both AA and Latino students declined during the previous year. Increases in % of Asian and Latino students from prof. to adv.
- Although there was an increase in the number of Latino FBB & BB, they showed a marked upward movement from prof. to adv. categories.

Theory Action

- If all students were assessed on regular basis and individual student data was utilized effectively to determine the level and intensity of intervention,
- and if all identified students were placed accordingly and provided with differentiated instruction in small class settings,
- and if a school wide system of interventions were put in place to support all FBB, BB, and Bs,
- and all teachers adhered to the PLC model of data analysis and intervention,
- then student achievement will increase across all subgroups and performance categories.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide reduced class size in grade 6 ELA for identified eligible students that includes academic intervention support.	OUSD benchmarks, common formative assessments, and CST.	FBB, BB and BAS	All year	All admins	5/2/2012	211SQI1A2288	Provide supplemental academic intervention and support for identified students.	7090-EIA - SCE		T10TSA0223	1	\$79,698.20
Provide supplemental ELA academic support for identified students.	Benchmarks, Common Formative Assessments, and CST	FBB, BB and BAS	All year	All admins.	5/2/2012	211SQI1A2299	Provide supplemental academic intervention and support for identified students.	7090-EIA - SCE		INTSPC0244	0.6	\$35,176.30
To provide the necessary tools and resources to support instruction in the classroom	Benchmarks, Common Formative Assessments, and CST	FBB, BB and BAS	All year	Instructional Leadership Team; All Admins.	5/2/2012	211SQI1A2332	Students will be provided with standards level materials including software and other reading materials to supplement classroom instruction.	3010-Title I	4310-SUPPLIES		0	\$10,070.00
Provide learning tools and resources to support student	Benchmarks, Common Formative	FBB, BB and BAS	All year	Instructional Leadership Team; All	5/2/2012	211SQI1A2344	Provide supplemental materials including books, software and other resources to	7090-EIA - SCE	4310-SUPPLIES		0	\$10,369.00

learning.	Assessments, and CST			Admins.			support identified students.					
Provide supplemental supplies	Benchmarks, Common Formative Assessments and CST.		May 30th	Admin team and instructional leadership team.	5/2/2012	211SQI1A4085	Provide supplemental instructional supplies and materials to support the improved academic achievement of identified students.	7091-EIA - LEP	4310-SUPPLIES		0	\$10,807.00
Provide supplemental supplies	Benchmarks, Common Formative Assessments and CST.		May 30th	Admin team and instructional leadership team.	5/2/2012	211SQI1A4086		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Montera Middle School

Principal: RUSSOM MESFUN

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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

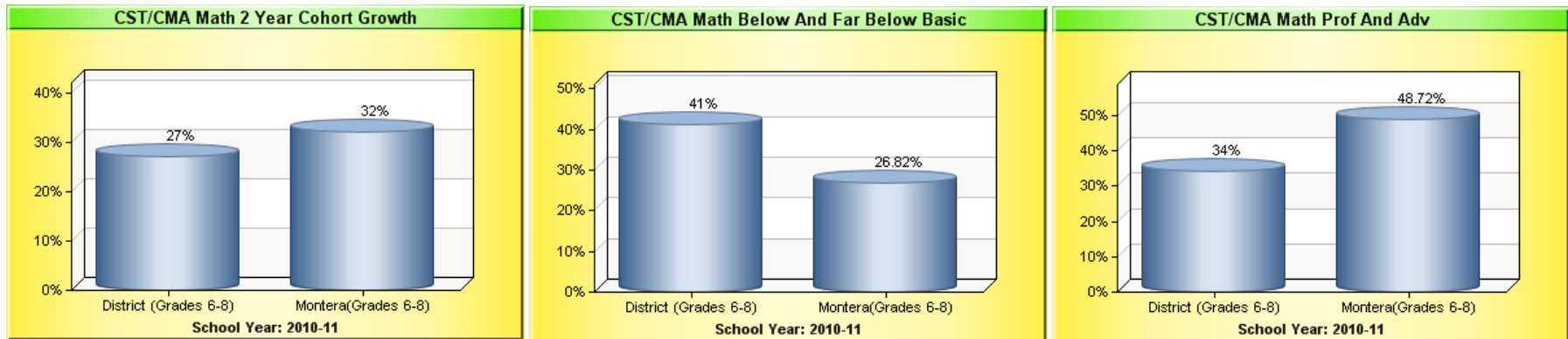
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

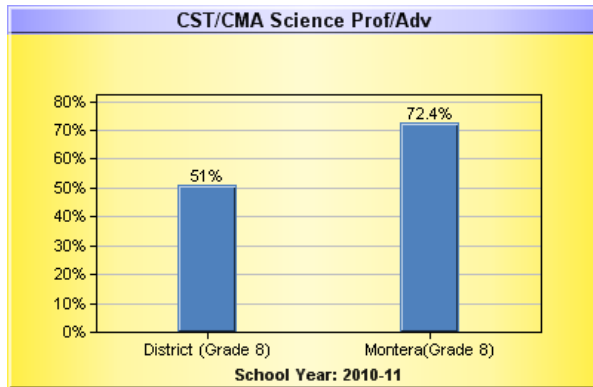
District-level Goals

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.





Data Analysis

- During the previous four years, Montera students scored a higher percentages when compared with the district.
- However, there was a decline of CST test scores in the previous year across the board.
- The decline was most pronounced in the performance of AA and Latino students, with both subgroups showing double-digit declines.

Theory Action

- If all teachers provided rigorous, relevant and standards based instruction,
- and if all teachers used student data to guide and differentiate instruction,
- and if all teachers consistently designed student performance measures including common formative assessments,
- and if all teachers collaborate to provide a system of interventions,
- then there will be a marked improvement in student performance as measured by common formative assessments, benchmarks and CST scores.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Interventions to support Basic, Below Basic and Far Below Basic students.	Classroom, Common Formative Assessments, Benchmarks and CST.	FBB, BB and BAS	All Year	Russom Mesfun	5/4/2012	211SQ1B1561	Intervention Specialist works with small groups of students in a push in and pull out program	3010-Title I		INTSPC9999	0.6	\$36,062.82
Interventions to support Basic, Below Basic and Far Below Basic students.	Classroom, Common Formative Assessments, Benchmarks and CST.	FBB, BB and BAS	All Year	Russom Mesfun	5/4/2012	211SQ1B1562		N/A			0	\$0.00
Teachers will assess student learning on regular basis.	Common Formative Assessments	All Students	All Year	Kwiatkowski, Tranzor	5/4/2012	211SQ1B1563	All teachers will meet on Biweekly basis to design and assess common formative assessments	N/A			0	\$0.00
Teachers will assess student learning on regular basis.	Common Formative Assessments	All Students	All Year	Kwiatkowski, Tranzor	5/4/2012	211SQ1B1564		N/A			0	\$0.00
	Increased use of 5 x			Principal/APs &			Site teams (principals, APs, teacher leaders, and teachers) do math classroom visits at					

Instructional Leadership	8 evidence-gathering card by teachers	FBB, BB and BAS	By May 2013	Instructional Leadership Team	5/4/2012	211SQ11B1685	other school sites together with their REXO using the 5 x 8 evidence-gathering card as their lens.	N/A			0	\$0.00
Instructional Leadership	Site math plans developed, implemented and revised by the ILT.	All Students	By May 2013	Principal/APs & Instructional Leadership Team	5/4/2012	211SQ11B1686	Site administration collaborates with the ILT in developing, implementing, and revising site math plans.	N/A			0	\$0.00
Communities of Practice	Increased understanding and practice of giving feedback to students and their teachers about mathematics learning using the 5 x 8 observation tool.	All Students	By May 2013	Principal/APs & Instructional Leadership Team	5/4/2012	211SQ11B1687	Teachers, administrators, district staff, and partners are engaged in a process to understand how to give relevant feedback to small groups of targeted students and their teachers about mathematics learning using the 5 x 8 card observation tool.	N/A			0	\$0.00
Instruction	Increased use of signature pedagogies and increased frequency of observable student vital behaviors, including equity of participation.	FBB, BB and BAS	By May 2013	Principal/APs & Instructional Leadership Team	5/4/2012	211SQ11B1688	Teachers do peer observations on a regular basis using student vital behaviors (eg second sentences, academic language, and equity) as their lens and debrief afterwards.	N/A			0	\$0.00
Curriculum	Increased number of students who do performance tasks in math class.	All Students	By May 2013	Principal/APs & Instructional Leadership Team	5/4/2012	211SQ11B1689	Teachers use performance tasks in their classrooms	N/A			0	\$0.00
Curriculum	Increased amount of Tier 1 and Tier 2 using Navigator materials; increase in number of FBB, BB, and BAS students moving up to Advanced/Proficient categories in CST and district Math Benchmark Assessments	FBB, BB and BAS	By May 2013	Principal/APs & Instructional Leadership Team	5/4/2012	211SQ11B1690	Teachers utilize the Navigator intervention materials from America's Choice.	N/A			0	\$0.00
Improve quality and rigor of math instruction by providing on-going professional development.	Benchmarks, Common Formative Assessments, and CST	FBB, BB and BAS	All year	All admins.	5/4/2012	211SQ11B2305	Provide professional development on differentiated instruction that will enable teachers to better address the needs of identified students.	3010-Title I	5825-CONSULTANTS		0	\$72,000.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Montera Middle School

Principal: RUSSOM MESFUN

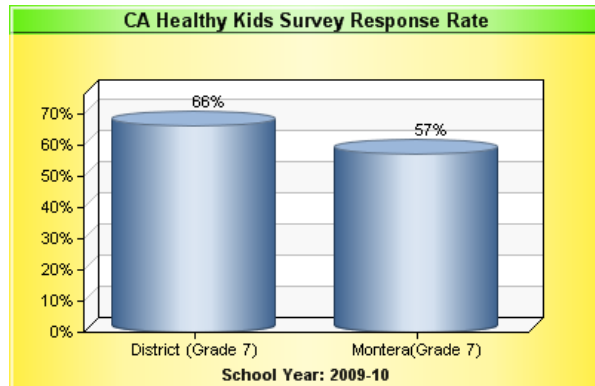
School Quality Standards relevant to this Strategic Priority

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
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

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 Data

- There's no conclusive quantitative data indicating the percentage of Montera Middle School students who graduated from high school and/or college.
- However, the data is consistent as far as the low CST test scores and high dropout rates of African American students in the high schools where the majority of the students attend.

Data Analysis

- The high dropout rates and low CST scores are indicative of an academic urgency that has its roots long before high school.
- Indeed, students who have successful middle school experiences in the classroom are bound to be equally successful in high school and beyond.

- Conversely, those who earn low grades in middle school are equally likely to fail in high school.

Theory Action

- If Montera Middle School engaged in vertical collaboration with all high schools the students attend,
- And if we also engaged all feeder elementary schools in similar collaboration,
- And if we put in place a system of K through 12 corridor approach to instruction,
- Then we would have developed a cohesive system that served as a pipeline to a successful experience in high school, college and beyond.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Montera Middle School

Principal: RUSSOM MESFUN

School Quality Standards relevant to this Strategic Priority

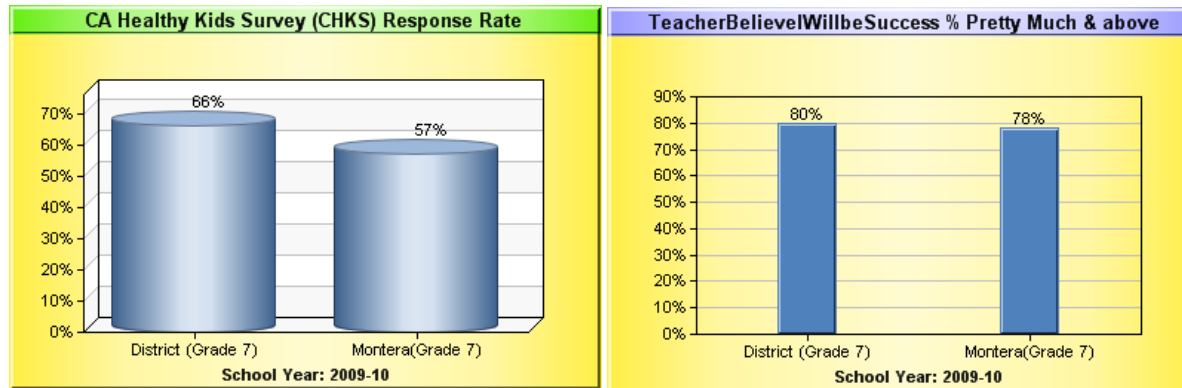
A quality school...

- 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
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

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 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: Montera Middle School

Principal: RUSSOM MESFUN

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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 Data

- African American students--at 43 percent of the student population--are by far the largest subgroup. Benchmark and CST data indicate that students have remained the lowest performing group.
- 39 percent of the students scored at Below Basic and Far Below Basic levels, while only 30 % earned Proficient or Advanced.

Data Analysis

- The low test scores of African American students in both Math and ELA need to be placed within a context:
- Lack of on-going, targeted and structured intervention programs undermine student progress.
- Equally detrimental is the distance of the school from where the students live, rendering it challenging for most to take part in various tutorial opportunities.
- Nor do parents have easy access to the school in order to discuss student progress and/or participate in school governance.

Theory Action

- If Montera Middle School established a system of interventions by extending learning hours,
- And if all teachers analyzed African American students' Math and ELA performances in the CST, benchmarks and Common Formative Assessments on consistent basis,
- And if identified students received targeted interventions during after school hours,
- And if teachers communicated student progress to parents by using all available means including, Jupiter grades, telephone, email and direct conferences,
- Then all African American students will engage actively in the classroom and greatly improve their performance

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
							Students scoring in the basic, below basic and					

Summer School Program	Benchmarks, CFAs, and CST	FBB, BB and BAS	May 30th	Admin and instructional leadership team	5/18/2012	211SQ1E4155	far below basic will attend a summer school to improve their math or ELA performance through targeted instruction in small classroom settings.	3010-Title I			0	\$0.00
Extended learning hours	Classroom assessments, benchmarks and CST	FBB, BB and BAS	May 30th	Admin and Instructional Leadership Team	5/18/2012	211SQ1E4230	ELA and Math Intervention specialists will carefully analyze student data to provide targeted intervention during school and after school hours.	N/A			0	\$0.00
Provide program for GATE students.	Classroom assessments, benchmarks, and CST.	GATE	Ongoing through school year	Admin and Instructional Leadership Team	5/18/2012	211SQ1E4759	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into the 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: Montera Middle School

Principal: RUSSOM MESFUN

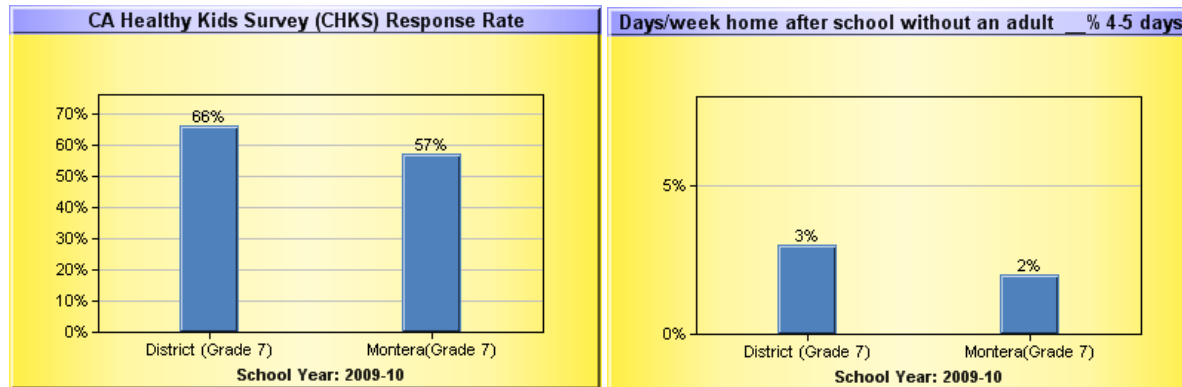
School Quality Standards relevant to this Strategic Priority

A quality school...

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

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 Indicator 2: Safe, Healthy & Supportive Learning Environments

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

School: Montera Middle School

Principal: RUSSOM MESFUN

School Quality Standards relevant to this Strategic Priority

A quality school...

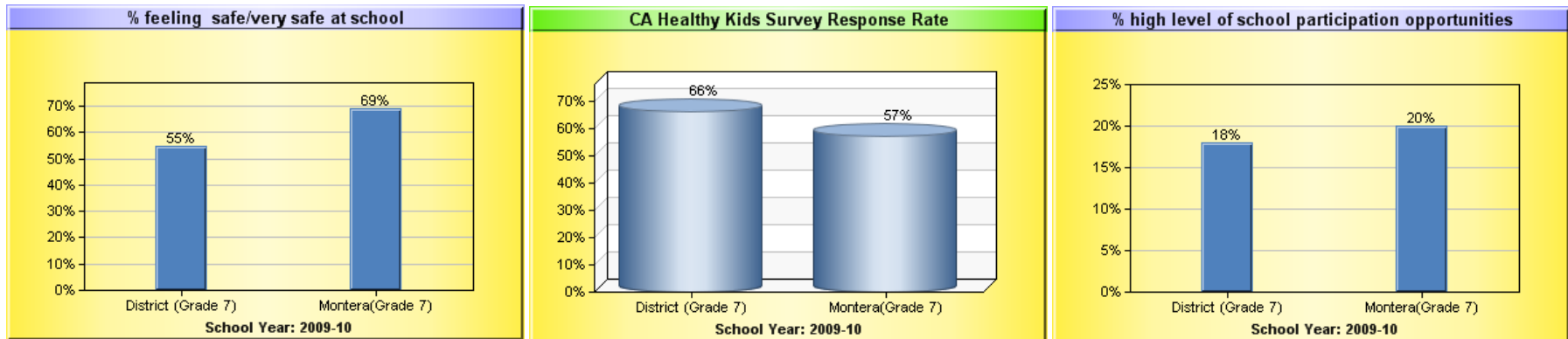
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

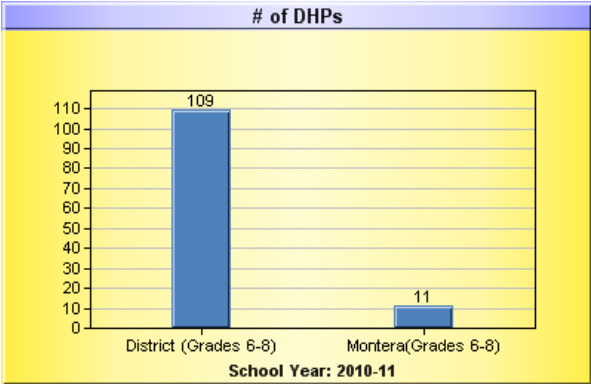
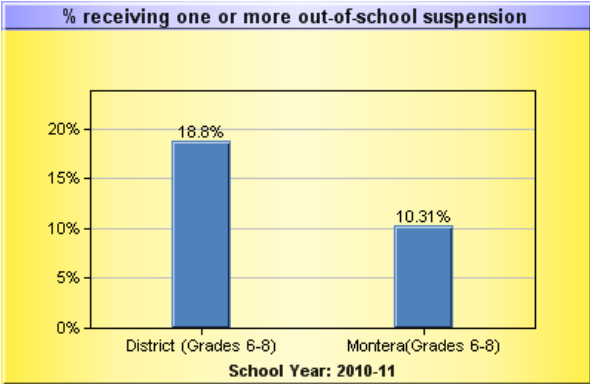
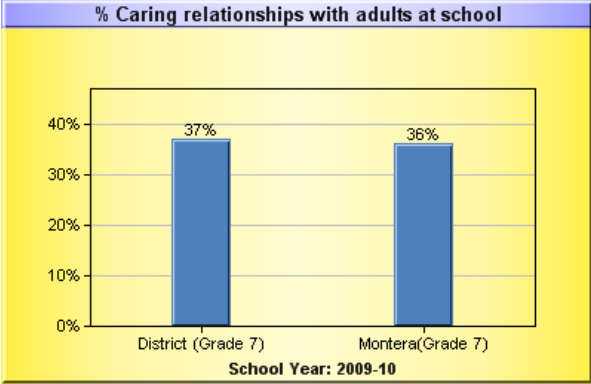
From OUSD Strategic Plan:

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 Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Montera Middle School

Principal: RUSSOM MESFUN

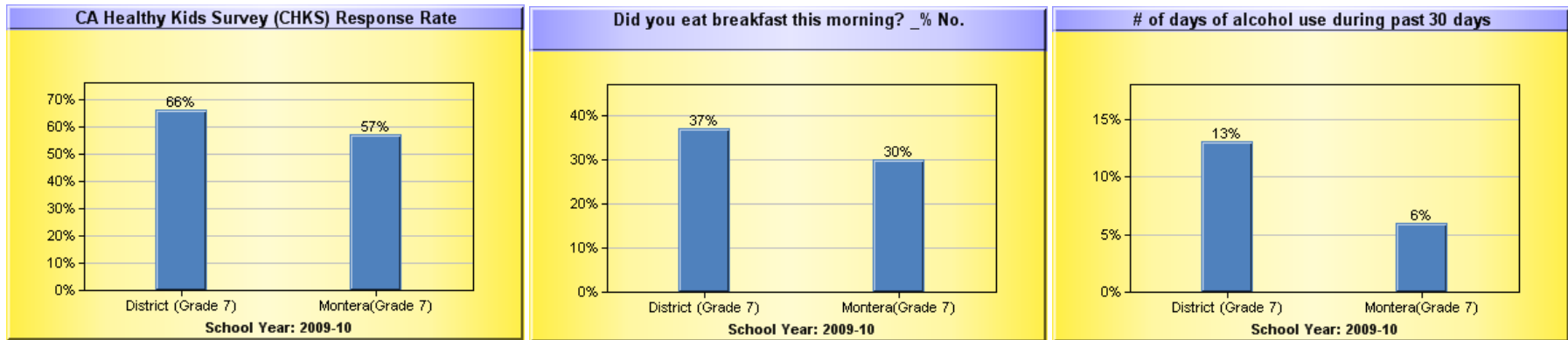
School Quality Standards relevant to this Strategic Priority

A quality school...

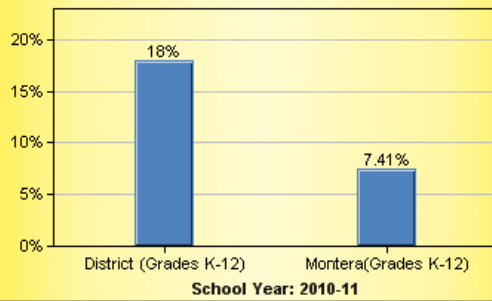
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

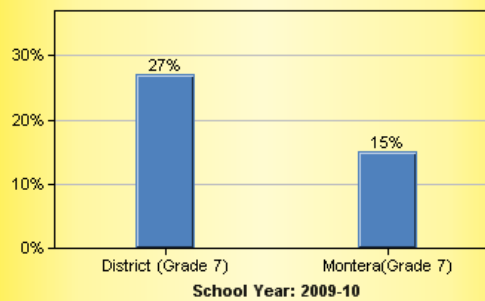
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access 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.



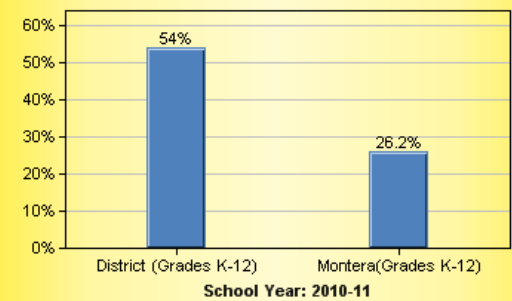
% Average Daily Participation in Breakfast



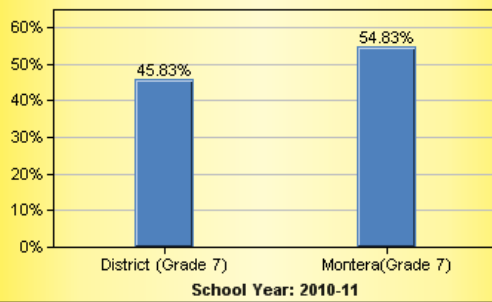
% feeling sad almost every day for 2 weeks or more



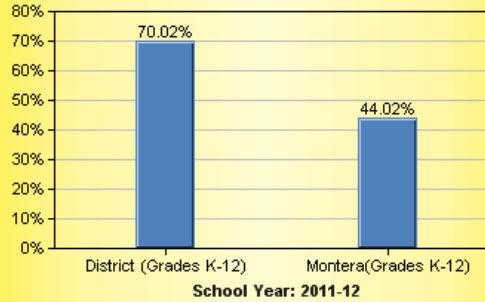
% Average Daily Participation in Lunch



% in Healthy Fitness Zone for body composition



Free/Reduced Lunch %



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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Montera Middle School

Principal: RUSSOM MESFUN

School Quality Standards relevant to this Strategic Priority

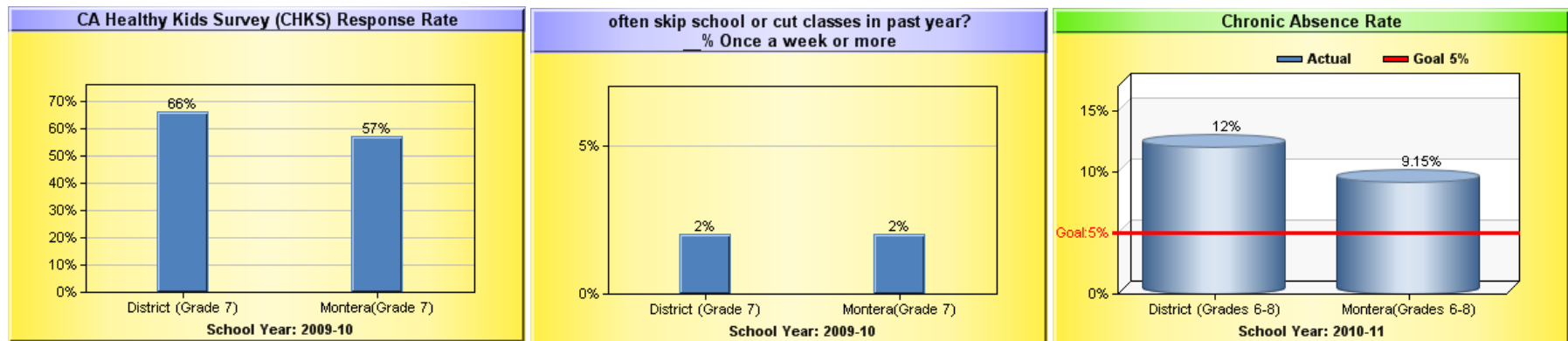
A quality school...

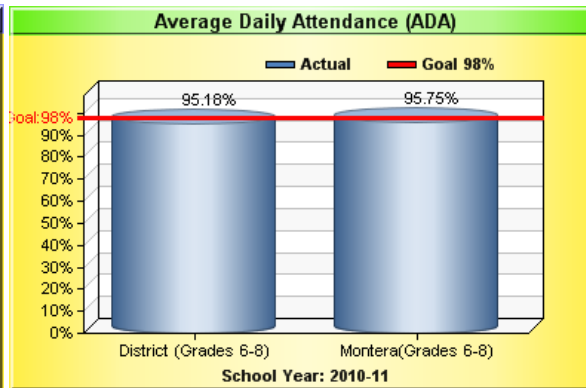
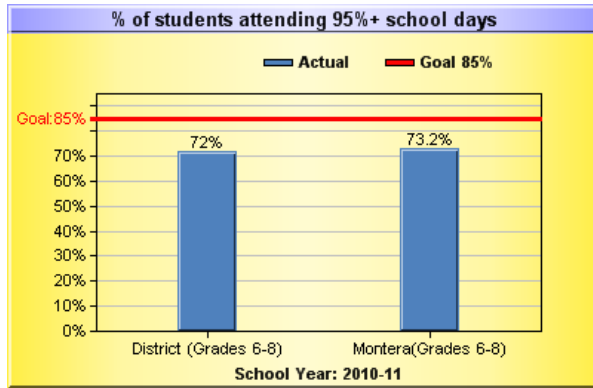
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

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)





Data Analysis

- Montera Middle School students have almost same percentage of attendance as the district.
- However, due to the location of the school from where most of the students reside,
- many are unable to make it to school on time or show up at all.
- Reliable public transportation services or parents/guardians to transport students when necessary undermines regular student attendance.

Theory Action

- If we consistently utilize the ABI attendance system to monitor student attendance,
- and if we put in place an Attendance Committee including the COST coordinator, attendance clerk, counselor and the principal,
- and if we met on biweekly basis to review student attendance data and strategized on individualized intervention, including home visits and parent conferences,
- then students will feel motivated and inspired to come to a school that has reached out to them due to high expectations and caring.

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Montera Middle School

Principal: RUSSOM MESFUN

School Quality Standards relevant to this Strategic Priority

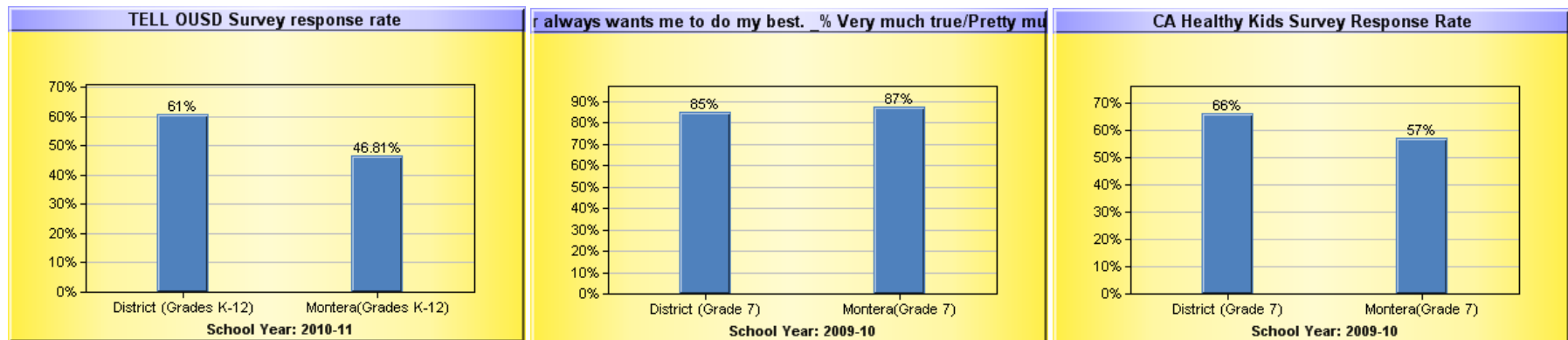
A quality school...

- 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.

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



Data Analysis

- Montera Middle School redesigned the master schedule last year to allow for teacher collaboration.
- On weekly basis, teachers met by partner, department and grade level basis.
- While the structure provided opportunities for teacher collaboration, the time was not used effectively and consistently enough to review data, analyze student work, compare notes, or exchange best teaching practices.

Theory Action

- If teachers meet on weekly basis by partner, department and grade level basis consistent with best PLC practices,
- and if teachers took part in all available site and off-site professional development opportunities,
- and if teachers utilized timely data to analyze student work for rigor and adherence to content standards,
- and if teachers took part in peer observation and reflected with colleagues on regular basis,
- then classrooms will be an engaging experience for all students and thus improve their performance.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To provide professional development in order to develop teacher capacity in the classroom.	Benchmarks, Common Formative Assessments, and CST	FBB, BB and BAS	All year	All admins.	3/29/2012	211SQI3A2346	To provide subs for teacher release time aimed at developing teachers through on-going professional development activities including peer visitations.	3010-Title I	1150-TEACHERS SUBSTITUTES		0	\$5,000.00
Provide various professional development opportunities to develop teacher capacity in the classroom.	Benchmarks, Common Formative Assessments, and CST	FBB, BB and BAS	All year	Instructional Leadership Team; All Admins.	3/29/2012	211SQI3A2350	Utilize consultants and guest speakers to help teacher development on effective teaching techniques including differentiated instruction.	3010-Title I	5825-CONSULTANTS		0	\$5,000.00
To provide professional development opportunities.	Benchmarks, Common Formative Assessments, and CST	FBB, BB and BAS	All year	Instructional Leadership Team; All Admins.	3/29/2012	211SQI3A2355	To provide teachers with opportunities to attend conferences designed to develop teacher capacity in the classroom.	3010-Title I	5200-TRAVEL AND CONFERENCES		0	\$5,000.00

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

Strategic Priority A. Family & Community Engagement

School: Montera Middle School

Principal: RUSSOM MESFUN

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

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).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent engagement activities.	Benchmarks, Common Formative Assessments and CST.	FBB, BB and BAS	May 30th	Admin and Instructional leadership team	5/4/2012	211SQI4A4084	Provide refreshments at parent engagement activities that support improved parent involvement to support the improved academic achievement of identified students.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$3,016.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Montera Middle School

Principal: RUSSOM MESFUN

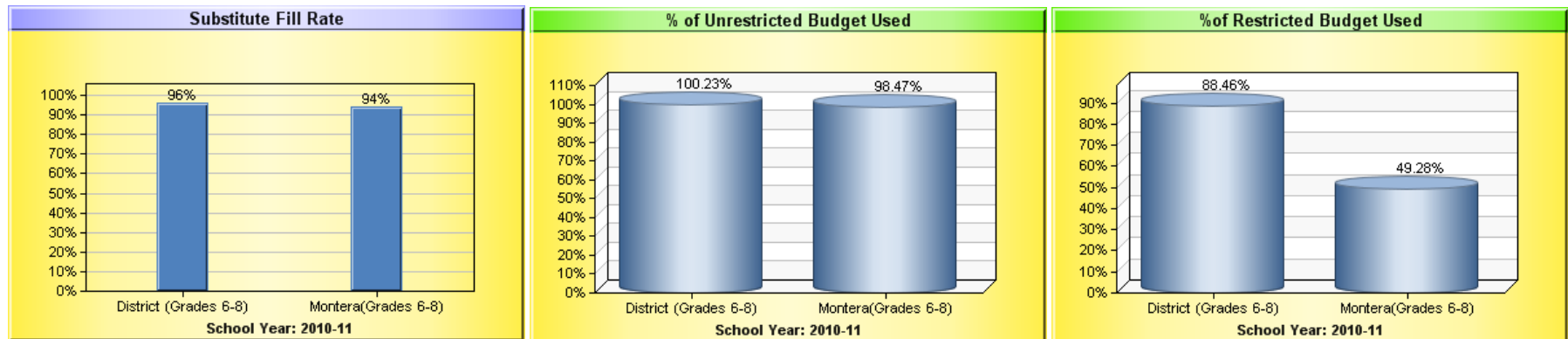
School Quality Standards relevant to this Strategic Priority

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.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

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.



Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

School Site: Montera Middle School
Site Number: 211

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 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 5/1/12
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

Jennifer Hugenberger
SSC Chairperson's Name (printed)

5-1-12
Date

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date



Principal Signature

Russom Mestun
Principal's Name (printed)

5-1-12
Date



Executive Officer's Signature

Mia Settles-Tidwell
Executive Officer's Name (printed)

5/14/12
Date



Director, State & Federal Compliance Signature

Suzanne Ramirez
Director, State & Federal's Name (printed)

6/7/12
Date

School Site Council Membership Roster – High School

School Name: Montera Middle School

School Year 2011-2012

Chairperson : Jennifer Hugonberger	Vice Chairperson:
Secretary: Susan Walton	<u>DAC Representative: Wandra Boyd</u>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Russom Mesfun		X				
Frederick Logan			X			
Jeannie Kohl			X			
Bernadette Burkett			X			
Loverta Newman				X		
Jennifer Hugonberger					X	
Shirley Calhoun					X	
Danna Sudeth					X	
Lawrence Hill					X	
Janny Williams					X	
DAC Representative						
Wandra Boyd						
Home Ph.	Email:					

MONTERA MIDDLE SCHOOL

Parental Involvement Policy 2012-2013

Involvement of Parents School Program

Montera agrees to implement the following statutory requirements:

Offer a flexible number of meetings for parents. Parents are invited to participate in our Montera Parent-Teacher Organization and School Site Council monthly meetings. Parent voice and input plays a critical role in their child's education. These referenced committees provide parents with decision making opportunities in the school's programs.

School-Parent Compact

Montera has jointly developed with and distributed to parents 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

Montera 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 all 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 common core content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and OUSD's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress
 - Six-week Progress Reports are sent home for progress monitoring
 - Teacher informal conference times by appointment are available year round
- Distributes to all parents, in a timely fashion, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - Several Communication Systems are in place to ensure proper notification of all school related events.
 - www.monteramiddleschool.org
 - Montera Monitor
 - Weekly eBulletin
 - Montera Yahoo Group

Accessibility

- Provide opportunities for all 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 policy was adopted by the Montera Middle School Site Council on May 1, 2012 and will be in effect for the 2012-2013 school year. The school will distribute this policy to all parents of participating in Montera Middle School. It will be made available to the local community. The Montera Middle School notification to parents of this policy will be in a comprehensible uniform format. Translations into other languages will also be provided.

MONTERA MIDDLE SCHOOL COMPACT

2012-2013

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 60 minutes for grades 6-8.
- 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 Montera accessible and welcoming for families to facilitate each student achieving high academic standards.
- Respect Montera, students, staff and families.

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 the necessary materials to complete assignments and homework.
- Know and follow all 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 choose to 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 and encourage my child to read every day 30 minutes for grades 6-8.

- Communicate with teachers, counselors, or administrators 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 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's Signature

Teacher's Signature

Parent's/Guardian's Signature