

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Laurel 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 2017-2018 Single Plan for Student Achievement (SPSA) for Laurel Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Laurel Elementary School
CDS Code: 1612596001994
Principal: John Stangl
Date of this revision: 6/6/2017

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: John Stangl
Address: 3750 Brown Avenue
Oakland, CA 94619

Position: Principal
Telephone: 510-531-6868
Email: john.stangl@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Laurel Elementary School

Site Number: 131

- | | | |
|--|---|---|
| <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 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:

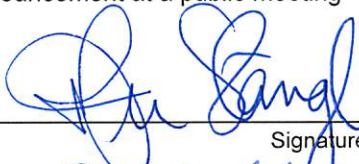
Date(s) plan was approved: 5-9-17

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:

John Stangl



Signature

5-9-17

Date

School Principal

Danielle Mackey



Signature

5-16-2017 Tues.

Date

Print name of SSC Chairperson

LaResha Martin



Signature

5/19/17

Date

Network Superintendent

Marcus Silvi



Signature

5/25/17

Date

Coordinator, Office of Accountability Partners

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Laurel Elementary School

Site Number: 131

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

Date	Stakeholder Group	Engagement Description
10/20/2016	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2016	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2016	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2016	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2017	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2017	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.
5/9/2017	SSC	Presented SPSA to SSC for final review. Vote to approve.

2017-2018 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	\$85,517.08	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$241,549.92	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,629.00	TBD
TOTAL:	\$423,696.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$81,568.38	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,910.34	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$84,478.72	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Laurel Elementary is located in the foothills of East Oakland. Our campus serves a densely populated, ethnically-diverse, predominantly working-class neighborhood. Our mission is to improve students' academic achievement in a safe, stimulating, and nurturing environment where the needs of the whole child are met. In addition to our rigorous core instructional program, we offer enrichment classes including dance, music, art, and technology. Join our school community and be a part of Laurel Pride!

School Mission and Vision

Our vision of Laurel is to create a safe, nurturing and stimulating learning environment that will allow students to achieve their full potential, and to be poised for success in middle school and beyond. We will realize this vision through hard work, dedication and in partnership with all members of our school community – teachers, parents, students, staff and local community.

Laurel's mission is to:

- Provide rigorous, standards-based instruction differentiated to address multiple learning styles and needs.
- Emphasize depth of knowledge and focus on developing higher order thinking skills.
- Offer activities that tap students' creativity and instill a life-long love of learning.
- Foster the development of important social and emotional skills to create a community that is based on respect and values diversity.
- Become a community hub that provides a range of resources to allow our students and their families to thrive.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

Increase by 5 points the percent of students (3rd-5th grade) Meeting or Exceeding Standard as measured by SBAC

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	48.60%	53.60%	58.60%

Other Leading Indicators for Literacy:

Increase by 5 points the percent of students (Kinder-5th grade) reading At or Above Benchmark as measured by Fountas and Pinnell.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
<p>28% of students meeting or exceeding standard compared to network average of 20%</p> <p>We are seeing growth in the % of student exceeding and nearly at standard</p> <p>Reduction in students not meeting standard in all grades year over year.</p>	<p>60% of students not meeting standard.</p> <p>ELA - The % of students that are meeting or exceeding standard has gone down from 30% to 28%</p> <p>Two years in a row 4th grade has the highest % of student not meeting standard</p> <p>4 ppt decrease in the % of AA not meeting standards. Considerable gap between % of each ethnicity not meeting standard - 56% AA, 58% Latino and 32% Asian.</p>

ROOT CAUSE ANALYSIS
<p>Our focus has been on literacy throughout PD and COI (Possible reason why ELA scores are slightly better than our math scores). We have not been focused on data as a driver of instruction</p> <p>We need to identify students that are struggling and providing them with more support during the day through rigorous whole class instruction, small group work, one on one support with mentors and intervention specialists and after school support (mtss)</p> <p>Observation/Feedback has shown that teachers are implementing elements of Balanced Literacy at an emergent level and that implementation was inconsistent. Since then have seen more consistent implementation and there is more evidence that BAL is being implemented at a higher level of fidelity, placing us at the Developing stage of implementation. Observation/Feedback and our Extended Site Visit data also revealed a need to increase levels of rigor and alignment of individual lesson objectives to the goals of larger units of study. Teachers are now provided with additional time to work together in Professional Learning Communities. More attention and support needs to be given to how we are using this time to positively impact student learning outcomes.</p> <p>Given this analysis, we are still practicing at the "Developing" level with our Balanced Literacy implementation. WHY1? We are in the second year of BAL implementation. This and the realignment of instruction to Common Core represents a significant shift in what we teach and how we teach it. It also represents a significant increase in the amount training, planning and preparation time required to teach it well. We have not always been successful in providing the supports necessary for full implementation and the conditions necessary for teachers and students to thrive. WHY? Levels of implementation and teaching effectiveness vary from one classroom to another, resulting in uneven levels of student performance. WHY? Laurel has a wide range of teachers with different levels of experience, motivation and commitment to making the shift to Common Core aligned instruction and full BAL implementation. WHY? Limited support, limited resources and a natural reluctance to undergo significant change in practice.</p>

MATHEMATICS PRIORITY:	Mathematics
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SCHOOL GOAL for Mathematics:

Increase by 5 points the percentage of students (3rd-5th grade) Meeting or Exceeding Standard as measured by SBAC

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	23.17%	27.17%	31.17%

Other Leading Indicators for Mathematics:

Increase by 5 points the percent of students (Kinder-5th grade) scoring At or Above Benchmark as measured by CEoU.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
<p>23% meeting or exceeding standard compared to network average of 21%.</p> <p>Increase of 1.3% of students exceeding standards</p> <p>3rd grade at 27% highest levels of meeting or exceeding</p>	<p>4-8% of students in red, not meeting standard</p> <p>Little change compared to 2014/15. Slight drop in number of students meeting or exceeding standard.</p> <p>4th grade had smallest percentage of students meeting or exceeding two years in a row.</p> <p>72% of ELs not meeting standard. Achievement gap (% not meeting) between AA 64%, latino 62% and Asian 18%</p>

ROOT CAUSE ANALYSIS

Laurel's focus the past two years has been literacy resulting in less time focused on math instruction. We have also struggled with aligning curriculum and instruction with the required math assessments.

CULTURE & CLIMATE PRIORITY: Culture & Climate

SCHOOL GOAL for Culture & Climate:

Reduce the number of office referrals (URFs) overall by 10%

PBIS:

80-90% of all students have 0-1 office discipline referrals (URFs)

5-10% of all students have 2-5 URFs

1-5% of all students have 6 or more URFs

3.5% or fewer students have received suspensions

SCHOOL TARGETS for Culture & Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Office Referrals	All Students	15000.00%	13500.00%	12000.00%

Other Leading Indicators for Culture & Climate:

Increase by 5 percentage points the number of students reporting that Laurel is a safe learning community where they feel cared for by one or more adults at the school.

NEEDS ASSESSMENT for Culture & Climate:

STRENGTHS	CHALLENGES
Our BPIS Tiered Fidelity Inventory shows that we have made significant gains in strengthening our Tier 1 supports that has led to a significant reduction in classroom disruptions and office referrals. Our overall suspension rate has dropped each of the last 2 years.	We struggle to provide Tier 2 and 3 supports with the limited resources that we have and our counseling spots are usually exhausted within the first two months of school even though referrals come in throughout the year. Consequently, Tier 2 and 3 behaviors continue to disrupt the classroom and school yard and create unsafe situations for students. We also struggle to reach out to the families of our Tier 2 and 3 students and to provide them with the resources and support they require for us to work together in partnership.

ROOT CAUSE ANALYSIS

Observation/Feedback show that there is "substantial" evidence that Laurel has a broad menu of on-site strategies, services and partnerships that respond to student/family needs, including a Culture/Climate Leadership Team and a COS Team that meet monthly and bi-weekly, respectively. Laurel has also been implementing Second Step SEL curriculum the past 5 years and is in Year 4 of PBIS implementation. Additionally, Laurel is engaged in a number of partnerships with community-based organizations, including Lincoln Child Center, Faith Network, Alameda County Food Bank, Mosaic and HEROs, all designed to address the needs of students and their families and improve overall Climate/Climate.

Observation/Feedback and notes show that although many classrooms had little or no behavioral challenges, there were classrooms that needed additional direct support with classroom management and implementation of PBIS approaches. In addition, the sheer number of COS referrals, averaging close to 20 percent of the student population yearly, is out of balance with the expected rate of 5% based on the Rtl model. This number suggests more focus needs to be given to developing strong Tier 1 interventions, with a focus on teacher professional development, including Cultural Responsive Teaching strategies, and stronger implementation of classroom and school-wide PBIS practices and structures.

Given that Laurel has so much in place already, why have we not been more successful in reaching our goals? WHY1: While systems are in place and considerable work is being done to address school Culture/Climate there is no consensus on the root causes and how much of it can we impact given our limited resources? Does the problem lie with the community we serve? Leadership practices? Organizational practices? Teacher practices? What we do never seems to be enough. WHY2: There has not been sufficient focus on shaping and identifying shared beliefs and coming to consensus around Tier 1 classroom and school-wide practices and expectations. WHY3: We have not focused sufficient attention and/or resources on the practices in the classroom and school-wide that yield the highest leverage.

WHY1: The community we serve represents a high level of need and does not always act as full partners in the work. WHY2: The families we serve do not always understand the important role that they play in their child's education, nor are they always equipped to support their child in being successful in school. WHY3: The school has not successfully engaged families, built trusting relationships, nor provided them with the information and the strategies necessary for them to be an active partner.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

Students will regularly attend school and maintain satisfactory attendance throughout the year. Families will continue to perceive Laurel as a positive and inclusive environment where they can be involved and support their child's academic achievement.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	12.82%	12.32%	11.82%

Other Leading Indicators for Family Engagement:

Reduce Chronic Absenteeism rate by 2 percentage points and increase by 5 percentage points the number of parents who are attending one or more family engagement opportunity, including Back to School Night, Parent Teacher Conferences, and Open House.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
<p>Each of the last three years rates of Chronic Absenteeism have dropped and the rates of satisfactory attendance have rise. 6.8 pp reduction in the rate of Chronic Absenteeism among African Americans. .83% reduction in the rate of Chronic Absenteesim rate among ELs. 30% y/y increase in the percentage of parents attending Back to School Night. In 2016-17 we have partnered with the Family Engagement Office and began offering montly Parent Support Group workshops.</p>	<p>Parent Participation in workshops remains relatively low with no more than 15 parents attending any one workshop, usually the same parents. Chronic Absenteeism remains well above district target rate of 5% with the rate for African Americans at 17.26\%</p>

ROOT CAUSE ANALYSIS
<p>We have not effectively reached out to our diverse student population by translating materials as appropriate. We have not also been able to offer parents incentives (food,high value prizes) to participate or offered workshops topics that cater to the needs of our community. . Have a each one reach one platform where parents are reaching out to families in their own social circle.</p>

PART C: THEORY OF ACTION

<p>SCHOOL THEORY OF ACTION for Literacy:</p>	<p>We believe that our students will become independent thinkers, readers and writers and score proficient or above in these areas through the school wide implementation of a Readers and Writers Workshop model of instruction. We also believe that the full and thoughtful implementation of Balanced Literacy requires teachers to spend time together by frequently meeting together as a Profession Learning Community to collaboratively review and analyze student work (focusing on 6 focal-students - 2 high, 2 medium and 2 low), plan out units of instruction based on the results, and carefully progress monitor and make adjustments based on formative and summative assessments. We also believe that not all students, including low-income students, English learners, and foster youth, learn in the same way or at the same pace or start at the same place, and it is therefore necessary for teachers to differentiate instruction by working one on one with students and with small groups. We also believe that some students need more than what can be given by the classroom teachers and that opportunities for students to receive more intensive one on one and small group support must be provided.</p>
<p>SCHOOL THEORY OF ACTION for Mathematics:</p>	<p>We believe that our students will become proficient mathematical thinkers through instruction that focuses building foundational skills and regularly engages tasks that are rigorous and at DOK levels 3 or above. We believe that this level of instruction is best supported through full implementation of the Common Core Curriculum Units that include frequent progress monitoring and End of Unit Summative assessments. We also believe that teachers are more effective when they have time to work as members of a Professional Learning Community, engage in Cycles of Inquiry focused on student work, and differentiate instrution to meet the needs of all students. We also believe that some students, including low-icome students, English learners and foster youth, need more than what can be given by the classroom teacher and will require a more intensive level of support. If we focus on these areas student outcomes will increase.</p>

<p>SCHOOL THEORY OF ACTION for Culture & Climate:</p>	<p>We believe that students thrive academically and attend more regularly when they feel safe and supported at school. We believe that these conditions are more likely to occur when we focus on the social emotional health of students and seek to understand and address student behavior through the tiered approaches of Positive Behavioral Interventions and Supports (PBIS) and Multiple Tiered Support Strategies (MTSS). We also believe that the social emotional well being of the adults can have a direct impact on students and therefore attention must be given. We believe that well being of both students and staff respond positively to opportunities to have their voices heard and impact decision making, to feeling supported and cared for, and to being appreciated.</p>
<p>SCHOOL THEORY OF ACTION for Family Engagement:</p>	<p>We believe that families play a critical role in a student's learning and we believe that by forming a stronger partnership with families and more fully engaging them in their child's learning and with the school, we can raise overall levels of student achievement and improve school culture and climate. We believe that families become engaged when the school creates a welcoming environment that values parental involvement, where the principal and the teachers communicate with parents on a regular basis their child's progress and offers up suggestions to parents on how they can help out at home. We also believe that parents become engaged when they feel the school cares about their child and celebrates their child's uniqueness and honors their cultural background. We also believe that parents become engaged when the school offers them opportunities to further develop their parenting skills and ability to support their child through classes and workshops. We also believe that parents become engaged when they feel that they have a voice and can participate in school leadership and decision making.</p>

PART D: 17-18 STRATEGIES & KEY PRACTICES

<p>Improvement Strategy #1:</p>	<p>Literacy: Support the full implementation of Balanced Literacy school wide with clarity of expectation and required supports. Reach out to families and provide them the necessary information and tools to be able to participate as full partners.</p>
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	All teachers will implement a Balanced Literacy Program with an emphasis on Reading and Writing Workshop.	The principal will provide clear instructional expectations, focusing on high leverage research-based strategies (BAL), and support the implementation of those strategies by ensuring timely, focused and differentiated professional development.	The Laurel Instructional Leadership team will meet and create/adjust the Professional Development Calendar for the school and develop long-term plans for teacher professional development.
1-2	All teachers will develop units of instruction that reflect a high level of rigor and student learning outcomes that are Common Core aligned, specific, clear, measurable and relevant	The principal will provide the curricular blueprints, planning tools and ensure dedicated planning time is given. The principal will observe and meet with teachers at least once per six-week cycle to review unit goals and student outcomes.	The school will offer extended contracts to teachers to plan out units of instruction over the summer.

1-3	All teachers will assess students once per trimester with Fountas and Pinnell and twice per trimester using Scholastic Reading Inventory (3-5) and use data to inform instruction.	The principal will facilitate data conferences with teachers once per trimester by providing release time. The principal will meet with teacher teams to analyze data, consider implications and plan out next steps.	The school will provide teachers with release time once per trimester to assess students using Fountas and Pinnell.
1-4	All teachers will: 1. facilitate Academic Discussions and Guided Reading as key levers to engage and support students, 2. encourage diverse perspectives and 3. advance higher level thinking.	The principal will monitor and provide feedback to teachers twice per 6-week inquiry cycle.	The school will adopt appropriate ELD curriculum and provide professional development on essential ELL practices (the Get A Box Plus approach)
1-5	All teachers will support ELs through a daily 30 minute ELD block using a range of discussion structures and strategies and support students in using discipline-specific academic language.	The principal will provide focused PD on Tier 1 and tier 2 strategies, including conferring and forming Strategy and Guided Reading groups to accelerate student academic growth.	Funding priority - ensure classroom libraries are robust and continue to be restocked. Ensure teachers have materials for centers, etc.
1-6	All teachers will differentiate based on reading levels to form and meet with small groups of students daily, targeting low-performing students.		The school will hire Library/Media Consultant to work with teachers to support student use of library
1-7	All teachers will collect and analyze student achievement data and use it to plan targeted interventions.		In June & August, K teachers and the principal meet with incoming Kindergarten families on Literacy goals, assessments, and key strategies (especially "Read At Home" program) with the aim of helping ease the transition into our K-5 program.
1-8			The school will hire Instructional Facilitator/ITL to provide reading intervention for struggling students and support the implementation of BAL by leading professional development, supporting teachers in the classroom modeling lessons, observing and providing feedback.
1-9			The school will hire a STIP substitute to release teachers for 50 additional minutes per week of collaboration time.
1-10			The school will hire Academic Mentors to support students (K-2) in the classroom with a focus on literacy.
1-11			The school will purchase supplies to support BAL literacy goals for all students.

1-12			Provide classroom software licenses for Reading A-Z as a reading intervention tools that will allow for greater differentiation for ELLs, low performing and GATE students.
1-13			The school will purchase technology for the classroom to support the implementation of BAL
1-14			The school will hire a STIP sub to provide students with intensive reading intervention using LLI materials.
1-15			The school will partner with Reading Partners to provide students with additional opportunity to engage in guided reading practice.
1-16			The school will contract with Excel Reading to provide 2nd grade students reading intervention 1x per week.

Improvement Strategy #2:	Improve Mathematical Thinking. Support the full implementation of Common Core Units of Instruction with clarity of expectation and required supports.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	All teachers will implement a Common Core Math Curriculum	The principal will provide clear instructional expectations, focusing on high leverage research-based strategies, and support the implementation of those strategies by ensuring timely, focused and differentiated professional development.	The Laurel Instructional Leadership team will meet and create/adjust the Professional Development Calendar for the school and develop long-term plans for teacher professional development.
2-2	All teachers will develop units of instruction that reflect a various levels of rigor (1-4 DOK) and student learning outcomes that are Common Core aligned, specific, clear, measurable and relevant	The principal will provide the curricular blueprints, planning tools and ensure dedicated planning time is given. The principal will observe and meet with teachers at least once per six-week cycle to review unit goals and student outcomes.	The school will offer extended contracts to teachers to plan out units of instruction over the summer.
2-3	All teachers will assess students using summative and/or cumulative assessments at the end of each unit and use data to inform instruction.	The principal will meet with teacher teams to analyze data, consider implications and plan out next steps.	The school will hire substitute teachers to release teachers to attend data conferences at least once per trimester.

2-4	All teachers will facilitate Number Talks as a way to deepen student thinking and problem solving skills.	The principal will monitor and provide feedback to teachers twice per 6-week inquiry cycle.	The school will hire an Instructional Teacher Leader who will support the implementation of common core math curriculum by leading professional development, supporting teachers in the classroom modeling lessons, observing and providing feedback.
2-5	All teachers will differentiate instruction based on formative and summative data. Using data, teachers will identify 6 focal students - 2 low, 2 medium and 2 high - and plan out instruction based on the needs of these groups. Teacher will work with small groups of students daily, targeting low-performing students.	The principal will provide focused PD on Tier 1 and tier 2 strategies to accelerate student academic growth.	The school will hire a STIP substitute to release teachers for 50 additional minutes per week of collaboration time.
2-6	All teachers will analyze student data, identify trends, target students and use this to design corrective instruction plans	The principal will facilitate data conferences with teachers once per trimester.	The school will hire substitute teachers to release teachers to attend data conferences at least once per trimester.

Improvement Strategy #3:	Agree on and implement with a high level of fidelity school-wide PBIS Tier 1 practices and PBIS Tier 2 practices that are highest leverage. Implement Tier 2 and Tier 3 strategies to support accelerated academic and social emotional growth. Offer a range of tiered interventions that support the academic development of all students while strategically focusing on Low-Performing students
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	All teachers will hold weekly Community Meetings focused on building community within the classroom and across the school.	The principal will lead a Coordination of Services Team meeting that will convene twice monthly to review student referrals for academic concerns. Low Performing students, students who are Chronically Absent and Foster Youth will be monitored for academic achievement, attendance and social emotional health and given priority access to support services.	Twice monthly COST meetings to align resources with student need, to coordinate the services of all the school's partners who provide students with academic and mental health support and to identify new resources when needed.
3-2	All teachers will implement Caring School Communities curriculum with fidelity	The principal will visit classrooms during Community Meeting time and provide teachers with observations and feedback.	The school will hire a Behavior Intervention Specialist/Tier 2-3 Coordinator to coordinate SSTs and provide direct services to students.

3-3	All teachers will implement tier 1 management using PBIS defined strategies and the Laurel Behavior Matrix.	The principal will provide staff with opportunities for in-service training in Caring School Communities.	The school will offer teachers extended contracts for a 10-week afterschool tutoring program, beginning in January that will target low performing students.
3-4	All teachers will work toward establishing and being a part of high-functioning collaborative teams that model SEL competencies.	The Principal will lead a Culture Climate Leadership team that meets monthly and that focuses on school culture and climate and the implementation of Tier 1 practices.	The school will hold Excellence Assemblies at the end of each trimester to celebrate students who have met the academic, attendance and behavioral goals.
3-5	All teachers will regularly talk with students about the importance of regular attendance and reach out to families of with attendance issues.	The Principal will create space in PD/Staff Meeting agendas for appreciations and provide staff with team building opportunities.	The school will hire and provide appropriate training to Academic Mentors to push into the classroom and provide direct support to students.
3-6		The principal will assign PBIS Lead to meet with district coach monthly and attend PLC	Teachers will be provided time to work together in collaborative teams, to unpack Caring School Communities curriculum and to plan and prepare lessons.
3-7			The Culture Climate Leadership team will conduct classroom observations to identify patterns to share with the whole staff.
3-8			The Culture Climate Leadership Team will meet monthly to review attendance and suspension data, to develop a plan to support positive school-wide culture and climate and to organize a Culture Climate Assembly at the start of each trimester to reinforce the Laurel Behavior Matrix and expectations for student conduct.
3-9			The school will contract with Mosaic to provide students with the opportunity for 4th grade students to attend week-long Outdoor School and to facilitate staff team building 2x per year.
3-10			The school will contract with Mission Springs to provide 5th grade students with the opportunity to attend 3-day science camp.

3-11			The school will contract with Playworks to organize structured games and activities during recess and to assist the teacher with PE classes for 30 minutes each week for grades 4-5 and every other week for grades K-3
3-12			The school will hire a P/T Admin Assistant to assist the Attendance Clerk and the Community Relations Assistant in the tracking of student attendance data.
3-13			The school will hire additional Part Time Noon Supervisors (total .9FTE) to provide additional supervision on the yard during recess.
3-14			The school will contract with Lincoln Child Services to provide Tier 2 and Tier 3 social emotional support to students.
3-15			The school will provide After School Program support to provide students with opportunities for enrichment and extended learning time.
3-16			The school will support the BHU and Lincoln in conducting universal screening 3 times per year.

Improvement Strategy #4:	Family Engagement: Reach out to families and provide them the necessary information and tools to be able to participate as full partners.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	All teachers will engage with families of low-performing students and hold formal parent teachers conferences at least twice per year.	The Principal will send out a monthly newsletter and community calendar highlighting ways family can engage with the school.	The school will purchase refreshments for parent engagement meetings - SSC, Coffee with the Principal, Volunteer Appreciation
4-2	All teachers reach out to all families by the second week of school through newsletters, phone calls, conferences and home visits to share goals for the coming year and to build relationship.	The principal will create a school calendar with minimum days at the end of the 1st and 2nd trimester to allow time for the conferences to occur.	The school will maintain two copiers to make copies for families for improved communication and to achieve higher levels of parent engagement.

4-3			The school will hire two .5 FTE Community Relations Assistant to increase rates of parent participation, reduce chronic absenteeism and identify resources for foster and homeless youth.
4-4			The school will host a Kindergarten orientation in August for the families of all incoming Kindergartners.
4-5			The school will offer Front Office staff additional hours to work hours beyond their contract for student registration and to set up the office.
4-6			The school will purchase postage and copying material to be able to send newsletters, notices and flyers home with the goal of increasing family engagement.
4-7			The school will provide teachers with training and support in how to engage families and provide them with additional resources and strategies for how they can support their children at home.
4-8			The school will provide teachers with time and resources to reach out to families during the first two weeks of school, including scheduling minimum days and offering teachers who make home visits a stipend.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

131

School:

Laurel Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,629.00	After School Education & Safety (ASES)	After School Programming	The school will provide After School Program support to provide students with opportunities for enrichment and extended learning time.	A1.6: After School Programs	5825				131-1
\$10,000.00	General Purpose Discretionary	Planning Time Extended Contracts	The school will offer extended contracts to teachers to plan out units of instruction over the summer.	A2.5: Teacher Professional Development for CCSS & NGSS	1120				131-2
\$6,000.00	General Purpose Discretionary	ILT Extended Contracts	The Laurel Instructional Leadership team will meet and create/adjust the Professional Development Calendar for the school and develop long-term plans for teacher professional development.	A2.5: Teacher Professional Development for CCSS & NGSS	1120				131-3
\$17,000.00	General Purpose Discretionary	Supplies to support overall school operation	The school will purchase supplies to support BAL literacy goals for all students.	A2.1: Implementation of CCSS & NGSS	4310				131-4
\$1,217.08	General Purpose Discretionary	Refreshments for parent engagement meetings and other school events	The school will purchase refreshments for parent engagement meetings - SSC, Coffee with the Principal, Volunteer Appreciation	A3.3: Family Engagement focused on Literacy Development	4311				131-5
\$3,000.00	General Purpose Discretionary	Copier Maintenance to support overall school operation	The school will maintain two copiers to make copies for families for improved communication and to achieve higher levels of parent engagement.	A2.1: Implementation of CCSS & NGSS	5610				131-6
\$4,000.00	General Purpose Discretionary	Excel Reading Intervention	The school will contract with Excel Reading to provide 2nd grade students reading intervention 1x per week.	A3.2: Reading Intervention	5825				131-7
\$10,000.00	General Purpose Discretionary	Lincoln Child Center Counseling	The school will contract with Lincoln Child Services to provide Tier 2 and 3 social emotional learning and support for students.	A2.2: Social Emotional Learning	5825				131-8
\$34,000.00	General Purpose Discretionary	Playworks	The school will contract with Playworks to organize structured games and activities during recess and to assist the teacher with PE classes for 30 minutes each week for grades 4-5 and other week for grades K-3	A2.2: Social Emotional Learning	5825				131-9
\$300.00	General Purpose Discretionary	Postage	The school will purchase postage and copying material to be able to send newsletters, notices and flyers home with the goal of increasing family engagement.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5910				131-10
\$45,652.02	LCFF Supplemental	STIP sub to provide students with intensive reading intervention using LLI materials.	The school will hire a STIP sub to provide students with intensive reading intervention using LLI materials.	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0409	1.00	131-11

\$65,669.48	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	The school will hire Instructional Facilitator/ITL to support the implementation of BAL by leading professional development, supporting teachers in the classroom modeling lessons, observing and providing feedback.	A3.4: Teacher Professional Development focused on Literacy		TCHR INST FACILITATOR 10 PAY	TC10IF0021	0.60	131-12
\$5,000.00	LCFF Supplemental	Supplementary and intervention instructional materials for mathematics and/or science learning	The school will purchase technology for the classroom to support the implementation of BAL	A2.3: Standards-Aligned Learning Materials	4420				131-13
\$7,000.00	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	The school will hire Library/Media Consultant to work with teachers to support student use of library	A3.2: Reading Intervention	5825				131-14
\$2,500.00	LCFF Supplemental	Licenses for software to support academic acceleration	The school will purchase technology for the classroom to support the implementation of BAL	A2.3: Standards-Aligned Learning Materials	5846				131-15
\$11,316.69	LCFF Supplemental	Surplus	n/a	n/a	4399				131-16
\$22,267.83	LCFF Supplemental	Computer Science Teachers to support mathematics/science learning and academic acceleration	The school will hire a STIP substitute to release teachers for 50 additional minutes per week of collaboration time.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0612	0.48	131-17
\$38,987.99	LCFF Supplemental	Bilingual Community Relations Assistant to support family engagement, incentives, and awards focused on reading campaigns and achievement	The school will hire two .5 FTE Community Relations Assistant to increase rates of parent participation, reduce chronic absenteeism and identify resources for foster and homeless youth.	A3.3: Family Engagement focused on Literacy Development		COMMUNITY RELATIONS AST I BIL	CMRAIB9999	0.50	131-18
\$43,155.92	LCFF Supplemental	TSA/ITL to support academic acceleration	The school will hire Instructional Facilitator/ITL to support the implementation of BAL by leading professional development, supporting teachers in the classroom modeling lessons, observing and providing feedback.	A3.4: Teacher Professional Development focused on Literacy		10 MONTH CLASSROOM TSA	C10TSA0180	0.40	131-19
\$1,326.52	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				131-20
\$24,123.48	Measure G: TGDS	ITL Salary	The school will hire Instructional Facilitator/ITL to support the implementation of BAL by leading professional development, supporting teachers in the classroom modeling lessons, observing and providing feedback.	A3.4: Teacher Professional Development focused on Literacy		TEACHER STIP	TCSTIP0612	0.52	131-21
\$7,900.00	Supplemental Program Investment	Clerical Extra Time	The school will offer Front Office staff additional hours to work hours beyond their contract for student registration and to set up the office.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2222				131-22
\$4,785.58	Supplemental Program Investment	Noon Supervisors	The school will hire additional Part Time Noon Supervisors (total .9FTE) to provide additional supervision on the yard during recess.	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0173	0.20	131-23

\$10,461.45	Supplemental Program Investment	Noon Supervisors	The school will hire additional Part Time Noon Supervisors (total .9FTE) to provide additional supervision on the yard during recess.	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV9999	0.20	131-24
\$13,217.08	Supplemental Program Investment	Noon Supervisors	The school will hire additional Part Time Noon Supervisors (total .9FTE) to provide additional supervision on the yard during recess.	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0119	0.50	131-25
\$54.17	Supplemental Program Investment	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				131-26
\$24,000.00	Title I Basic	Academic Mentors	The school will hire Academic Mentors to support students (K-2) in the classroom with a focus on literacy.	A3.2: Reading Intervention	2928				131-27
\$401.03	Title I Basic	Library Books	Funding priority - ensure classroom libraries are robust and continue to be re-stocked. Ensure teachers have materials for centers, etc.	A3.2: Reading Intervention	4200				131-28
\$10,000.00	Title I Basic	Reading Partners	The school will partner with Reading Partners to provide students with additional opportunity to engage in guided reading practice.	A3.2: Reading Intervention	5825				131-29
\$35,000.00	Title I Basic	Reading Intervention for 1st Grade	The school will hire Academic Mentors to support students (K-2) in the classroom with a focus on literacy.	A3.2: Reading Intervention	5825				131-30
\$22,167.35	Title I Basic	Community Relations Assistant	The school will hire two .5 FTE Community Relations Assistant to increase rates of parent participation, reduce chronic absenteeism and identify resources for foster and homeless youth.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2205	COMMUNITY RELATIONS ASST I	COMRAI0013	0.50	131-31
\$2,910.00	Title I Parent Participation	Supplies for parent engagement meetings and activities	The school will purchase supplies to support BAL literacy goals for all students.	A3.3: Family Engagement focused on Literacy Development	4310				131-32



[Handwritten signature] 9-30-16

Laurel Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes TK-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern or a question.
- Ensure that my child attends school every day, arrives on time, 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.

Staff

Parent/Guardian

Student



School Site Council Membership Roster - Elementary School

School Name: Laurel

School Year: 2016-2017

Chairperson: George Nasir		Vice Chairperson: Danielle Mackey	
Email:	Phone:	Email:	Phone:
Secretary: Felicity Buxton		LCAP Parent Advisory Nominee: George Nasir	
Email:	Phone:	Email:	Phone:
LCAP EL Parent Advisory Nominee:		LCAP Student Nominee:	
Email:	Phone:	Email:	Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Grace Tse			X			
Helen Garfinkle			X			
Felicity Buxton			X			
Stephanie Frickle					X	
Lourdes Castellanos					X	
Danielle Mackey					X	
George Nasir					X	
James Glenn					X	
James Williams				X		
John Stangl		X				

Meeting Schedule
(day/month/time)

SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-ClassroomTeachers
1-Other Staff
AND
5-Parent /Community

Revised 8/22/2016

Title I School Parental Involvement Policy 2016-17

Laurel Elementary School has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Laurel agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.
*Parents will have the opportunity to participate in the development of Laurel's Title I plan by attending our monthly **School Site Council** meetings. Meetings happen on the third Thursday of each month from 6:00-7:30pm.*
- Offer a flexible number of meetings for parents. *In addition to our **School Site Council** meetings, parents are invited to attend our **Coffee with the Principal** event that happens on the second Monday of each month from 8:30-9:00am. Parents are also welcome to ask to schedule a meeting with the principal at a time of their convenience during regular school hours.*
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. *Parents will have the opportunity to participate in the development of Laurel's Title I plan by attending our monthly **School Site Council** meetings. Meetings happen on the third Thursday of each month from 6:00-7:30pm.*
- Provide parents of Title I students with timely information about Title I programs. *Parents will receive a **monthly newsletter**. **Robo-calls** using School Messenger will also go out translated in all languages with information on upcoming events. There will also be dedicated space on the **community bulletin board** for Title I issues.*
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents will have the opportunity to participate in the development of Laurel's Title I plan by attending our monthly School Site Council meetings. Meetings happen on the third Thursday of each month from 6:00-7:30pm
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents will have the opportunity to participate in the development of Laurel's Title I plan by attending our monthly School Site Council meetings. Meetings happen on the third Thursday of each month from 6:00-7:30pm. *In addition to our **School Site Council** meetings, parents are invited to attend our **Coffee with the Principal** event that happens on the second Monday of each month from 8:30-9:00am. Parents are also welcome to ask to schedule a meeting with the principal at a time of their convenience during regular school hours.*

School-Parent Compact

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

School-Parent Compact attached

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The Common Core State Standards
 - 2) The Common Core and Oakland Unified School District's academic assessments, including alternate assessments
 - 3) Academic proficiency levels students are expected to achieve
 - 4) How to monitor their child's progress

Parent education will be a focus of all SSC and Title I meetings. The focus will be to build the capacity of parents to understand academic content standards, assessments, and strategies for supporting the achievement on their children. Money has also been set aside in this year's budget to pay registration fees for parents to attend this year's Title I conference.
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *In addition to the training opportunities providing through our SSC and Title I meetings, money has also been set aside in this year's budget to pay registration fees for parents to attend this year's Title I conference.*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *Teachers will have multiple trainings this year on the importance of and strategies for building strong relationships with parents. In addition, we have set aside time periods, one at the end of each of the first two report card periods, for parent teacher conferences.*
- 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. *Title I parents are invited to become involved in all of Laurel's school activities which are coordinated in partnership with Laurel's PTA and SSC. Invitations are translated and activities reflect the diversity of the Laurel school community.*
- 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. *All parents will receive a monthly newsletter and reminders, as necessary, of upcoming events.*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *All SSC and Title I meetings will support parents in the following ways: provide translation, child-care and dinner.*

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *All parents will receive a monthly newsletter and reminders, as necessary, of upcoming events translated in all major languages.*

Adoption

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:

- Title I meeting – September 29, 2016
- SSC Meeting - September 29, 2016

This policy was adopted by the Laurel School Site Council on 9/29/2016 and will be in effect for the period of the 2016-17 school year. The school will distribute this policy to all parents of participating Title I, Part A, children on or before January 1st, 2017. It will be made available to the local community on or before January 1st, 2017. Laurel's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's signature)

9/29/16
(Date)