

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 – Redwood Heights Elementary School

Action Requested:

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



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Redwood Heights Elementary

6002141

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

Redwood Heights is a K-5 school located just south of the junction of 35th Ave. and Highway 13. We have 348 students. Our staff is highly experienced with an average of 18 years of experience. The school has met the AYP and AMO requirements of the No Child Left Behind Act every year that the requirements have been in effect. We also have on site two Special Day Classes. We present a well-rounded program that is research-based, age appropriate, authentic, intellectually challenging, promotes creativity, and exceeds the standards set by the district and the state. We use a differentiated approach to learning in order to ensure that all students are able to be successful. Our lessons are developed based on the experiences of the child and work towards expanding their critical thinking skills. Our TACLE (Technology and Augmentative Communication For Learning Enhancement) SDC students are integrated into our general education classes to support strong communication and create a welcoming and caring school community. Our school supports a strong, well stocked library, after school tutoring for students who need extra support, and aligns resources to support professional development for teachers. We also strategically align our resources to use our enrichment opportunities, such as art, music, gardening, and PE to enhance our academic interventions and acceleration time for students so that we can meet the individual needs of students within a small group setting. Parents have many opportunities to be involved at Redwood Heights. All classrooms encourage parent volunteers to work with individual children and small groups of students during instructional time. We have the parent supported and staffed Teacher Support Team (TST) who support academic instruction and interventions. The TSTs are a volunteer group of parents who are trained to support academic intervention. Parents are also crucial to our field trip programs. Each class goes on 5-10 field trips a year. We also have a number of parent organizations that encourage parental involvement. School Site Council is the leadership body of the school responsible for ensuring that our students' educational needs are met. It is comprised of administration, faculty, parents and community members. It is the central point of site-based management. The Parent Teacher Association is an active organization for parents, guardians, teachers and community members providing leadership for many school activities: enrichment programs, recognition of students and teachers,

fundraising and legislation involving education. We welcome your time, talents and your perspectives. Dads Club (open to any gender) was founded more than 50 years ago and provides direct support to the school by conducting construction improvements to the school facility, organizing activities and programs that enrich our children's educational experiences. Classroom parent volunteers also prepare classroom materials, coordinate special classroom activities, welcome new families and are a vital part of our program. There are several active parent committees such as the Garden and Ecology Committee, the Library Committee, the Safety Committee, and the Technology Committee. School Safety Plan

VISION

Like redwood trees, our students will have widely spread roots, achieve great heights and be able to weather storms. Our students will be responsible academically and socially, and support each other like the redwood trees in groves. They will use critical thinking skills to make positive contributions to their community and the world. The passion that the staff exhibits for learning and the collegial adult culture is the soil in which the saplings take root and soar. We know that children are curious and eager to learn. All students must be engaged in a rigorous, meaning-centered curriculum that is activity-based and draws on a students' higher order thinking skills. Through the collaborative efforts of the staff, we ensure that each child is successful in mastering the standards. Our students feel safe emotionally and physically and enjoy a clean, well maintained site.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

School Site Council - At monthly meetings, the SSC will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. - The SSC will facilitate a State of the School presentation to be done in conjunction with the PTA for the greater community meeting in the Spring to present families and staff updates on progress towards the indicators of progress listed in the site plan, and solicit input on how to improve progress. This will also be the basis for creating an aligned school and PTA budget that addresses the needs of all students. Staff Monitoring of Benchmark Data and Internal Data - The ILT and the Classroom teachers will review benchmark, Fountas and Pinnell, and Core Phonics Survey data in ELA, Math, and Reading 3x/year. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and special education assessment. Benchmark/Internal data review will take place either in a 1:1 meeting with the principal or in a faculty planning session. - Benchmark data in ELA and Math will also be presented at Parent Committee meetings, displayed in the office, sent home to families, and shared in the SSC meetings following each administration. - Staff will collectively monitor progress and create corrective instruction plans of students identified as being out of the sphere of success and in our achievement gap. SSC and Staff Monitoring of a Caring Community - School-wide Caring Community survey will be given three times a year and looked at by our ILT, SSC, Staff, and Student Council. - Healthy Kids Survey and Caring Community survey will be cross checked by the SSC at the end of the year and help determine next steps for implementing programs that support the creation of a welcoming and caring school.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Redwood Heights Elementary

Principal: SARA STONE

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:

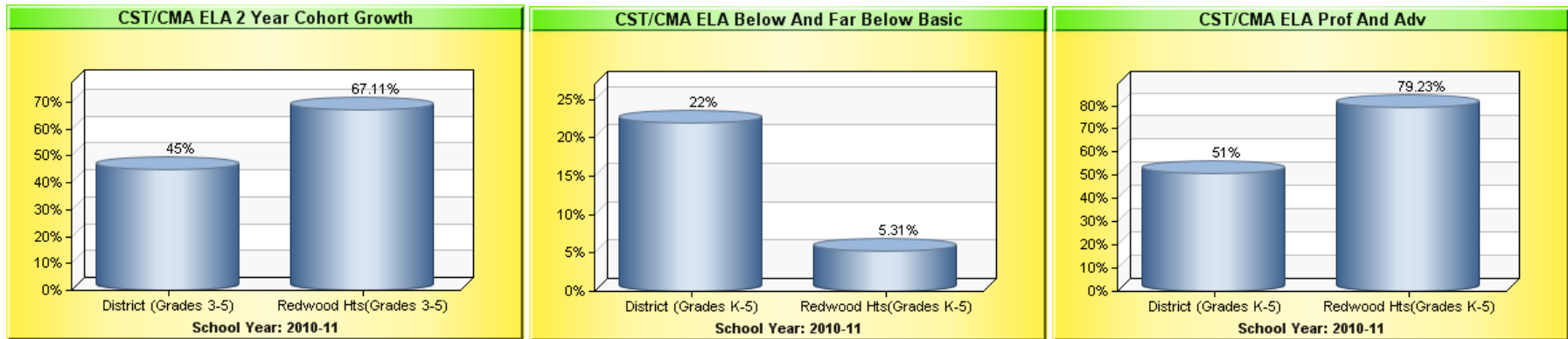
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

- On the CST, of our white students, 92% were proficient or advanced, 7% were basic, and 1% were below or far below basic. Our mid-year benchmark assessments show that 79% are at or above benchmark and 21% are below or approaching benchmark
- On the CST, of our Asian students, 86% were proficient or advanced, 14% were basic, and 0% were below or far below basic. Our mid-year benchmark assessment show that 86% are at or above benchmark and 14% are approaching.
- On the CST, of our Latino students, 61% were proficient or advanced, 26% were basic, and 13% were below or far below basic. Our mid-year benchmark assessments show that 43% are at or above benchmark and 67% are below or approaching benchmark
- On the CST, of our African American, 60% were proficient or advanced, 26% were basic, and 14% were below or far below basic. Our mid-year benchmark assessments show that 69% are at or above benchmark and 31% are below or approaching benchmark
- This data shows that we have at least a 32%age point achievement gap between our White/Asian and Latino/African American students on the CST and mid-year benchmark assessment.

Theory Action

- If we use leveled texts to teach reading in small groups then we can accelerate and motivate all readers, specifically, struggling readers.
- If students develop skills coordinating their uses of decoding and using meaning and syntax cues through the use of grade level and student instructional level text, then they will become fluent readers who comprehend.
- If we teach reading and writing as a reciprocal processes, then we support student understanding of encoding and decoding.
- If we support students in building their skills as communicators of their ideas through writing, speaking, and art, then they will be able to integrate and evaluate their ideas in a critical way.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Academic mentors support interventions for lowest quartile.	Increased literacy skill in CST, Banchmarks, Fountas and Pinnell, and Core Phonics Survey	English Learners	2012-2013	Sara Stone	5/1/2012	148SQ11A169	Response to Intervention	7090-EIA - SCE	2928-OTHERCLASS SALARIES HOURLY		0	\$14,547.00
Academic mentors	Increased literacy skill in CST, Banchmarks,	English					Response to	7091-EIA -	2928-OTHERCLASS			

support interventions for lowest quartile.	Fountas and Pinnell, and Core Phonics Survey	Learners	2012-2013	Sara Stone	5/1/2012	148SQ11A1399	Intervention	LEP	SALARIES HOURLY		0	\$6,236.83
Response to Intervention Teacher will provide intervention support for students who are not meeting benchmark.	Increased literacy skill as measured by the CST, Benchmark Assessment, Internal assessments	FBB, BB and BAS	August-June	Sara Stone	5/1/2012	148SQ11A268	Response to Intervention	N/A			0	\$0.00
Schedule allows for intervention and acceleration time to be connected to enrichment time (garden, art, music, library, allow for small group instruction by the teacher).	Increased literacy skill as measured by the CST, Benchmark Assessment, Internal assessments	All Students	August-June	Sara Stone	5/1/2012	148SQ11A270	Response to Intervention	N/A			0	\$0.00
Tutoring provided for students in the lowest quartile.	Increased literacy skill as measured by the CST, Benchmark Assessment, Internal assessments	FBB, BB	August-June	Sara Stone	5/1/2012	148SQ11A274	Response to Intervention	N/A			0	\$0.00
Professional Development supports the data inquiry and the use of balanced literacy practices, such as guided reading, six plus one traits of writing, etc. so that we are able to meet the individual needs of students.	Increased literacy skill as measured by the CST, Benchmark Assessment, Internal assessments	All Students	August-June	Sara Stone	5/1/2012	148SQ11A1742	Professional Development	N/A			0	\$0.00
Students are engaged through hands-on, differentiated, project-based, arts integrated experiences in the classroom which are planned collaboratively in circuit levels weekly and through backwards mapping every 6 weeks.	Increased literacy skill as measured by the CST, Benchmark Assessment, Internal assessments	All Students	August-June	Sara Stone	5/1/2012	148SQ11A1741	Core Academic Program	N/A			0	\$0.00
Teachers use data from Fountas and Pinnell and the Core Phonics Survey to make instructional decisions.	Increased literacy skill as measured by the CST, Benchmark Assessment, Internal Assessments	All Students	August-June	Sara Stone	5/1/2012	148SQ11A1740	Response to Intervention	N/A			0	\$0.00
We will use people, time, and economic resources to increase the amount of time students are in small groups to support	Increased literacy skill as measured by the CST, Benchmark Assessment,	All Students	August-June	Sara Stone, Parents Advancing Childrens'	5/1/2012	148SQ11A1739	Response to Intervention	N/A			0	\$0.00

students who need intervention and/or acceleration.	Internal Assessments			Achievement								
We will dedicate an academic coach to a specific group of students through our COST/SST who will follow those students through their tenure at RHS.	Increased literacy skill as measured by theCST, Benchmark Assessment, Internal Assessments	FBB, BB	August-June	Sara Stone, COST/SST	5/1/2012	148SQ11A1738	Response to Intervention	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Redwood Heights Elementary

Principal: SARA STONE

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:

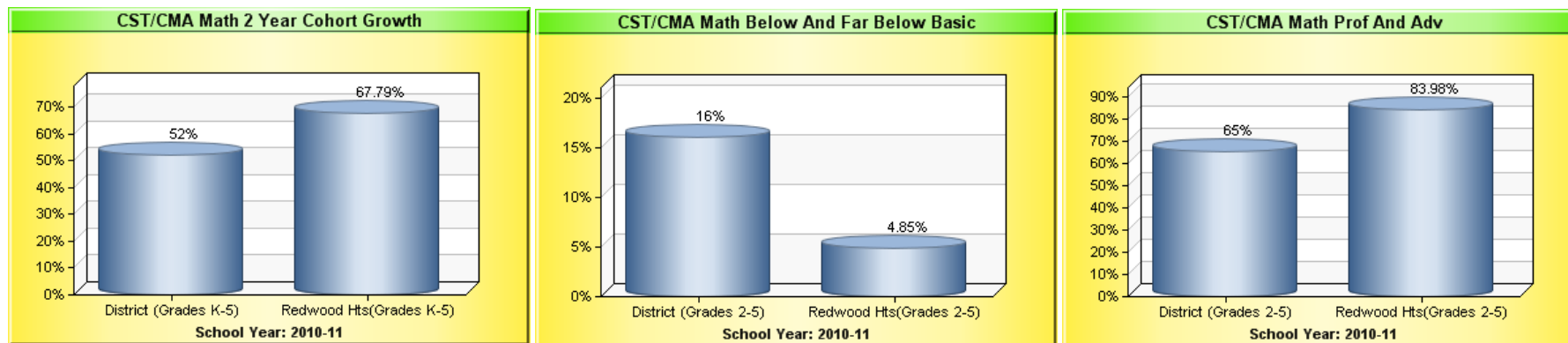
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

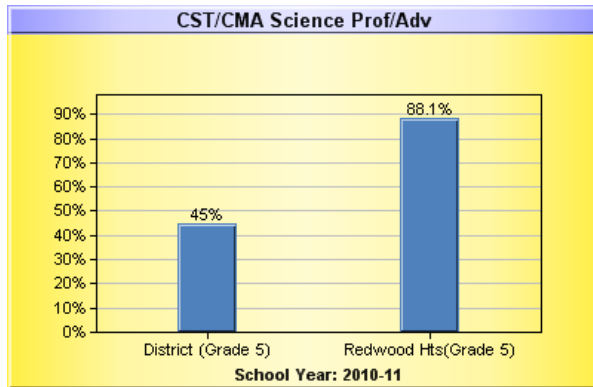
District-level Goals

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

- On the CST, of our white students, 95% were proficient or advanced, 5% were basic, and 0% were below or far below basic. 78% are at or above benchmark and 21% are below or approaching benchmark on the mid-year benchmark assessment.
- On the CST, of our Asian students, 91% were proficient or advanced, 4% were basic, and 5% were below or far below basic. 76% are at or above benchmark and 24% are below or approaching benchmark on the mid-year benchmark assessment.
- On the CST, of our African American students, 74% were proficient or advanced, 16% were basic, and 10% were below or far below basic. 53% are at or above benchmark and 47% are below or approaching benchmark on the mid-year benchmark assessment.
- On the CST, of our Latino students, 58% were proficient or advanced, 26% were basic, and 16% were below or far below basic. 47% are at or above benchmark and 53% are below or approaching benchmark on the mid-year benchmark assessment.
- This data shows that we have at least a 31%age point achievement gap between our White/Asian and Latino/African American students on the CST and mid-year benchmark assessment.

Theory Action

- If our students are given time to use critical thinking to develop a clear understanding of the concepts as well as the mathematical facts, then they will be able to make sense of mathematical problems and find solutions.
- If our students are engaged in hands on science projects that encourage critical thinking and are integrated with literacy and math, then our students will be able to use critical thinking to solve problems and learn from the world around them.
- If we support students in communicating of their their mathematical and scientific thinking through the use of math talks and notebooks, then they will build critical thinking skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Academic mentors support interventions for lowest quartile.	Increased skill in mathematical thinking/reasoning and critical thinking in science as measured by theCST, Benchmark Assessment, Internal Assessments, Healthy Kids	FBB, BB	August-June	Sara Stone	5/1/2012	148SQI1B269	RTI	N/A			0	\$0.00

	Survey, Caring School Survey											
Response to Intervention Teacher will provide intervention support for students who are not	Increased skill in mathematical thinking/reasoning and critical thinking in science as measured by the CST, Benchmark Assessment, Internal Assessments, Healthy Kids Survey, Caring School Survey	FBB, BB and BAS	August-June	Sara Stone	5/1/2012	148SQI1B272	RTI	N/A			0	\$0.00
Schedule allows for intervention and acceleration time to be connected to enrichment time (garden, art, music, library, allow for small group instruction by the teacher).	Increased skill in mathematical thinking/reasoning and critical thinking in science as measured by the CST, Benchmark Assessment, Internal Assessments, Healthy Kids Survey, Caring School Survey	All Students	August-June	Sara Stone	5/1/2012	148SQI1B273	RTI	N/A			0	\$0.00
After school tutoring provided for students in the lowest quartile.	Increased skill in mathematical thinking/reasoning and critical thinking in science as measured by the CST, Benchmark Assessment, Internal Assessments, Healthy Kids Survey, Caring School Survey	FBB, BB	August-June	Sara Stone	5/1/2012	148SQI1B275	RTI	N/A			0	\$0.00
Students are engaged through hands-on, differentiated, project-based, arts integrated experiences in the classroom which are planned collaboratively in circuit levels weekly and through backwards mapping every 6 weeks.	Increased skill in mathematical thinking/reasoning and critical thinking in science as measured by the CST, Benchmark Assessment, Internal Assessments, Healthy Kids Survey, Caring School Survey	All Students	August-June	Sara Stone	5/1/2012	148SQI1B279	hands-on, project based learning	N/A			0	\$0.00
	Increased skill in mathematical thinking/reasoning and critical thinking in science as measured by											

Science is taught weekly for 90 minutes and is integrated with literacy	theCST, Benchmark Assessment, Internal Assessments, Healthy Kids Survey, Caring School Survey	All Students	August-June	Sara Stone	5/1/2012	148SQI1B498	Science instruction	N/A			0	\$0.00
Mathematics instruction supports students in learning math facts and is connected to building students' critical thinking skills through the solving of real world problems.	Increased skill in mathematical thinking/reasoning and critical thinking in science as measured by theCST, Benchmark Assessment, Internal Assessments, Healthy Kids Survey, Caring School Survey	All Students	August-June	Sara Stone	5/1/2012	148SQI1B499	hands-on, project based learning	N/A			0	\$0.00
Garden and ecology integrates science across curriculum and builds student engagement.	Increased skill in mathematical thinking/reasoning and critical thinking in science as measured by theCST, Benchmark Assessment, Internal Assessments, Healthy Kids Survey, Caring School Survey	All Students	August-June	Sara Stone, Garden Committee	5/1/2012	148SQI1B506	garden and ecology experiences	N/A			0	\$0.00
Staff will research and pilot a mathematical progress monitoring tool.	CST, Benchmark Assessment, Internal Assessments	All Students	August-June	Sara Stone, ILT	5/1/2012	148SQI1B4023	Research and implementation	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Redwood Heights Elementary

Principal: SARA STONE

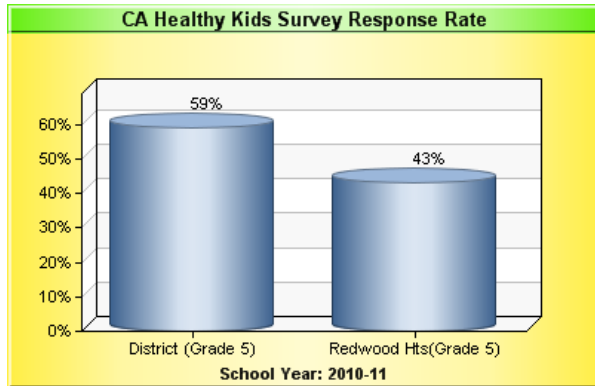
School Quality Standards relevant to this Strategic Priority

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.



Theory Action

- If we do outreach to local pre-schools and create a nurturing and welcoming transition to our school from pre-school, then our kindergarteners and their families will feel welcomed and ready to attend our school.
- If we work closely with the local OUSD Middle Schools to form a partnership, then our parents and students will feel connected to these schools and choose one of these schools for Middle School.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Kindergarten Tea at the end of the school year to meet and greet new	Increased self esteem and											

families for the following year and allow time for teachers to gain some understanding of individual students needs.	connection to school as measured by theCaring Community Survey	Pre-Kindergarten	June	Sara Stone	3/22/2012	148SQ11C287	Incoming Kindergarten Tea	Funded by Community Partner			0	\$0.00
First week of school new kindergarten students are assessed by teachers in small groups. Students who are not being assessed in the afternoon have a minimum day. Permanent classes are formed after this process.	Increased self esteem and connection to school as measured by theCaring Community Survey, Benchmark assessment	Pre-Kindergarten	August-September	Sara Stone	3/22/2012	148SQ11C496	Assessment of incoming kindergarteners	N/A			0	\$0.00
Kindergarten Play dates and Activities are sponsored throughout the summer before school begins.	Increased self esteem and connection to school as measured by theCaring Community Survey, Healthy Kids Survey	Pre-Kindergarten	June-August before school begins	PTA	3/22/2012	148SQ11C293	Incoming kindergarten play dates	Funded by Community Partner			0	\$0.00
Involve parents and community members in working with our local middle school to create a common vision and link K-8.	Increased self esteem and connection to school as measured by theHealthy Kids Survey	All Students	August-June	School Site Council	3/22/2012	148SQ11C495	K-8 partnership with local middle school	N/A			0	\$0.00
Hold parent and student Middle School information and education night.	Increased self esteem and connection to school as measured by the Healthy Kids Survey	All Students	December-April	Parents Advancing Children's Achievement	3/22/2012	148SQ11C493	Parent Education	Funded by Community Partner			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Redwood Heights Elementary

Principal: SARA STONE

School Quality Standards relevant to this Strategic Priority

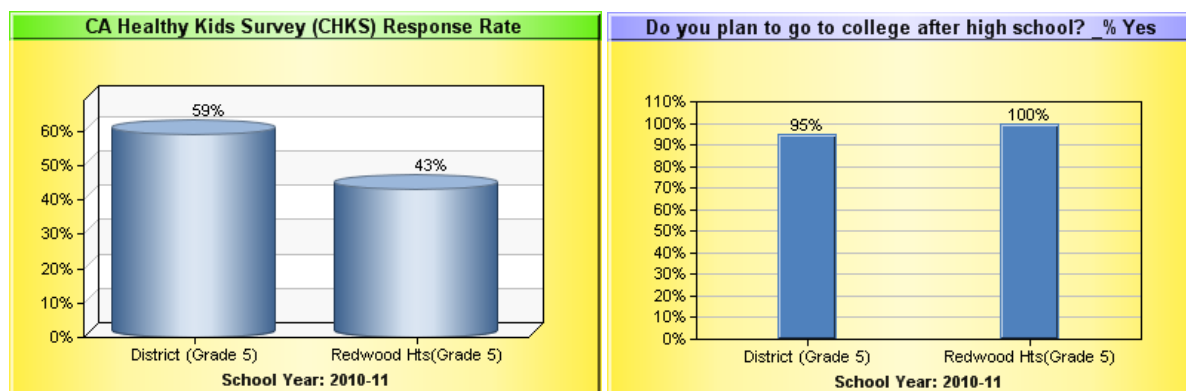
A quality school...

- 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)



Data Analysis

- 100% of our students report that they plan to attend college.

Theory Action

- If we create a caring school community, with the focus on strengthening students' connectedness to school, then our students will be successful and see

themselves in college and career in the future.

- If we create a culture of awareness of what is possible for career and higher education then our student will be on the path to college and career.
- If all members of the community support the development of skills and believe that all students will have the skills to attend college, then all students will see themselves as career and college bound.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Students are engaged in project-based, hands on learning that helps them understand the real world and careers that are connected to their learning.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	All Students	August-June	Sara Stone	3/22/2012	148SQI1D288	Hands-on, project based learning	N/A			0	\$0.00
Tech Bridge- 4th and 5th grade girls work with teachers to learn skills needed to advance in science and technology fields.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	All Students	August-June	Sara Stone	3/22/2012	148SQI1D289	Tech Bridge for 4th and 5th grade girls	Funded by Community Partner			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Redwood Heights Elementary

Principal: SARA STONE

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%

Data Analysis

- Our achievement data shows that we have at least a 32%age point achievement gap between our White/Asian and Latino/African American students on the CST and mid-year benchmark assessment.

Theory Action

- If we create time for grade and cross grade level collaboration, data reflection, and planning, then our students will have strong academic/classroom experiences that meet their individual needs.
- If we create differentiated acceleration and interventions for our students, then all students (including ones identified as GATE) will excel.
- If we create learning partnerships with our students, support them individually, and help them to be reflective learners, then they will have a clear understanding of what they know and need to learn.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Grade level and cross grade level collaboration time is built into the schedule. Full time PE (EEIP) teacher is used to create 2 staffed Prep times.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	All Students	August-June	Sara Stone	5/1/2012	148SQ1E291	2 staffed prep periods by PE EEIP	N/A			0	\$0.00

GATE students are offered differentiated instruction and time for acceleration on a daily basis.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	GATE	August-June	Sara Stone	5/1/2012	148SQ1E292	balanced literacy and accelerated math	N/A			0	\$0.00
Social/emotional support is offered to GATE students.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	GATE	August-June	Sara Stone	5/1/2012	148SQ1E487	counseling support	N/A			0	\$0.00
Culturally Responsive Pedagogy and Learning Strategies are developed through Professional Development and teacher collaboration.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	Ethnicity	August-June	Sara Stone, Parents Advancing Childrens' Achievement	5/1/2012	148SQ1E489	Professional Development	Funded by Community Partner			0	\$0.00
Staff will use Fountas and Pinnell as well as Common Core Survey to assess all students and do collaborative teacher inquiry in order to develop learning partnerships with focal students.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	FBB, BB and BAS	August-June	Sara Stone	5/1/2012	148SQ1E491	Data inquiry using fine grained data	N/A			0	\$0.00

<p>Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.</p>	<p>Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey</p>	<p>All Students</p>	<p>August-June</p>	<p>Emily Sacks</p>	<p>5/1/2012</p>	<p>148SQ1E509</p>	<p>SST/COST team</p>	<p>N/A</p>			<p>0</p>	<p>\$0.00</p>
<p>There is alignment between general education interventions and special education interventions time and professional development for this.</p>	<p>CST, Benchmark Assessment, Internal Assessments, Healthy Kids Survey, Caring School Survey</p>	<p>All Students</p>	<p>August-June</p>	<p>Sara Stone, COST/SST, ILT</p>	<p>5/1/2012</p>	<p>148SQ1E4029</p>	<p>Special education and general education support one another with interventions training and planning</p>	<p>N/A</p>			<p>0</p>	<p>\$0.00</p>

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Redwood Heights Elementary

Principal: SARA STONE

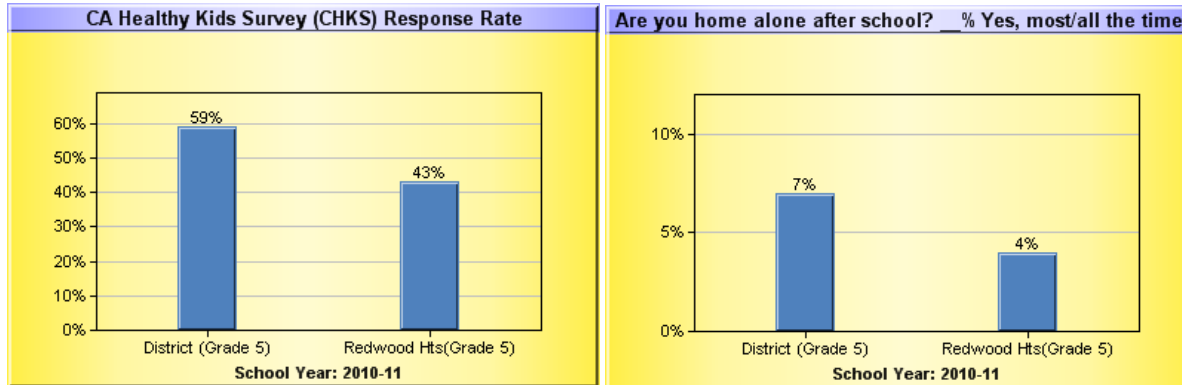
School Quality Standards relevant to this Strategic Priority

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.



Data Analysis

- 4% of the students who tool the Healthy Kids Survey report that they are home alone after school.

Theory Action

- If we provide after school tutoring to students who are struggling academically, then our students will be more successful.
- If we provide enrichment opportunities after school, students will feel connected, engaged, and supported during after school hours.
- If we partner with the recreation center adjoining our campus to create a successful after school prorgam that provides academic support and enrichment, there will be easy access for our students and families to a quality program.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
	Increased skill in critical thinking as measured by the CST,											

After school tutoring provided to students.	Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	FBB, BB and BAS	August-June	SSC and Parents Advancing Children's Achievement	3/22/2012	148SQ11F486	After School Tutoring	N/A			0	\$0.00
Work with adjoining recreation center to create a successful extended day program to support our students homework support and enrichment needs.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	All Students	By June	Sara Stone	3/22/2012	148SQ11F1504	Partnership with community agency	N/A			0	\$0.00
Provide a broad range of after-school enrichment classes that are open and accessible to all students (fee based, but with scholarships provided).	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	All Students	By June	PTA, SSC and Parents Advancing Children's Achievement	3/22/2012	148SQ11F1505	Enrichment	Funded by Community Partner			0	\$0.00

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

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

School: Redwood Heights Elementary

Principal: SARA STONE

School Quality Standards relevant to this Strategic Priority

A quality school...

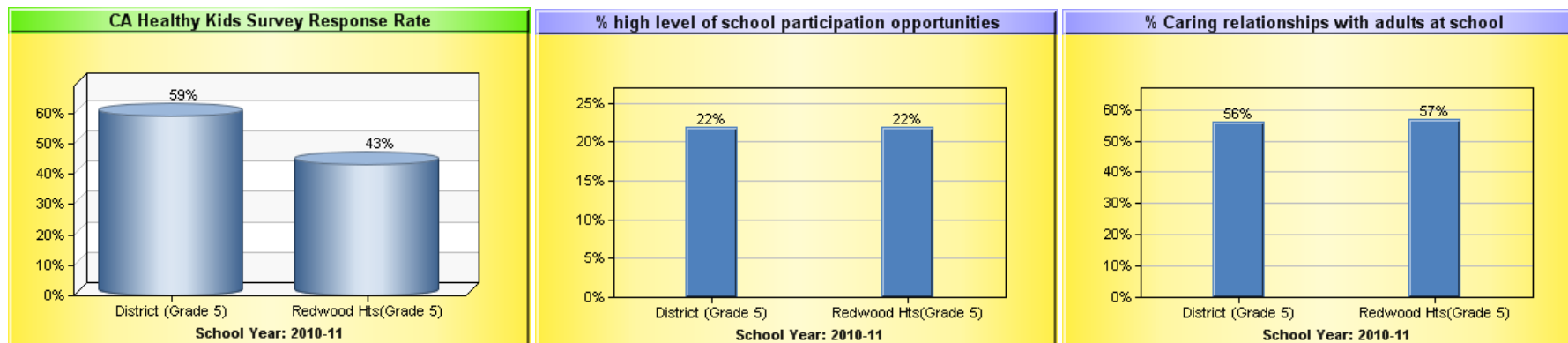
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students 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

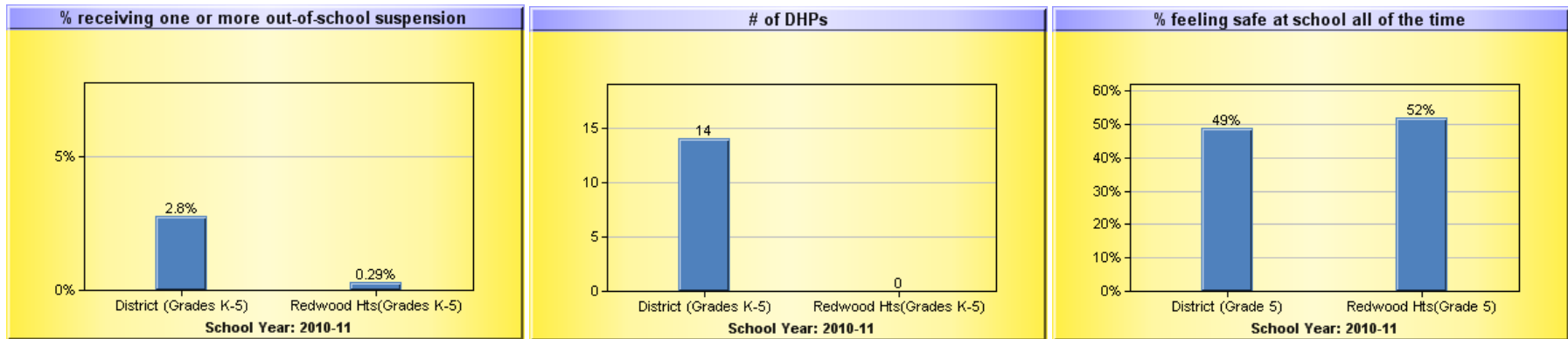
From OUSD Strategic Plan:

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%





Data Analysis

- Close to 50% of students surveyed report that they feel connected to an adult at school and safe while at school.

Theory Action

- If we create a caring school community, with the focus on strengthening students' connectedness to school, then our students will be meaningfully engaged in school and successful socially, emotionally, and academically.
- If we facilitate regular dialogue between staff, parents, and community members around cultural differences, then our students will be supported in their learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Social worker will supervise counseling interns who will help students (who are economically disadvantaged) who are not achieving due to social and emotional issues that get in the way of learning and academics.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	FBB, BB and BAS	August-June	Sara Stone	5/1/2012	148SQI2A294	Social and Emotional support and counseling	7090-EIA - SCE		SOCWKR0026	0.143	\$14,385.32
Playground activities support the building of a positive school climate- full time PE teacher trained in conflict resolution, will support playground activities on the yard during all	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as	All Students	August-June	Sara Stone	5/1/2012	148SQI2A295		Funded by Community Partner			0	\$0.00

recesses.	measured by the Healthy Kids Survey, Caring School Survey											
Professional Development for using Caring School Community is provided to staff members.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	All Students	August-June	Caring School Community Leadership Team	5/1/2012	148SQI2A485		Centralized Services			0	\$0.00
Arts integration is used to create student engagement and connections across curriculum.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey		August-June	Sara Stone, Arts Committee	5/1/2012	148SQI2A504	Arts integration	Funded by Community Partner			0	\$0.00
Facilitated staff training and dialogue around cultural proficiency.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	All Students	By June	Sara Stone	5/1/2012	148SQI2A1506	Cultural proficiency	Funded by Community Partner			0	\$0.00
Facilitated dialogue among parents and community members about cultural proficiency so that we can bridge differences.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as	All Students	By June	PTA, SSC, LGBTQ and PACA	5/1/2012	148SQI2A1507	Cultural proficiency	Funded by Community Partner			0	\$0.00

	measured by the Healthy Kids Survey, Caring School Survey											
Provide students who are identified as needing social skills building with social skills building groups.	Increased skill in critical thinking as measured by the CST, Benchmark Assessment, Internal Assessments, and increased self esteem and connection to school as measured by the Healthy Kids Survey, Caring School Survey	All Students	By June	COST/SST	5/1/2012	148SQI2A1508	Social skills	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Redwood Heights Elementary

Principal: SARA STONE

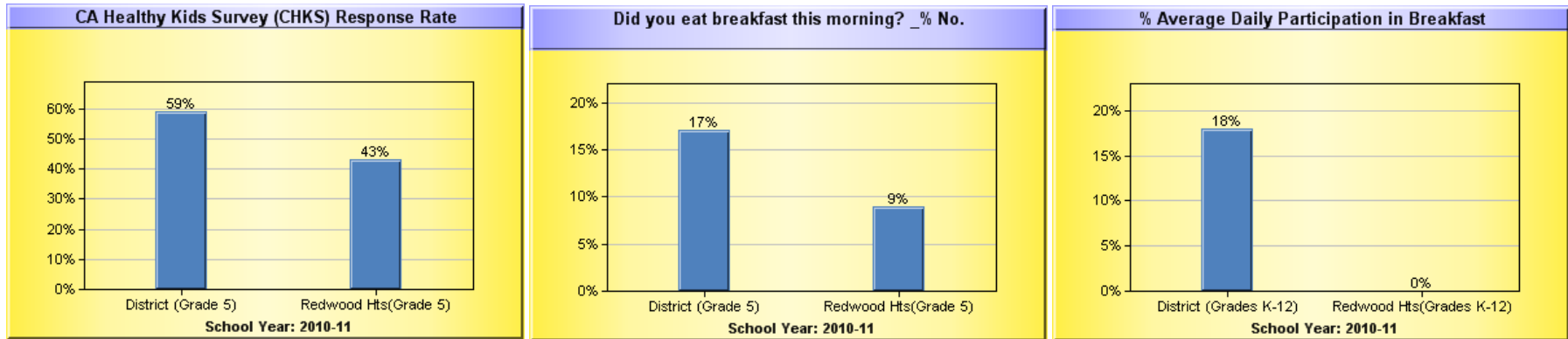
School Quality Standards relevant to this Strategic Priority

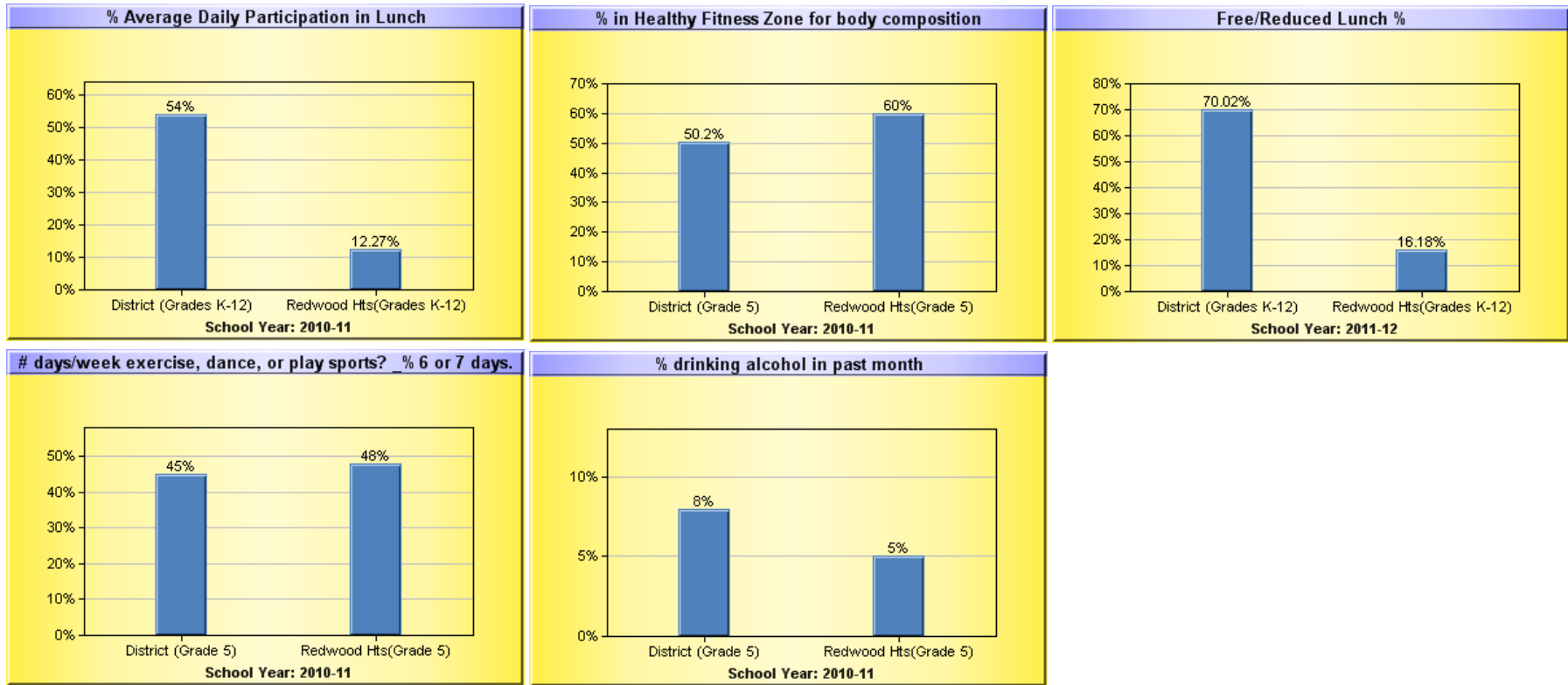
A quality school...

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.





Data Analysis

- 60% of our students assessed are within the healthy fitness zone for body composition.

Theory Action

- If we provide social and emotional support to our students who are struggling in this area our students will feel cared for and be successful in school.
- If we provide a robust gardening and ecology program, including understanding nutrition, growing our own food and cooking this food, our students will have a clear understanding of a healthy lifestyle.
- If we provide physical education during the school day and through after school enrichment that teaches how to take care of our body, then our students will have a clear understanding of a healthy lifestyle.
- If we structure our lunch and snack times to include dedicated mindful eating time, then our students will be well fed and ready to learn.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Full time PE teacher.		All Students	August-June	Sara Stone	5/1/2012	148SQI2B1515	Physical Education	N/A			0	\$0.00
Garden and Ecology program which includes nutrition education.		All Students	August-June	Sara Stone, GEC0	5/1/2012	148SQI2B1516	Garden and Ecology	Funded by Community Partner			0	\$0.00

Teach students how to engage in mindful eating practices.	All Students	August-June	Sara Stone, GECO, Teachers	5/1/2012	148SQI2B1517	Mindful eating practices	Funded by Community Partner			0	\$0.00
Social worker will supervise counseling interns who will help students (who are economically disadvantaged) who are not achieving due to social and emotional issues that get in the way of learning and academics.	All Students	August-June	Sara Stone	5/1/2012	148SQI2B1519	Emotional and Social Counseling	7090-EIA - SCE		SOCWKR0026	0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Redwood Heights Elementary

Principal: SARA STONE

School Quality Standards relevant to this Strategic Priority

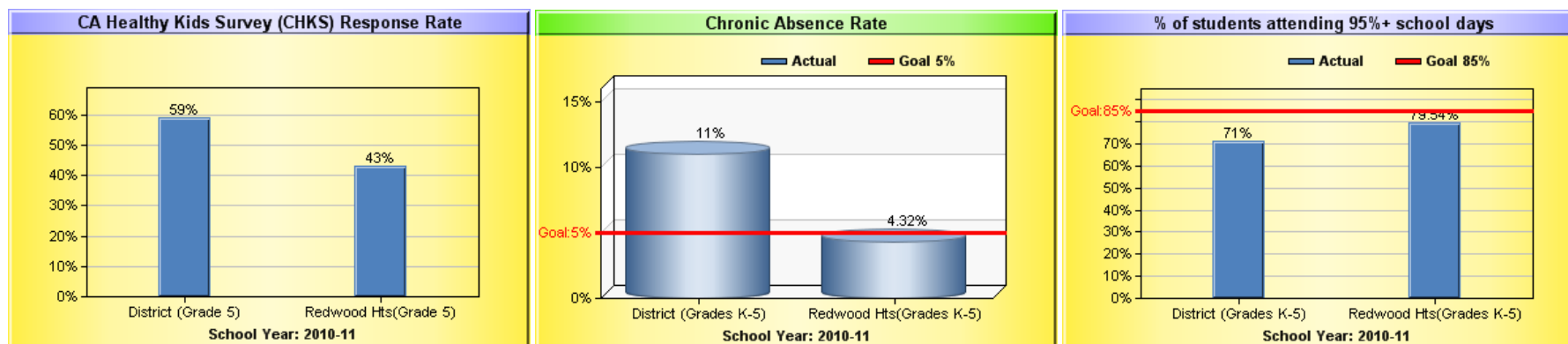
A quality school...

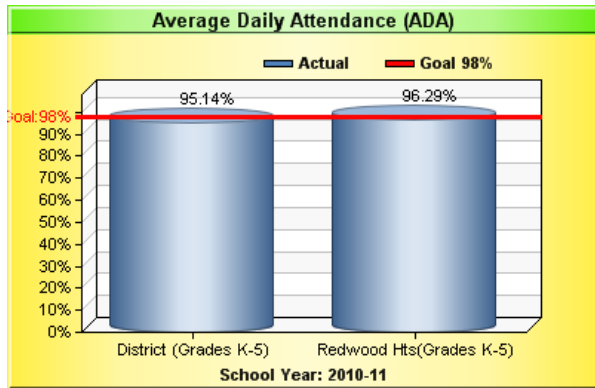
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

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

- 80% of the students at Redwood Heights have satisfactory attendance.
- 4% of the students at Redwood Heights are chronically absent.
- 74% of our African American students have satisfactory attendance and 79% of our Latino students have satisfactory attendance.
- 93% of our Asian students have satisfactory attendance and 80% of our white students have satisfactory attendance.
- 68% of our students with disabilities have satisfactory attendance.

Theory Action

- If we increase school-wide awareness of the connection between missed days of school and the impact on student success and school budget, families will consider this when making the decision to keep students home.
- If we focus on outreach and education of groups with the highest rates of chronic absence, then we will have an impact on attendance patterns for these groups in the future.
- If we recognize classes who have high attendance rates, our attendance rates will increase.
- If we create a caring and welcoming school community, families and students will feel more engaged in school and want to attend.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Follow-up with chronically absent students through our SST process.	Daily attendance meets attendance goals, including in targeted areas (K-1 focus). Students with chronic absence attend school more frequently after our efforts to reach out.	All Students	August-June	Sara Stone, COST/SST	3/22/2012	148SQI2C1525	SST convenes regularly to analyze attendance	N/A			0	\$0.00
	Daily attendance meets attendance											

Increase awareness of attendance through parent/family education, through Monday Memo, and through individualized meetings/letters.	goals, including in targeted areas (K-1 focus). Students with chronic absence attend school more frequently after our efforts to reach out.	All Students	August-June	Sara Stone, COST/SST	3/22/2012	148SQI2C1526	Regular education and communication about attendance	N/A			0	\$0.00
Connect attendance and health education.	Daily attendance meets attendance goals, including in targeted areas (K-1 focus). Students with chronic absence attend school more frequently after our efforts to reach out.	All Students	August-June	Sara Stone, Teachers, SSC	3/22/2012	148SQI2C1528	Health Education	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Redwood Heights Elementary

Principal: SARA STONE

School Quality Standards relevant to this Strategic Priority

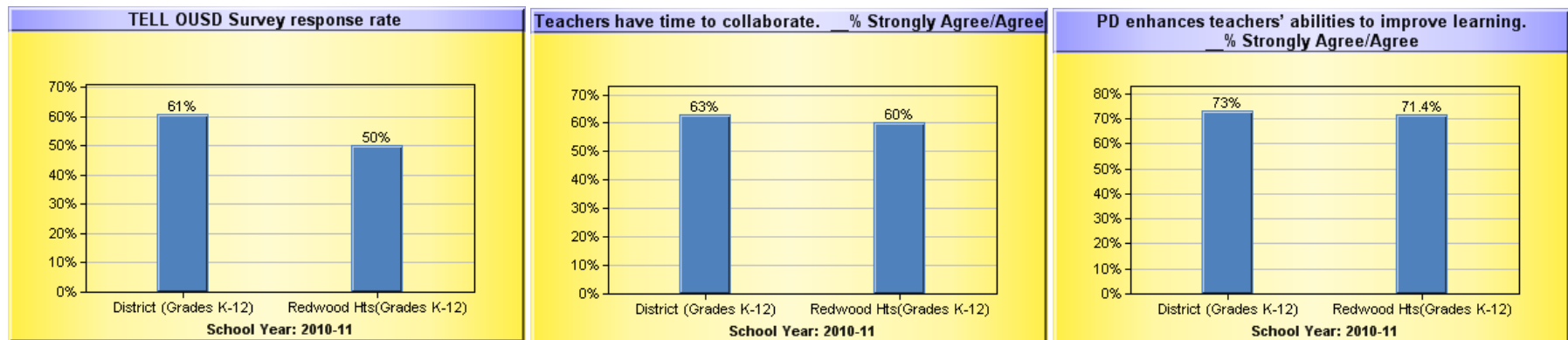
A quality school...

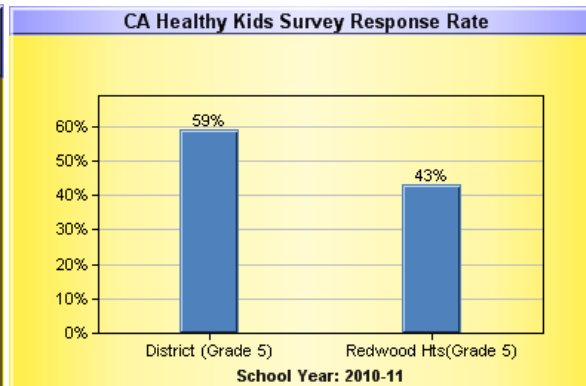
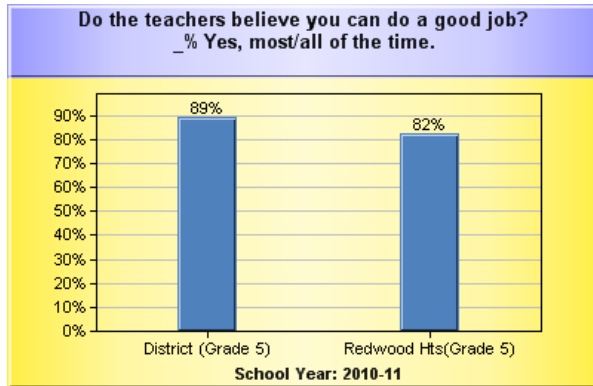
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes 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





Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create a weekly schedule that allows for regular grade/circuit level collaboration.	Assessment data will show a closing of our achievement gap.	All Students	August-June	Sar Stone, ILT	5/1/2012	148SQI3A1743	Grade/Circuit level collaboration	N/A			0	\$0.00
Professional development allots time to look at data and student work to plan for instruction and support student learning.	Assessment data will show a closing of our achievement gap.	All Students	August-June	Sara Stone, ILT	5/1/2012	148SQI3A1744	PLC data inquiry	N/A			0	\$0.00
Professional development will be driven by data. Teachers will look at data, create corrective instruction plans for focal students that are rigorous and are connected to teacher practice goals.	Assessment data will show a closing of our achievement gap.	All Students	August-June	Sara Stone, ILT	5/1/2012	148SQI3A1745	Learning goals	N/A			0	\$0.00
Instructional Rounds and Learning walks are scheduled both among staff in our own building and with other schools.	Assessment data will show a closing of our achievement gap.	All Students	Every three months	Sara Stone, ILT	5/1/2012	148SQI3A1746	Instructional rounds	N/A			0	\$0.00
Teachers will have release time, every six weeks, to work with grade level/circuit team to create six week plans.	Assessment data will show a closing of our achievement gap.	All Students	Every six weeks	Sara Stone, ILT	5/1/2012	148SQI3A1747	Six week planning	N/A			0	\$0.00
Staff will visit the art												

studio weekly to receive professional development in arts integration.	Arts integrated into content.	All Students	August-June	Sara Stone, Art Committee	5/1/2012	148SQI3A1748	Arts integration	N/A			0	\$0.00
Partnership with National Equity project to continue our Learning Partnerships and balanced literacy work.	Assessment data will show a closing of our achievement gap.	All Students	August-June	Sara Stone, ILT	5/1/2012	148SQI3A1749	Partnership with National Equity Project	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Redwood Heights Elementary

Principal: SARA STONE

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).

Data Analysis

- Our school has parent/caregiver groups such as a PTA, Dads Club, Art Committee, Library Committee, Garden and Ecology Committee, LGBTQ group, and a parent group focused on closing the achievement gap, Parents Advancing Children's Achievement.
- At school-wide events we have between 60%-90% parent/caregiver attendance.

Theory Action

- If we create a caring school community, with the focus on strengthening students' connectedness to school, then our students will be meaningfully engaged in school and successful socially, emotionally, and academically.
- If we create multiple access points for families to be engaged in our school, then students will be socially, emotionally, and academically successful.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue Caring School Community work with students and families.	Students and families will report that they feel welcomed and connected to the school.	All Students	August	Sara Stone, Teachers, SSC	3/22/2012	148SQI4A1754	Caring School Community	N/A			0	\$0.00
Continue promoting parent/caregiver groups to support parents and caregivers in having a voice about school decisions.	Students and families will report that they feel welcomed and connected to the school.	All Students	August-June	Sara Stone, Teachers, SSC	3/22/2012	148SQI4A1752	Parent/Caregiver groups and committees	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Redwood Heights Elementary

Principal: SARA STONE

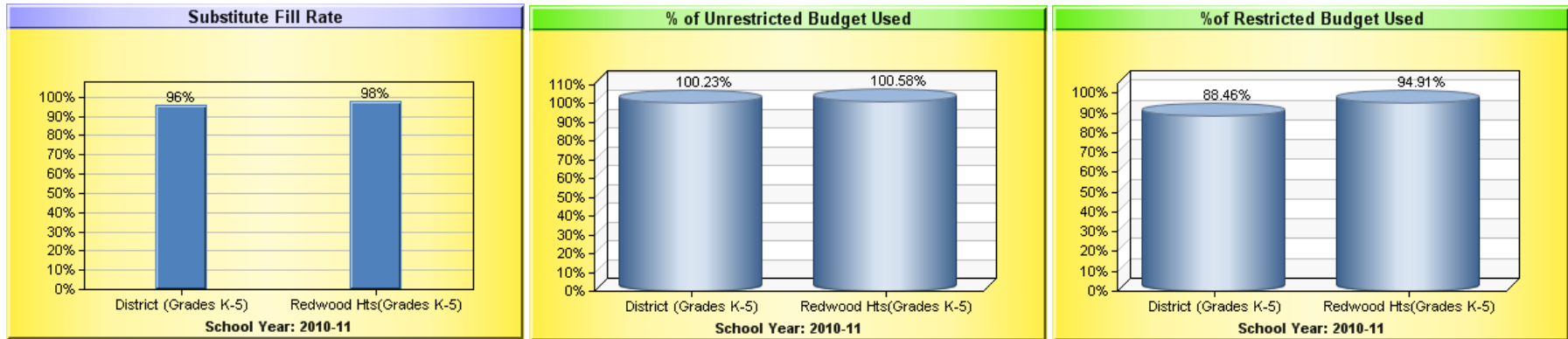
School Quality Standards relevant to this Strategic Priority

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.



Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Staff and SSC (and other parent/caregiver groups) discuss all aspects of the site budget allocations and determine priorities.	Assessment data will show a closing of our achievement gap.	All Students	August-June	Sara Stone, Staff, SSC, Parent/Caregiver groups	3/22/2012	148SQI5A1750	Community voice in strategic decision making	N/A			0	\$0.00
Ongoing assessment of resource allocation	Assessment data will show a closing of our	All Students	August-June	Sara Stone, Staff, SSC, Parent/Caregiver	3/22/2012	148SQI5A1751	Assessment of programs	N/A			0	\$0.00

effectiveness.	achievement gap.			groups								
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Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

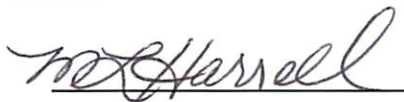
**School Site: Redwood Heights Elementary School
Site Number: 148**

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 N/A- fewer than 20 ELL students.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 1/19/12, 2/16/12, 3/3/12, 3/29, 12, 4/26/12.
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

Martha Harrell

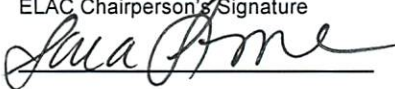
SSC Chairperson's Name (printed)


Date

N/A
ELAC Chairperson's Signature

N/A
ELAC Chairperson's Name (printed)

Date



Principal Signature

Sara Stone

Principal's Name (printed)


Date



Executive Officer's Signature

Janette Hernandez

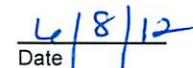
Executive Officer's Name (printed)


Date



Director, State & Federal Compliance Signature


Director, State & Federal's Name (printed)


Date



School Site Council Roster
2011-2012

Role	Name	Phone	Email	Address
Principal	Sara Stone	(510) 531-6644	sara.stone@ousd.k12.ca.us	4401 39 th Ave. Oakland, Ca 94619
Staff	Velma Diaz	(510) 531-6644	veldia@sbcglobal.net	4401 39 th Ave. Oakland, Ca 94619
Teacher	Emily Sacks	(510) 531-6644	Emily.sacks@ousd.k12.ca.us	4401 39 th Ave. Oakland, Ca 94619
Teacher	Theresa Sanders	(510) 531-6644	terrytheteacher@sbcglobal.net	4401 39 th Ave. Oakland, Ca 94619
Teacher	Cynthia Bagby	(510) 531-6644	cynbagby@gmail.com	4401 39 th Ave. Oakland, Ca 94619
Parent	Sue Bojdak-Yates	(510) 530-9955	bojdakyates@sbcglobal.net	4401 39 th Ave. Oakland, Ca 94619
Parent	Martha Harrell	(510) 336-3318	Harrell.martha@gene.com	4401 39 th Ave. Oakland, Ca 94619
Parent	Steve Barretto	(510) 482-1026	steve@barett-co.com	4401 39 th Ave. Oakland, Ca 94619
Parent	Dwayne Walton	(510) 517-6441	dewalton@yahoo.com	4401 39 th Ave. Oakland, Ca 94619
Partner	Breht Clark	(510) 482-7827	bclark@oaklandnet.com	4401 39 th Ave. Oakland, Ca 94619



CARING COMMUNITY POLICY

Please read the following policy with your family, sign, and return the bottom portion with your registration documents.

The RHS vision is: *like redwood trees, our students will have widely spread roots, achieve great heights and be able to weather storms. Our students will be responsible academically and socially, and support each other like the redwood trees: in groves. Students will use critical thinking skills to make positive contributions to their community and the world. The collegial adult culture and passion that the adults' exhibit for learning is the soil in which the saplings, our students, take root and soar.*

In an effort to create caring, welcoming school community with clear, respectful, and positive communication all RHS community members will ensure that the RHS Caring Community Policy is followed.

SCHOOL RESPONSIBILITIES

Redwood Heights School will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:
 - i) The school will provide developmentally appropriate teaching methods and materials that work best for your child.
 - ii) The school will use a positive discipline program to support the emotional and social growth of your child.
 - iii) The school will provide a learning program that promotes continual progress for each and every child regardless of their individual circumstances.
- 2) Hold parent-teacher conferences during which this policy will be discussed as it relates to the individual child's achievement.
 - i) Parent teacher conferences are held in the fall of the year for every child and others are held as needed.
- 3) Provide parents with frequent reports on their children's progress.
 - i) The school will provide report cards tri-annually and more frequent interim reports when needed.
 - ii) Results of CST, CELDT and other state tests will be mailed or sent to the parents as results are received.
- 4) Provide parents reasonable access to staff.
 - i) Parents may call the school for appointments with their child's teachers or arrange directly by email. Please see below for more information.
- 5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents are encouraged to volunteer in their child's classroom and may arrange this directly with the teacher or through the Teacher Support Team coordinator. Please see Visitor/Volunteer protocol below.

PARENT/CAREGIVER RESPONSIBILITIES

- 1) Parents/Caregivers will support our children's learning in the following ways:
- 2) Monitor attendance and punctuality
- 3) Make sure homework is completed
- 4) Read with children or have children read for at least 30 minutes every day
- 5) Attend to children's wellness, including getting enough rest and good, healthy food to that they come to school ready to learn
- 6) Collaborate with teachers and school staff around the learning and behavior of students

STUDENT RESPONSIBILITIES

Students will share the responsibility to improve academic achievement and achieve the State of California's academic standards in the following ways:

- 1) Come to school ready to learn
- 2) Do schoolwork and homework
- 3) Read for at least 30 minutes every day outside of school
- 4) Ask for help when needed
- 5) Follow the school code of conduct and rules, always show respect and be responsible for own behavior.

COMMUNICATION:

SCHOOL OFFICE

School Office Hours: Monday-Friday, 8:30am - 3:30pm.

All visitors will be greeted and signed in to the school.

Every effort will be made to answer all phone calls during school office hours. In the event that the call goes to voicemail, voicemail will be checked every hour. All calls will be returned within 24 hours. All emails will be responded to within a 48 hour period.

If you would like to make an appointment to speak to the principal, Ms. Stone, please email (sara.stone@ousd.k12.ca.us), call (510) 531-6644, or fill out a Parent/Caregiver Communication form (available in the office).

Each week a Monday Memo will be sent home via email and/or paper to provide information about what is happening in the school. Please provide this information on detachable portion of this policy and return to school.

SCHOOL STAFF

All school staff will check phone messages and email at least 2 times a week (individual teachers will give you their email information). All staff can be reached through the office (510) 531-6644.

Staff will make every effort to use email to set up meetings and share information. Please make an appointment with staff to have a conference about your child or share any complaints.

A Parent/Caregiver Communication form is available in office for parents to fill out to help support making any and all appointments with staff.

PARENTS/CAREGIVERS

All parents and caregivers will make every effort to communicate ideas, concerns, and complaints with the person/people in question.

Parent and caregivers will provide school with preferred form of receiving communication. Please provide this information on detachable portion of this policy and return to school.

Parents and caregivers will adhere to the RHS Visitor/Volunteer Protocol (below).

Appointments will be made via phone, email, or using Parent/Caregiver Communication form (available in the office) with all staff members.

VISITOR/VOLUNTEER PROTOCOL

We appreciate parent/caregiver support and volunteers!

Unless you are volunteering in the classroom as authorized by the teacher, please follow these protocols that support an uninterrupted learning environment for all students:

- 1) If you would like to visit a classroom please arrange this with the office, your child's teacher, and/or the principal ahead of time
- 2) All visitors will be greeted in the office.
- 3) All visitors to RHS will sign-in to the office and receive a visitor's badge.
- 4) Any visitor who does not have a badge will be asked to return to the office to sign-in and receive a badge.
- 5) Visits will not exceed 30 minutes unless you have spoken to the teacher and made pre-arrangements.
- 6) We request that you refrain from interacting with the students unless specifically related to your volunteer job.
- 7) Please respect that this is not a time to speak with teachers. Please see above communication information for how to make appointments.
- 8) The adult restrooms are located in the entrance corridor.
- 9) Please remember to sign-out when you leave.

If you have questions, please do not hesitate to talk to the office staff. Thank you for respecting the good order and peaceful conduct that is necessary for all children to learn at RHS.

EXPECTATIONS FOR BEHAVIOR:

GUIDING PRINCIPLES

All members of Redwood Heights will:

- 1) Take care of themselves
- 2) Take care of others
- 3) Take care of the school

RHS CODE OF CONDUCT:

All members of the Redwood Heights Community will:

- 1) Treat everyone with courtesy and respect.
- 2) Treat personal and school property with respect.
- 3) Create and maintain a positive, welcoming, and safe environment.
- 4) Help everyone in this school feel capable, connected, and contributing.
- 5) Come to school prepared for learning by wearing school appropriate clothing, having all classroom materials and homework, removing hats when inside of the building and classroom (except on special days), and not having toys, phones, games, etc.

Students are expected to follow the Redwood Heights Code of Discipline while on school grounds, during any school sponsored activity, while on school-provided transportation en route to or from school or school sponsored activities, while walking to or from school, waiting for school-provided transportation, while riding public transportation, or waiting for transportation to and from school.

When adults are supervising students the following should be occurring:

- 1) Adults will be watching student interactions
- 2) Adults will be monitoring behavior
- 3) Adults will be interacting with students

- 4) Adults will know where students are at all times
 - 5) Adults will be aware of the body language and effect of students and respond proactively in order to avoid conflicts/escalations
 - 6) Adults will be respectful of students by listening to student responses and trying to get to the bottom of student behavior
- Adults will help students resolve conflicts/problems and make good decisions

SCHOOL YARD

Our playground is used at Redwood Heights by our students during the school hours. We try to allow our students plenty of exercise and fresh air. Our students will have recess and outdoor activity in all but the worst weather. Please send your child to school with weather appropriate clothing such as rain gear and coats or jackets. Our staff is responsible for students during school hours. The Oakland Unified School District policy does not allow us to be responsible for students who have already been picked up by their families or for siblings who do not attend Redwood Heights. Please supervise children who accompany you to the school.

RHS DISCIPLINE POLICY

Students will be taught all communication and behavior expectations, rules, and discipline procedures at the beginning of the school year.

IF EXPECTATIONS FOR BEHAVIOR ARE NOT FOLLOWED THE FOLLOWING PROCEDURE WILL BE FOLLOWED:

The following are a list of behaviors that will be addressed by an adult at the time of occurrence without referral to Ms. Stone or the office, generally with redirection:

- 1) General off-task, slightly inappropriate behavior
- 2) Minor name-calling
- 3) "Playing" too much or inappropriately
- 4) Interrupting the learning of others by being too loud
- 5) Minor unsafe behavior in playground

Possible actions

- 1) Opportunity given to student to redirect himself/herself
- 2) Redirection by teacher
- 3) One-on-one conference as necessary (one-on-ones should always be private).
- 4) Time-out for reflection (can take place in another class and can be of varying length depending on severity of frequency). Office will be notified of room changes.
- 5) Phone call home if this behavior happens consistently

Note: An office referral is necessary when no other actions have an effect or occur every day without change and all of the above interventions have been tried.

Behaviors referred to Ms. Stone or the office (Teacher should communicate with the family/caregivers about this behavior):

- 1) Continuous minor behavior problems (student does not seem able to redirect himself after various conversations and phone call home). It is important for the office to know that this is occurring with no change.
- 2) This would be a good time to design an intervention plan.
- 3) Serious verbal abuse – discrimination, bullying, offensive personal comments, intimidation, threats, more serious name-calling, constant name-calling, cursing at a person (If it appears minor, but the receiver of the abuse is upset, this should also be referred to the office)
- 4) Unwanted intentional physical contact – pushing, hitting, kicking, throwing things at, any playful behavior that can and will obviously lead to injury, pulling hair, pushing into or towards dangerous situations, using anything as a weapon

- 5) Alcohol, drug, or cigarette use, purchase, supply, ownership on or off campus
- 6) Possession of a weapon
- 7) Sexual harassment or abuse – unwanted touching, sexual innuendos and comments spoken or on paper, sexual motions
- 8) Inappropriate touching, inappropriate language spoken or on paper

All of these behaviors require greater intervention. Children are referred to the office at this juncture because we want to ensure consistency of message and the communication of the severity of these behaviors.

Possible actions

- 1) Opportunity given to student to reflect on behavior and to develop their own solution to the situation
- 2) Counseling/dialogue about severity of situation – develop consequences together
- 3) Phone call home – parent conference arranged
- 4) Classroom restriction
- 5) Constant adult supervision
- 6) In-school or out-of-school suspension
- 7) Recommendation to interventions team (SST)

Certain behaviors are generally a mandated in-school or out-of-school suspension with immediate referral to interventions team (SST) with parent conference. These behaviors include (to some extent the identification of these behaviors is at the discretion of administration in conference with the classroom teacher and will depend on the student's discipline history):

- 1) Violence
- 2) Illegal Activity
- 3) Severe abuse to others/self (effecting safety)

INFORMATION ABOUT OFFICE REFERRALS

- 1) If a student needs a “break” from the class they will first be sent to a “buddy” classroom. In the “buddy” classroom they will fill out a Reflection Form to reflect on their behavior. No two students will be sent to the same classroom at the same time.
- 2) If a student must be sent to the office for behavior issues in the classroom a Student Referral Form will be filled out. If a student is sent to the office without a Referral Form, he/she will be sent back to the classroom. Teachers will call the student's home to report the behavior that evening.
- 3) In the office the student will complete a Reflection Form to reflect on their behavior. Every effort will be made to send a copy of the Referral Form home to parents/caregivers.
- 4) Depending on the infraction, the student will either be asked to return to class with a copy of the reflection, the parents of the student will be called, or another consequence will be considered.

IN THE OFFICE

An office staff member will work with the student to fill out the Reflection Form. The student/s involved will be given the opportunity to reflect on how they feel, what rule was broken, what happened, and how the problem can be fixed.

Depending on the infraction, an administrator or other staff member will work with the student to reflect on the behavior and make appropriate reparations.

If a student needs to be suspended, the Administration alone can make this decision.

Note: Willful intent to harm will result in a student being suspended.

Suspensions (sending students home) are to be used minimally. Students will be immediately suspended for extreme violence. In other situations we will use all other avenues before we suspend a child.

PLEASE SIGN, DETACH, AND RETURN THIS PORTION WITH ALL REGISTRATION FORMS AND DOCUMENTS. ONE SIGNATURE PAGE IS REQUIRED PER FAMILY.

(SIGNING THIS DOCUMENT MEANS THAT YOU HAVE READ AND UNDERSTAND THE RHS CARING COMMUNITY POLICY).

I have, with my family, read and understand the RHS Caring Community Policy.

Student Date

Student Date

Student Date

Parent/Caregiver Date

Parent/Caregiver Date

PREFERRED FORM OF RECEIVING COMMUNICATION FROM RHS:

- Email
- Paper copy
- Both

Email address #1

Email address #2

Redwood Heights Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian