

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

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

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

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

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

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

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



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Thornhill Elementary

6002216

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE CONTEXT

Thornhill Elementary School is a neighborhood school situated in the Oakland Hills. About 15% of our students come from outside the school's attendance area. The ethnic background of our students is as follows: 63% European, 14% Asian, 12% African, 5% Latino, 3% Pacific Islander, 3% other. About 5% of our student are in special ed, 8% on Free/Reduced Lunch, and about 3.5% are English Learners. Our staff of highly qualified teachers provide academic curriculum to all students as well as a program of social/emotional skills, using district approved texts for academics and Caring Schools Community program for the development of social skills. We have about 390 students in K-5th grade; 14 full-time teachers, 2-3 classes per grade; part-time instructors for instrumental music, Orff music, motor skills, art, computers; school psychologist, speech therapist, 4 classroom aides. Thornhill Elementary also hosts a Special Day Class for children in grades 3-5 with severe autism. In addition to Caring Schools Communities curriculum which was adopted in the 2011-2012 school year, students at our school are involved in other projects and programs to build their social and citizenship skills: Buddies ? primary classes pair with upper grade classes for academic or social activities. Conflict Managers/ Junior Coaches ? upper-grade students trained to mediate playground disputes and lead games during recess to encourage inclusion of all children. Recycling Monitors ? 1st and 5th graders who collect and sort recyclables Playground Materials Monitors ? responsible for distribution of yard equipment Student Council ? active group of student leaders who discuss, plan and implement spirit activities and service projects Lunch Monitors ? 5th graders escort students to lunch and supervise lunch time Donation drives ? canned food, pennies, used books and coats for the needy We have a three year plan. Over the next three years Thornhill Elementary School will: 1. Continue to be a safe, healthy and supportive school. As a full-service community school we will collaborate with civic and community partners to maintain our low incidence of violence, and move toward full implementation of the Caring Schools Community Curriculum, thereby creating secure campuses where a culture of calm prevails. 2. Provide our students with the knowledge, skills, and abilities as a foundation for SUCCESS in COLLEGE and CAREERS, and to ensure that they can read, write, speak, think

critically and reason mathematically for success in middle and high school. 3. Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year. 4. Refine our skill set and school culture as a Professional Learning Community. 5. Develop and implement a system of intervention support to provide targeted intervention for students in need and differentiation for those who have already met grade level standards.

VISION

At Thornhill Elementary School our vision is to educate each child in a safe and nurturing environment-one that values, respects, and supports our diverse community. The Professional Learning Community at Thornhill Elementary provides enriched curricular and social experiences for all children, embracing diversity and equity, so that they may learn academic and social skills enabling them to become full citizens in our country and follow careers of their choice.

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

When teachers return to school in August we spend time reviewing, analyzing, and discussing performance data from the previous spring. Our discussions include evidence and implications regarding achievement gaps, year-to-year cohort comparisons, and the performance of subgroups. We then use the data to set goals for the new year, including teacher SMARTER goals and individual student progress goals. Throughout the year teachers use authentic, formative, performance and benchmark assessments to inform our instruction. Within the classroom, teachers set up peer tutoring situations, group work, partner work and safe situations for students to participate fully in classroom expectations. During the 2011-12 school year we began implementation of Caring Schools Community program. CSC is a comprehensive pedagogical and practice-oriented curriculum for teaching emotional and social skills. The leadership team monitors the implementation and progress of this program. Finally, the SSC and the PFC board review progress data on a regular basis. They also review survey results and anecdotal evidence in refining the site plan and the support provided by the PFC.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Thornhill Elementary

Principal: MEL STENGER

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

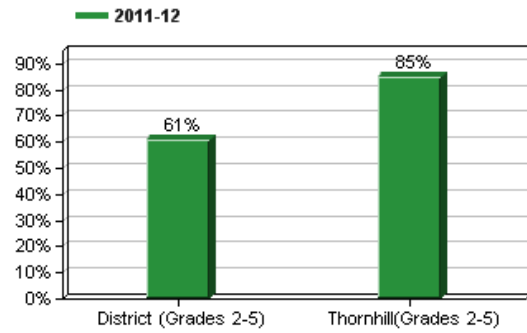
School Quality Standards relevant to this Strategic Priority

A quality school...

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

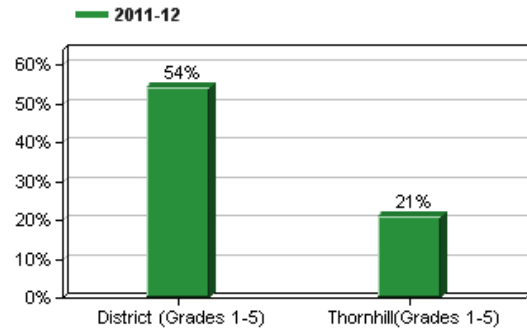
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



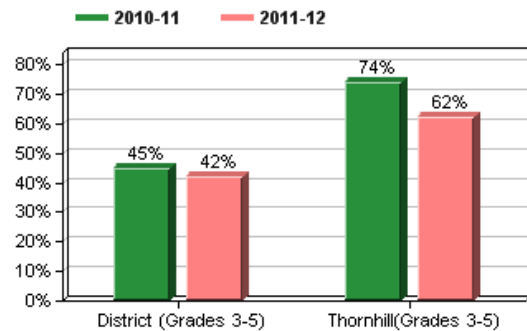
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

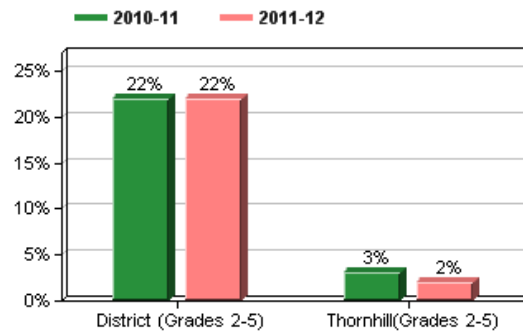


CST

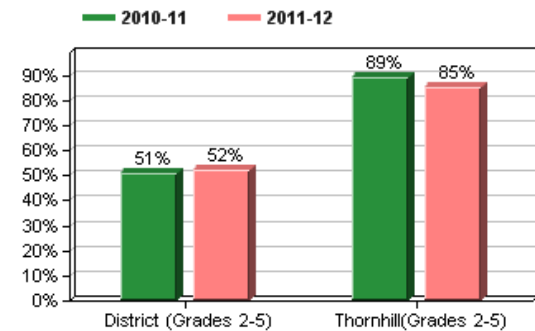
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



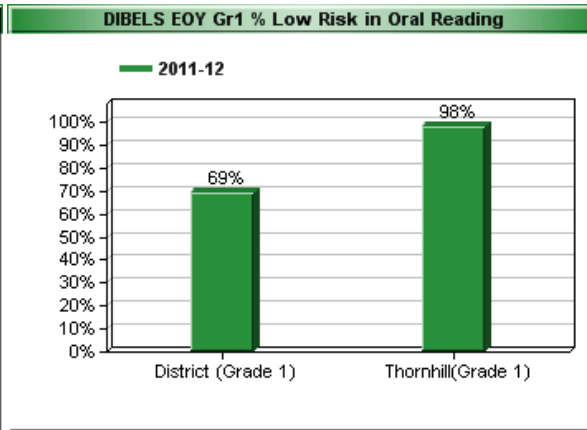
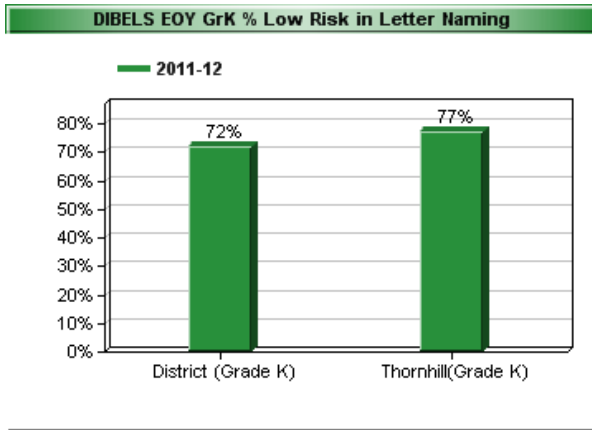
CST/CMA ELA % BB/FBB



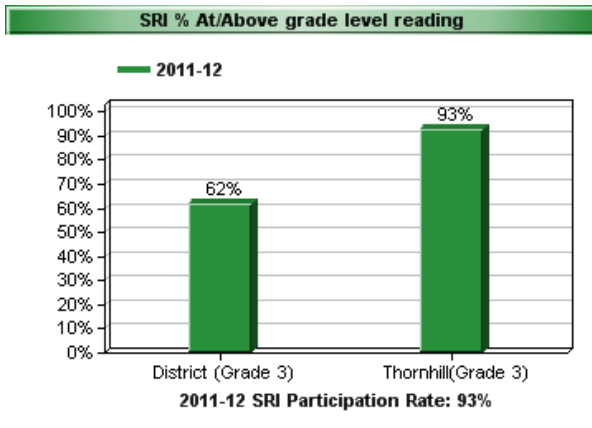
CST/CMA ELA % Prof/Adv



DIBELS



SRI



School Data

- The CST data and data from progress assessments reveal low levels of children scoring below Proficient and Advanced in ELA and/or math. We currently have about 16, or 6% below grade level in math, and about 19, or 8% below in ELA
- Like most elementary schools in Oakland, we are beginning to develop and implement a balanced literacy program. Full implementation over 3 years, includes professional development, program changes, and leveled book libraries.

Data Analysis

- Our high levels of achievement in both ELA and math indicate that intervention and differentiation cannot be subject specific, but must allow for flexibility and individualized planning.
- Teachers report high satisfaction with the implementation of intervention support personnel. Currently each teacher receives five periods per week of support; next year we would like all classrooms to continue this level of support.
- Current library resources and classroom collections are not leveled and therefore not readily available to support a balanced literacy program. During 2013-2014, the librarian will devise and implement a plan to level our collection books.
- Our writing assessment data, both formal and informal, indicate the need for improvement, especially in the frequency of completing the writing cycle.
- The creation of a balanced literacy program, including vision, books, intervention support, and writing enhancement all demand increased teacher

planning time.

Theory of Action

- If we develop a vision of Balanced Literacy and Literacy Across the curriculum embracing individualized student progress plans, increased classroom support, leveled libraries accessible to all students, an enhanced writing progra
- And if we articulate a professional development plan to move toward a Balanced Approach to Literacy
- And if we monitor the growth of our English Language learners by adding that to the duties of our Intervention STIP
- And if we develop structures for literacy intervention a Balanced Approach to Literacy and Literacy Across the curriculum
- Then our students will become competent readers and lovers of literature.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
? Develop a literacy intervention structure for the school					2/20/2012	157SQ11A774	3	N/A			0	\$0.00
? Articulate a professional development plan to move toward a Balanced Approach to Literacy					2/20/2012	157SQ11A773	3	N/A			0	\$0.00
? Identify and purchase appropriate materials to support specific focus on literacy					2/20/2012	157SQ11A772	4	N/A			0	\$0.00
? Develop a vision for a Balanced Approach to Literacy for the school site					2/20/2012	157SQ11A771	5	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Thornhill Elementary

Principal: MEL STENGER

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

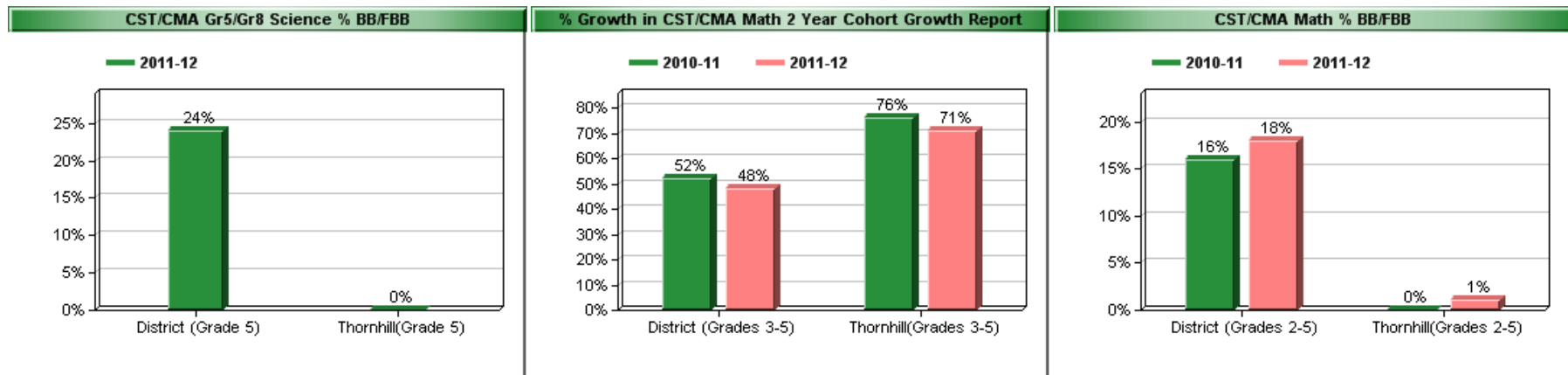
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

A quality school...

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

CST



on implementation of appropriate teaching strategies for the common core standards.				2/24/2012	157SQ1B776	4	N/A			0	\$0.00
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Provide 4-5 tours for prospective Kindergarten parents to see the school and gather information to inform their choices for school selection.					4/20/2012	157SQI1C3814	Provide 4-5 tours for prospective Kindergarten parents to see the school and gather information to inform their choices for school selection.	N/A			0	\$0.00
Hold 2 information nights for prospective Kindergarten families					4/20/2012	157SQI1C3813	Hold 2 information nights for prospective Kindergarten families	N/A			0	\$0.00
Provide a calendar of play dates and registration in Yahoo groups for newly enrolled Kindergarten families.					4/20/2012	157SQI1C3812	Provide a calendar of play dates and registration in Yahoo groups for newly enrolled Kindergarten families.	N/A			0	\$0.00
Provide an evening Q&A with 5th grade parents and current middle school students and parents					4/20/2012	157SQI1C3811	Provide an evening Q&A with 5th grade parents and current middle school students and parents	N/A			0	\$0.00
Prepare 5th grade students with skills appropriate to middle school.					4/20/2012	157SQI1C3810	Prepare 5th grade students with skills appropriate to middle school.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Thornhill Elementary

Principal: MEL STENGER

From OUSD Strategic Plan:

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

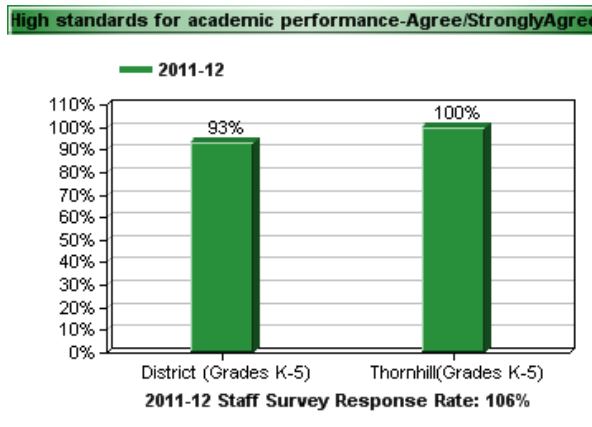
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

School Quality Standards relevant to this Strategic Priority

A quality school...

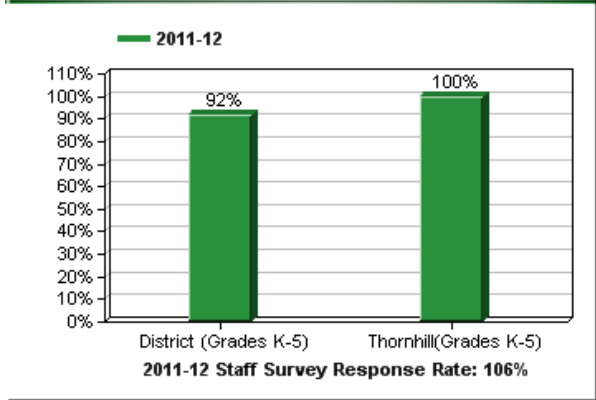
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

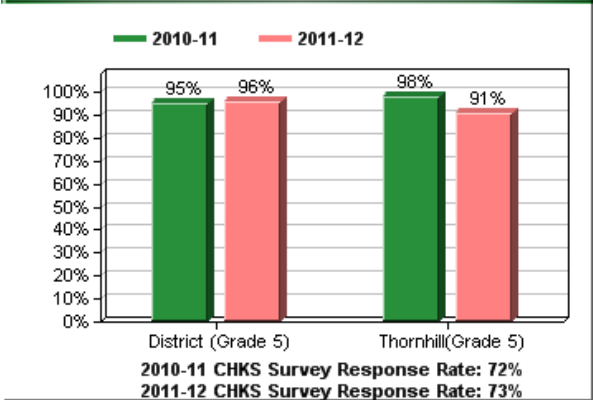


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



Do you plan to go to college after high school? ___% Yes



Theory of Action

- If we increase motivation and interest in attending post secondary schools among 5th grade students.
- If we increase interest in and planning for careers.
- If we assist parents in planning for the financial requirements for college.
- Then more of our students will be ready for college, career, and workforce.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide a field trip for 5th grade students to tour a local college or university to increase their motivation for attending post secondary schools.					4/20/2012	157SQI1D3818	Provide a field trip for 5th grade students to tour a local college or university to increase their motivation for attending post secondary schools.	N/A			0	\$0.00
Have students attend work with a parent or other adult to find out about careers and the world of work.					4/20/2012	157SQI1D3816	Have students attend work with a parent or other adult to find out about careers and the world of work.	N/A			0	\$0.00
Hold an information night for parents for financial planning for college.					4/20/2012	157SQI1D3815	Hold an information night for parents for financial planning for college.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Thornhill Elementary

Principal: MEL STENGER

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Data Analysis

- We currently have a strong system of individual teachers monitoring progress of all students, resulting in all 4th and 5th grade students either scoring as proficient/advanced, or receiving formal intervention support in the form of an IEP or 504
- This year the PFC provides each classroom teacher with 3 hours per week of intervention support personnel.
- Most children make progress from year to year, but we have yet to set individual goals, regularly look at data by grade level, or review set-up of intervention groups..
- Most English Learners make progress, but some teachers have requested more materials for their grade levels.
- Teachers do not have enough time to collaborate and plan for intervention.

Theory of Action

- If we develop individual progress plans for each student, particularly for African American Males, at Thornhill.
- If we develop and implement English Language intervention, support and GATE activities.
- Monitor individual student achievement and progress, particularly for African American Males and for Special Education students, during the school year.
- Provide teacher collaboration time for intervention planning and intervention and GATE activities, and increase personnel in the intervention support system..
- Then we will close the achievement gap between AAM and increased the performance of our Special Education Students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Providing supplemental instructional materials for identified EL students will enhance their	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Principal	4/15/2013	157SQ1E639	Provide supplemental instructional materials for identified EL students.	7091-EIA-LEP	4300-MATERIALS & SUPPLIES		0	\$1,925.00

instructional program.												
Provide additional guided reading books at appropriate lexile levels to targeted EL students.					5/1/2012	157SQ1E640	2Provide additional guided reading books at appropriate lexile levels to targeted EL students.	N/A			0	\$0.00
Provide additional guided reading books at appropriate lexile levels to targeted EL students.					5/1/2012	157SQ1E792		N/A			0	\$0.00
STIP substitute teacher providing services for the intervention program will support improved student academic achievement.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Principal	4/15/2013	157SQ1E777	STIP sub will provide supplemental academic intervention support for identified students.	7091-EIA-LEP		TCSTIP0340	0.1	\$3,841.14
Increase classroom support for intervention, particularly for African American Males, underperforming students and Gifted Students, from 3 hours per week per teacher to 5 hours per week per teacher.					5/1/2012	157SQ1E778	6	N/A			0	\$0.00
Develop and articulate a plan for Gifted students including identification, classroom differentiation, and parent education.					5/1/2012	157SQ1E793		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Thornhill Elementary

Principal: MEL STENGER

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- Most teachers provide intervention support in the classroom, between the bells.
- Most teachers implement a form of workshop; many also implement small group instruction.

Theory of Action

- If teachers receive updated PD on the use of workshop and small group instruction for targeted intervention.
- If teachers receive collaboration time to develop their plans for workshop and small group instruction.
- Then we will provide extended learning time to those who deserve it.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide PD for teachers in implementing workshop time and small group instruction, for targeted intervention.					4/20/2012	157SQI1F3820	Provide PD for teachers in implementing workshop time and small group instruction, for targeted intervention.	N/A			0	\$0.00
Align master schedule providing weekly collaboration times for all grade level circuits.					4/20/2012	157SQI1F3819	Align master schedule providing weekly collaboration times for all grade level circuits.	N/A			0	\$0.00

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

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

School: Thornhill Elementary

Principal: MEL STENGER

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: TO REDUCE PHYSICAL ALTERCATIONS BY 10%

- Strategy 1.1: Train 30 student Junior Coaches to act as game leaders and conflict managers and to rotate on lunch recess duty
- Strategy 1.2: Explicit instruction by all classroom teachers for all students in de-escalating conflicts.

Goal 2: Increase student engagement and attachment to school; reduce bullying

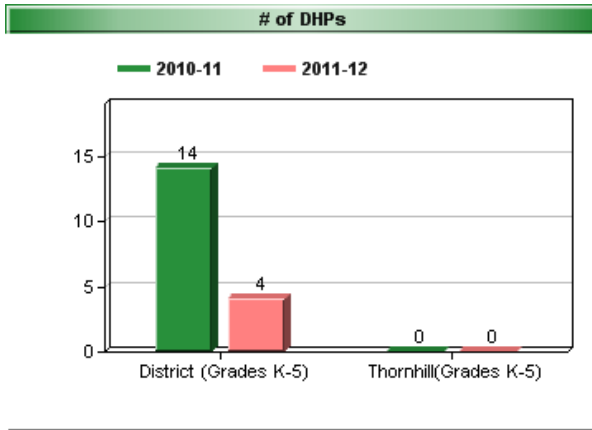
- Strategy 2.1: Implement Caring School Community class meetings and buddy classes
- Strategy 2.2: Maintain practice of whole school singalongs, about 6 times per year.

School Quality Standards relevant to this Strategic Priority

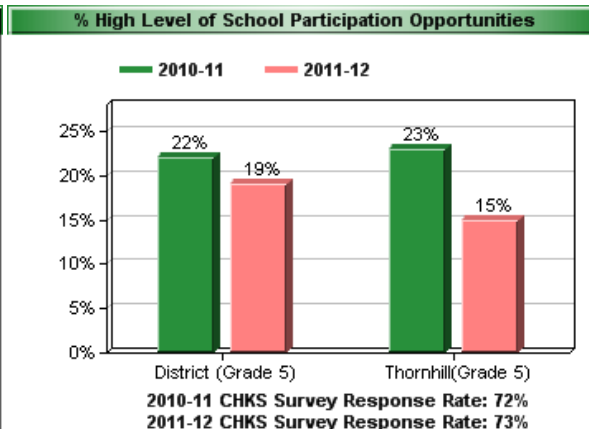
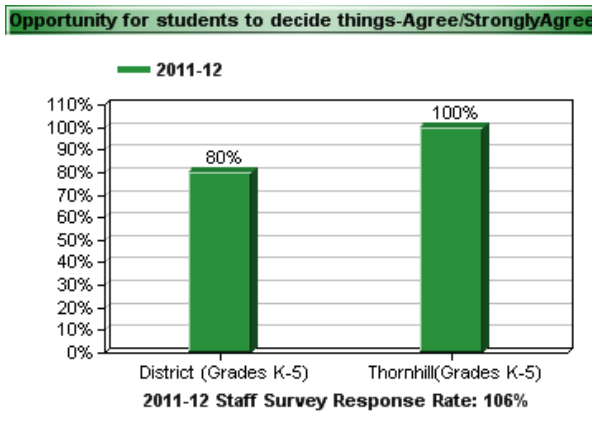
A quality school...

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

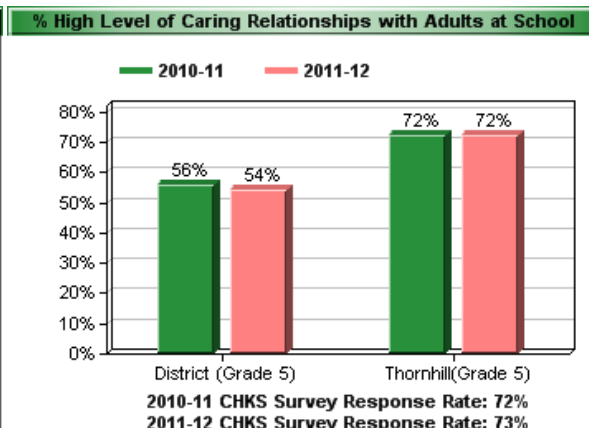
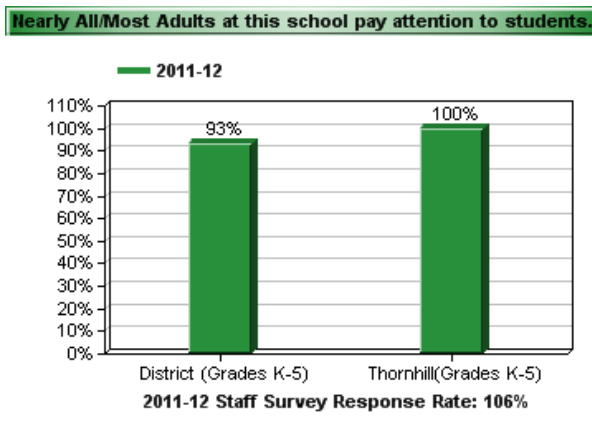
DHP



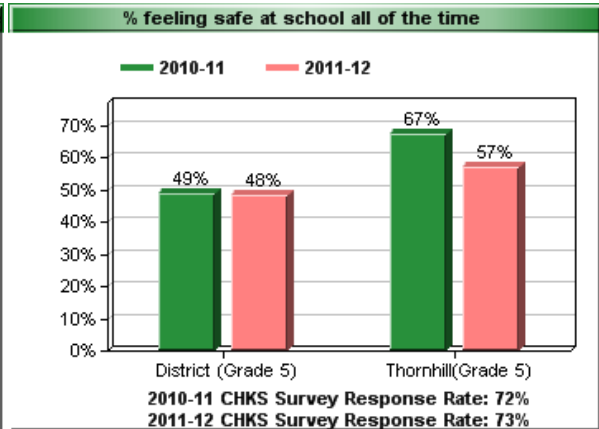
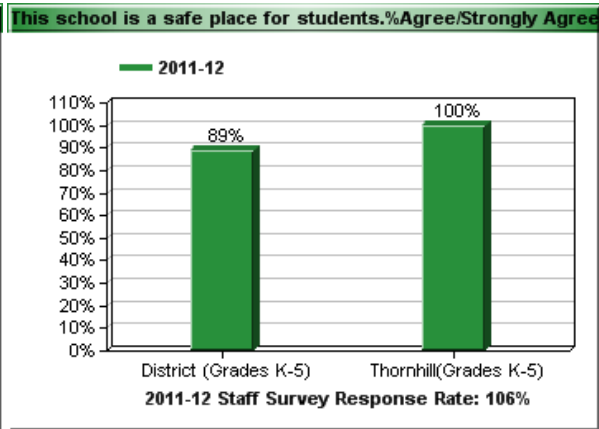
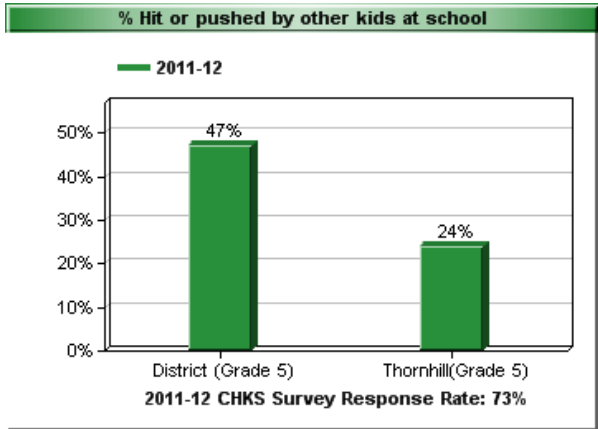
Survey - Engagement



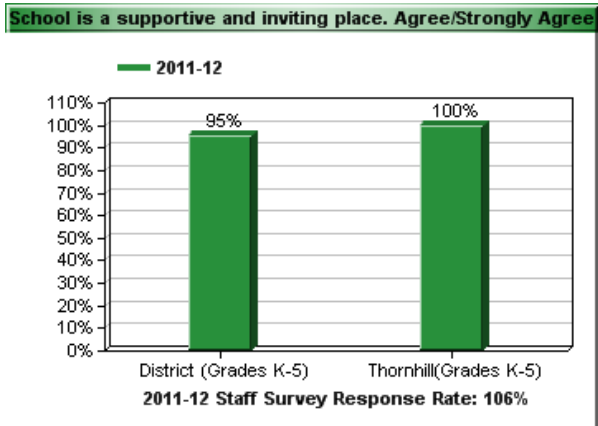
Survey - Relationships



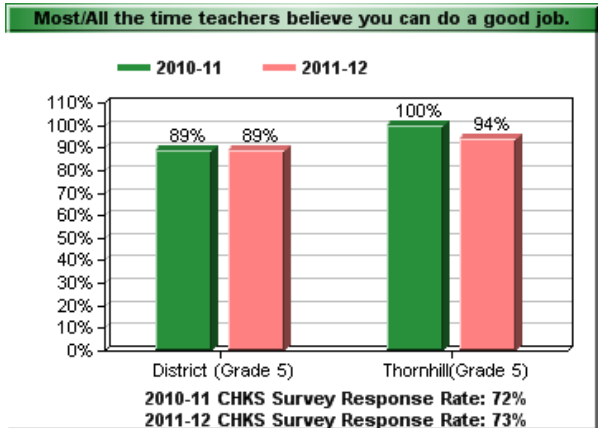
Survey - Safety



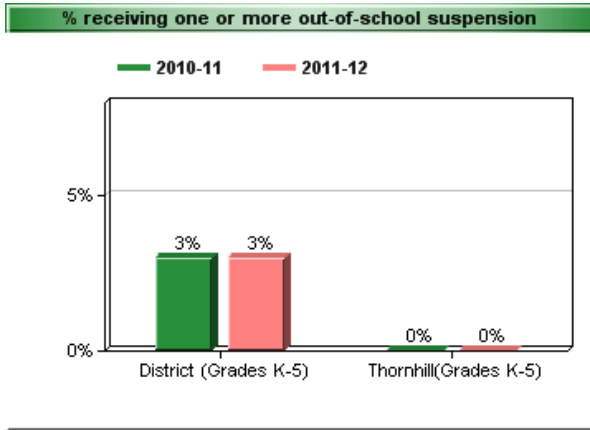
Survey - Welcoming



Survey- Beliefs



Suspensions



Theory of Action

- If we investigate and implement restorative justice as part of our overall discipline program and continue to implement Caring School Community program.
- If we improve student engagement and increase small group instruction.
- If we continue Singalong assemblies; about 7-8 each year.
- If we continue PFC sponsored events: walkathon, holiday sale, Dad's breakfast, movie night, spring carnival.
- Then we will have meaningful student and family engagement in our school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide PD for all teachers and staff on Restorative Justice.					4/20/2012	157SQI2A3823	Provide PD for all teachers and staff on Restorative Justice.	N/A			0	\$0.00
Devote Wednesday PD once a quarter to review implementation of Caring Schools, monitor its progress, and design changes if needed.					4/20/2012	157SQI2A3822	Devote Wednesday PD once a quarter to review implementation of Caring Schools, monitor its progress, and design changes if needed.	N/A			0	\$0.00
Provide PD for teachers to improve student engagement and increase small group instruction.					4/20/2012	157SQI2A3821	Provide PD for teachers to improve student engagement and increase small group instruction.	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Thornhill Elementary

Principal: MEL STENGER

From OUSD Strategic Plan:

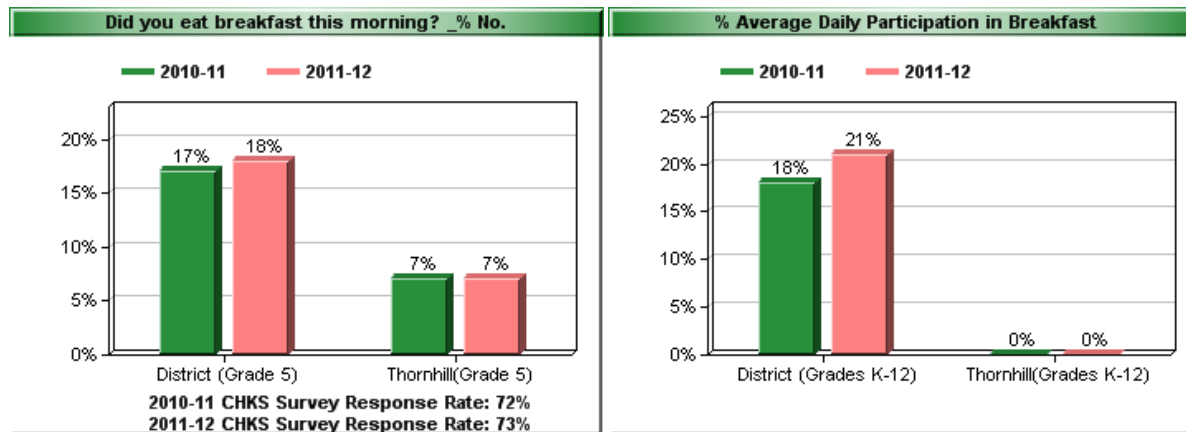
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

A quality school...

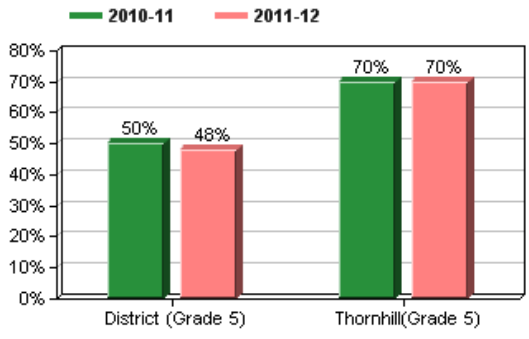
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

Breakfast



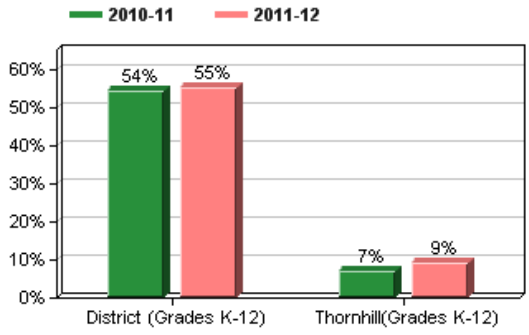
Fitness

% in Healthy Fitness Zone for Body Composition



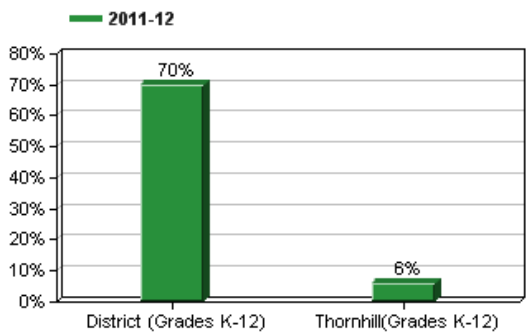
Lunch

% Average Daily Participation in Lunch



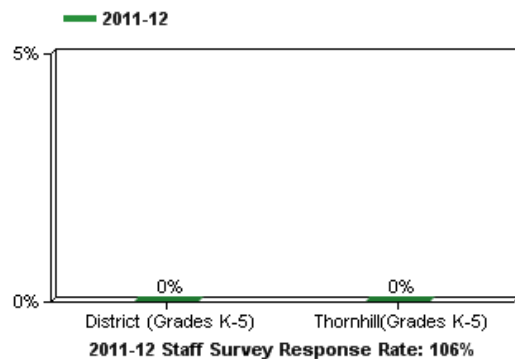
Socio Economics

Free/Reduced Lunch %

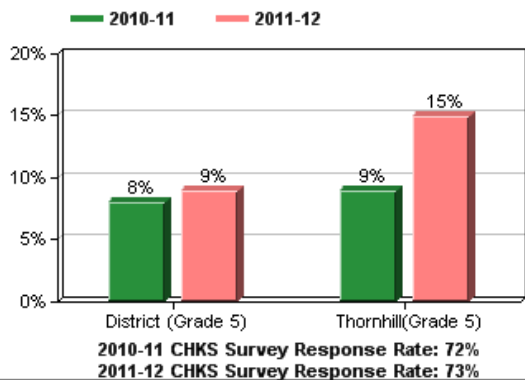


Survey - Drugs / Alcohol

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



% drinking alcohol in past month



School Data

- Teachers provide health education in priority areas. Teachers act as case managers for students in need by referrals to SSTs and outside agencies.
- We provide PE instruction meeting minimum requirements for every student every week. (100 minutes)

Theory of Action

- If we increase amount of counseling time provided by OUSD psychologist.
- If we develop and implement "Thornhill Thrives" as a month of outside activities to encourage students to become more physically fit.
- If we review and evaluate our PE and Motor programs for effectiveness and cost.
- If we provide support for teachers in case management of students in need by hiring a STIP substitute teacher to assist in intervention.
- Then our students will be better able to focus on their learning activities.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase psychologist time by .1 FTE					4/20/2012	157SQI2B790	1	N/A			0	\$0.00
Hire STIP substitute as support person for assisting teachers in case management of students in need.					4/20/2012	157SQI2B791	2	N/A			0	\$0.00
Develop and implement "Thornhill Thrives" a month of outside activities to encourage physical fitness.					4/20/2012	157SQI2B3825	Develop and implement "Thornhill Thrives" a month of outside activities to encourage physical fitness.	N/A			0	\$0.00
Review and evaluate current program of PE and Motor Skills for effectiveness and cost.					4/20/2012	157SQI2B3824	Review and evaluate current program of PE and Motor Skills for effectiveness and cost.	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Thornhill Elementary

Principal: MEL STENGER

From OUSD Strategic Plan:

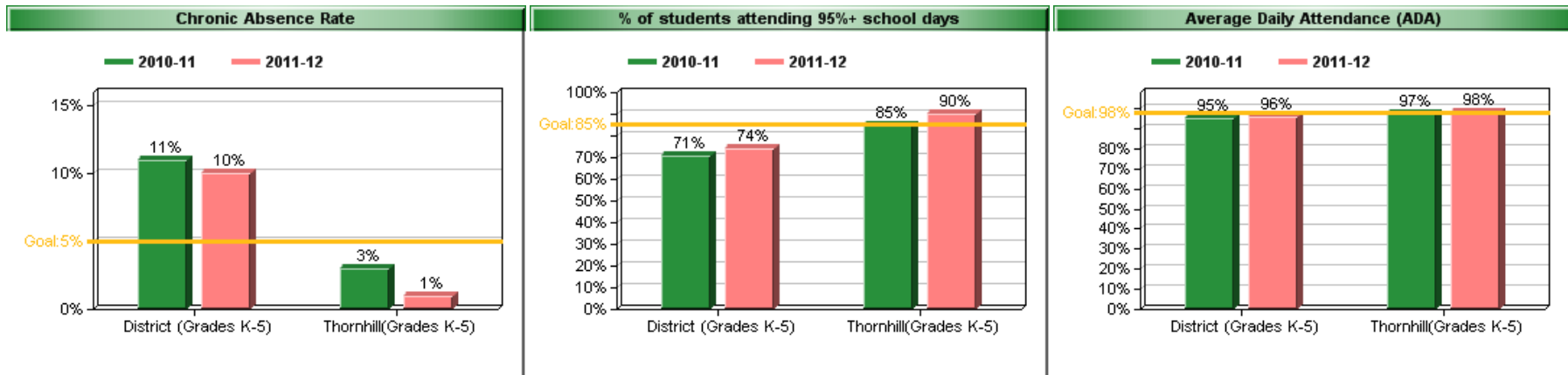
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



School Data

- Our school has a high attendance rate, but it has dropped a bit. It is not clear from reviewing our website whether parents understand the direct correlation between attendance and learning, and between attendance and site income
- Currently we have no attendance clerk. Administrative assistant performs some attendance duties, but currently no one calls homes of absent students.

Theory of Action

- If we provide and improve information to parents about the importance of attendance and the impact of absences.
- If we improve interaction between schools and parents either by hiring an attendance clerk or making sure families are contacted about absences.
- If we give out attendance awards regularly.
- Then more of our students will come to school ready to learn, every day and on time.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Inform parents at Back-to-School night about the importance of attendance for learning and the impact of absences.					4/20/2012	157SQI2C3828	Inform parents at Back-to-School night about the importance of attendance for learning and the impact of absences.	N/A			0	\$0.00
Insure attendance duties are completed by an attendance clerk or administrative assistant.					4/20/2012	157SQI2C3827	Insure attendance duties are completed by an attendance clerk or administrative assistant.	N/A			0	\$0.00
Give attendance awards after 3 weeks, 6 weeks and then at trimester.					4/20/2012	157SQI2C3826	Give attendance awards after 3 weeks, 6 weeks and then at trimester.	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: Thornhill Elementary

Principal: MEL STENGER

From OUSD Strategic Plan:

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

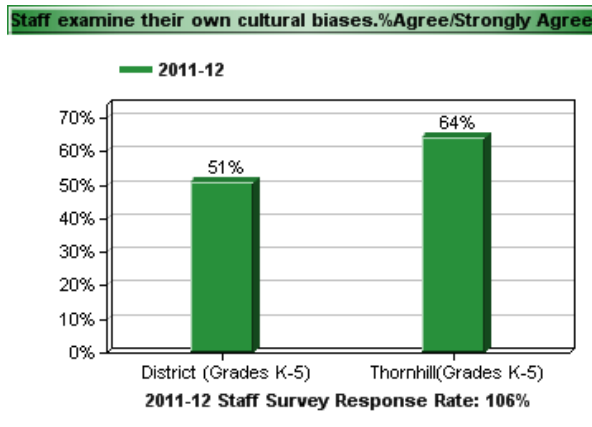
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



Theory of Action

- If all teachers review student performance data and develop strategies to address the needs of all students, and become aware of the Common Core standards and develop teaching strategies based on the guidelines.
- If all teachers plan events to engage parents and inform them of curricular activities: Math night, Back-to-School, Reading Night, Science Fair, Open House and Musical performances.
- If all teachers participate in development of the Site Safety plan, First aid training, Allergic response, and Asthma support.
- Then we will have provided opportunities for building capacity and leadership.
-

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All teachers participate in MILE (Music Integrated into the Learning Environment) Professional Development					3/18/2013	157SQI3A3829	All teachers participate in MILE (Music Integrated into the Learning Environment) Professional Development	N/A			0	\$0.00
Teachers review student performance data and develop strategies to address the needs of underperforming students.					4/20/2012	157SQI3A3830	Teachers review student performance data and develop strategies to address the needs of underperforming students.	N/A			0	\$0.00
Teachers will become aware of the Common Core standards and develop teaching strategies based on the guidelines provided in the Standards.					4/20/2012	157SQI3A3831	Teachers will become aware of the Common Core standards and develop teaching strategies based on the guidelines provided in the Standards.	N/A			0	\$0.00
Teachers participate in development of the Site Safety plan, First aid training, Allergic response, and Asthma support.					4/20/2012	157SQI3A3832	Teachers participate in development of the Site Safety plan, First aid training, Allergic response, and Asthma support.	N/A			0	\$0.00
Teachers plan events to engage parents and inform them of curricular activities: Math night, Back-to-School, Reading Night, Science Fair, Open House and Musical performances.					4/20/2012	157SQI3A3833	Teachers plan events to engage parents and inform them of curricular activities: Math night, Back-to-School, Reading Night, Science Fair, Open House and Musical performances.	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Thornhill Elementary

Principal: MEL STENGER

From OUSD Strategic Plan:

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

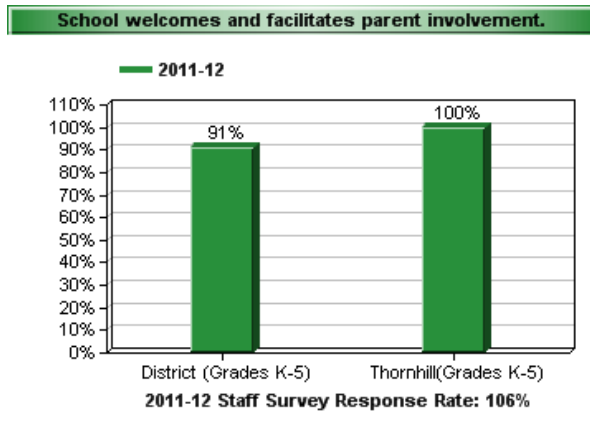
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

- Currently our school enjoys a high level of parent support through direct volunteerism, involvement in school committees, and participation in our PFC (alternate to PTA).
- Our teachers and parents use multiple communication vehicles to keep parents informed about school and classroom activities, and to communicate about individual students.

Theory of Action

- If we continue high levels of parent involvement in current contexts.
- If we review and refine current communication methods for efficiency and effectiveness.
- If we review calendar of school activities as effective means of family and community engagement.
- If we analyze the results of CHK survey for implications for family engagement.
- Then we will increase our family and community engagement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Discuss and agree with Faculty expectations around communication with families.					4/20/2012	157SQI4A3836	Discuss and agree with Faculty expectations around communication with families.	N/A			0	\$0.00
Review school activities calendar with teachers and PFC representatives.					4/20/2012	157SQI4A3835	Review school activities calendar with teachers and PFC representatives.	N/A			0	\$0.00
Analyze results of CHK survey for implications for engagement.					4/20/2012	157SQI4A3834	Analyze results of CHK survey for implications for engagement.	N/A			0	\$0.00
Continue high levels of parent involvement in current contexts.					4/20/2012	157SQI4A3837	Continue high levels of parent involvement in current contexts.	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Thornhill Elementary

Principal: MEL STENGER

From OUSD Strategic Plan:

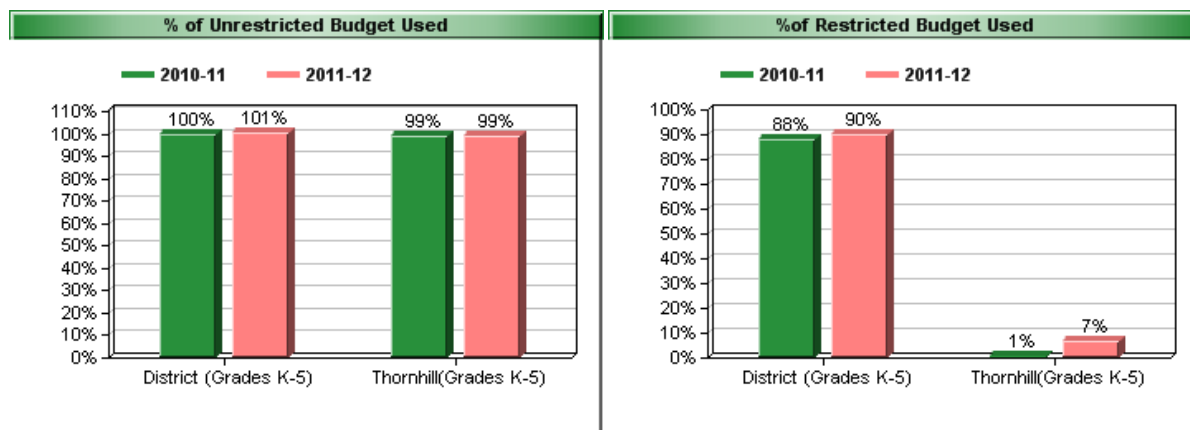
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

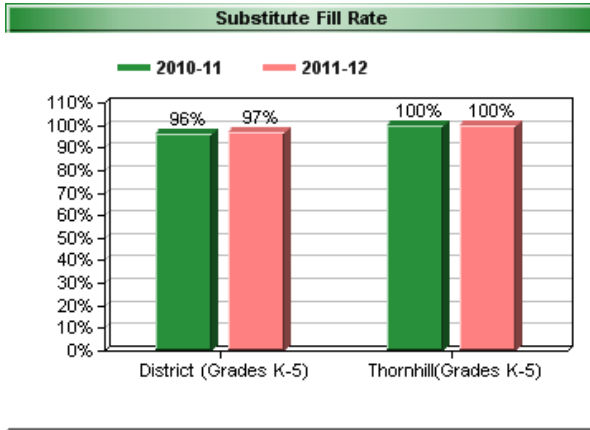
A quality school...

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

Budget



Sub Fill Rate



School Data


- School Site Council has limited role in advising the administration, including spending of restricted funds.
- There has been limited input from teachers for PFC (Parent Faculty Club) targeted support.

Theory of Action

- If we continue to have focused SSC meetings and advise the school administration on targeted support.
- If we review and refine current communication methods between teachers and the PFC
- Then we will have improved strategic operational practices.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to have focused SSC meetings and advise the school administration on targeted support.					5/1/2012	157SQI5A4024	continue to have focused SSC meetings and advise the school administration on targeted support.	N/A			0	\$0.00
we review and refine current communication methods between teachers and the PFC by having faculty representative on the PFC board and by having faculty interviews and surveys for input.					5/1/2012	157SQI5A4026	we review and refine current communication methods between teachers and the PFC	N/A			0	\$0.00

;

State Program	Projected Budget	Final Budget
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$5,766.46	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$5,766.46	

Appendices

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

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: Thorn hill
Site Number: 157

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on .
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/16/13
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:

Edie Hirsch
SSC Chairperson's Signature

Edie Hirsch
SSC Chairperson's Name (printed)

5-1-13
Date

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date

Mel Stenger
Principal Signature

Mel Stenger
Principal's Name (printed)

4/30/13
Date

Sandra Aguilera
Executive Officer's Signature

Sandra Aguilera
Executive Officer's Name (printed)

5/7/13
Date

Suzanne Ramirez
Director, State & Federal Compliance Signature

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

6/5/13
Date

School Site Council Membership Roster – Elementary School

Amended January 22, 2013

School Name: Thornhill Elementary

School Year 2012-13

Chairperson: Edie Hirsch	Vice Chairperson: Robert Jacobs
Secretary: Vicky Griffin	<u>DAC Representative:</u> N/A

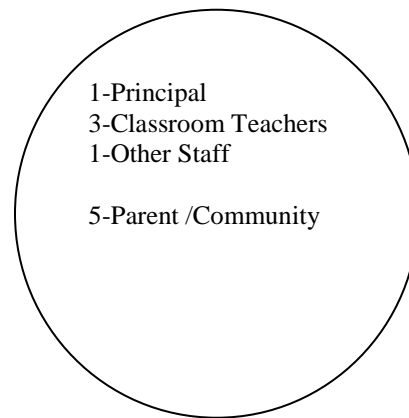
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Melissa Cooper					x
Kathi McCracken Dente					x
Edie Hirsch					x
Robert Jacobs					x
Vicky Griffin					x
Sheila Smith				x	
Pam Wu			x		
Rich Thompson			x		
Rob Wilkins			x		
Mel Stenger		x			
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	Third Tuesday 3:15-4:30
-------------------------	-------------------------

SSC Legal Requirements:

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



This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2011. Fax # 879-8098

School Parental Involvement Policy 2013 - 14

All schools will develop a written parental involvement policy with input from and distribution to all parents to include a description of the means for carrying out the following parental involvement requirements.

Involvement of Parents in the School Program

Thornhill Elementary agrees to implement the following:

- Will convene an annual meeting to perform the following:
 1. Inform parents of their schools participation.
 2. Explain the requirements of the instructional Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its instructional Program.
 4. The parents' right to participate in the development of the District's Plans through Back-to-School night, Open House and SSC meetings
- Offer a flexible number of meetings for parents.
- Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of its programs and the parent Involvement Policy.
- Provides parents with timely information about programs through school and classroom newsletter, emails, yahoo group postings and updates on the school website.
- Provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet at Back-to-School night, progress reports, notes, and report cards.
- Provides parents if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children through conference week in October, follow up conferences in March, and conferences at parent request.

School-Parent Compact

Thornhill Elementary has jointly developed with and distributed to parents a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

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

- Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments

- 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
- Provides materials and training to help parents work with their children to improve their children's academic achievement through individual parent conferences.
 - Educates staff on the value of parent contributions and how to work with parents as equal partners.
 - Distributes to parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand through a weekly school newsletter.

Accessibility

- Provide opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with parents as evidenced by newsletters and SSC minutes.

This policy was adopted by the Thornhill School Site Council on April 30, 2013, and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents. The Thornhill School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

(Date)

Thornhill 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, every day and on time.
- 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 entertainment screen watching and instead study or read every day after school.
- Act respectful and caring toward the school, all students, 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 screen time for entertainment.
- 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 and on time, gets adequate sleep, regular medical attention, exercise and proper nutrition.
- Regularly monitor my child's progress in school by reviewing homework, benchmark scores, and report cards.

- 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