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 Encompass 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 East Encompass Elementary School.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: EnCompass Academy

0102988

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
Table of Contents

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!

<h1 style="text-align:center">COMMUNITY SCHOOLS STRATEGIC SITE PLAN</h1>
<h2 style="text-align:center">Context & Vision</h2>

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 EFFFECTIVE 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

HISTORY EnCompass Academy opened in 2004 after three years in design by a diverse team of educators and east Oakland parents. We began within the Oakland Unified School District's small school reform movement led by a coalition of parents, community organizers, and educators who wanted to counter chronic overcrowding and under-performance of Oakland's flatland schools. To do this, we surveyed and applied the feedback of 200 Elmhurst neighborhood residents about their vision for a school. Our Design Team consisted of educators and neighborhood parents who were of African, Latino, Asian, Indigenous, and Eastern European ancestry, immigrant, and American-born. Through this movement, we sought to institutionalize new perspectives, ethos, and an educational vision that brought the lives of our children and family to the center of school design. Our feeder school had an entrenched API score in the 500's and chronically unsafe conditions. Part of opening a new district school in the area would mean that we could help relieve the feeder school's over-crowded conditions so it would have a chance at regaining ground and creating more equitable outcomes for kids. The feeder school has since been redesigned and has shown growth in culture and climate, academics, and safety. The school district wanted to pilot schools like ours so that best practices can be fed back into the district infrastructure and benefit more schools. CONTEXT Located in east Oakland, California, EnCompass Academy is a Title I public elementary school that seeks to "teach to the whole child". We are located in a police beat known for its decades' long high violent crime statistics. Our families are disproportionately impacted by the social stressors of gangs, prostitution, drug addiction, sideshows, foreclosure, under/unemployment, as well as industrial pollution. All of these factors combine to shorten life expectancy of people who live in this zip code. In 2005 when we first opened, EnCompass Academy's Academic Performance Index (API) was 627 and grew to an API of 804 (2011-12). We underwent significant change between 2011-12 and 2012-13 in several ways: we grew from

264 to 315 students, added a Gr. 4/5 Special Day Class (mild and moderate), used a Core model for General Ed Gr 4-5, launched Blended Learning pilot, and entered the district science PD cohort. Some of these changes were in response to district changes in support of students from closing school, some were due to creative responses to budget constraints, and some were in the early efforts to prepare us for transition to the Common Core. Our student body is 88% free/reduced lunch, 23% African American, 74% Latinos, 1% Asian and Pacific Islanders, and 2% multiracial/"other". Sixty-seven percent are English Language Learners. Our students thrive through a culturally responsive and caring school culture, deep relationships, personal attention, data-driven and standards-based learning, family/school partnerships, balanced literacy, music, visual arts, gardening, movement through dance and fitness, and "looping" with teachers for 2 years as much as possible. A student-centered staff ethos and campus oasis make this a special place for children. We support and expect ongoing professional development and collaboration, implement Si Swun Math, FOSS Science, Results for Academic Language Literacy Instruction (RALLI), and the Read-Think-Apply framework to build reading comprehension. Reading/ELD interventions are provided by an interventions team that aligns schedules, strategies, and standards. In 2012-13, we entered a 3-year pilot of Blended Learning by using online content providers to individualize learning for students, led by classroom teachers. Within this context, we see incredible examples of resiliency and transformation every day at our school. This is signified by the beautiful campus oasis, built in 2005 with award-winning design and green space. Originally located in portable cl

VISION

Our vision of an educated child is one who achieves excellence in developing an active, reflective, and disciplined mind; a healthy body; a centered spirit; and just, caring, and courageous self-conduct. The program is developed around the EnCompass Life Spiral elements of: the cultivation of Self, the guidance and support of Familial networks, the engagement with Communities, and the rootedness in Ancestors and ancestral heritage. The program is developed around the EnCompass Life Spiral elements of: the cultivation of Self, the guidance and support of Familial networks, the engagement with Communities, and the rootedness in Ancestors and ancestral heritage. Student, family, and community well being are all connected and critical to each students' life success. Academic and behavioral expectations will be modeled for students to develop, strengthen, and to be guided by an internal Compass. This internal compass will point children in the four directions/expressions of Personal Power: the Power of Knowledge to create/recall/discern information throughout life, the Power of Courage to pull forth the will to make difficult decisions, the Power of Right Action to act upon them with compassion and clarity, and the Power of Stillness to pause for rest, reflection, and responses to mistakes and to things that are beyond their control. Through Stillness, time can enable the process for renewal: to become new, fresh, and strong again in mind, body, spirit, and emotions. The school name and spelling of "EnCompass" is a play on the word "compass" to capture our emphasis on nurturing children to develop, strengthen, and clarify their internal compass. GUIDING PRINCIPLES: We believe that all children are good and deserve guidance to make appropriate choices. All children can do important and powerful things when given the opportunity to fully develop within the school day. Our learning community fosters: *Learning that is purposeful, rigorous, and connected to the real world *Students using knowledge from their histories, elders, and ancestors *Behavior that promotes peace, justice, honesty, respect, responsibility, compassion, and courage *Pride and honor in each person?s identity, culture, and language *Commitment to social and community responsibility *Strong and caring relationships between students, families, and staff *Family health and wellness that supports our children to grow to their fullest potential

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

2011-12 School-Wide Goals: 1. 65% of students will be Proficient and Advanced in ELA and Math by Mid-Year Benchmark 2. All 31 cohort-matched BASIC students will move into Proficient/Advanced by mid year?s ELA benchmark 3. Each grade level will move 10 students in Far Below Basic/Below Basic up by Mid-Year ELA?with a focus on African American and English Learners. (K-1 TRC, 2-5 ELA benchmark) 4. 75% of students will read (or be read to) 1 million words by June 5. Each class will achieve 97% attendance each week Our Strategic Planning Group meets weekly to establish school priorities, monitor progress, make adjustments, and vet/develop new programs/initiatives to help fulfill school vision. We measure our progress through school-wide goals we set. SPG does the grunt work to share to SSC for review and approval on categorical areas; SSC has a more eagle's eye view of school plan. Monthly Faculty Council and Faculty Meetings are used to engage staff in progress of school and new developments to get timely feedback. The Instructional Leadership Team meets twice a month to develop and coordinate implementation of professional development. ILT also vets instructional initiatives and programs and provides adjustments in regards to supporting teachers in implementation.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: EnCompass Academy   **Principal:** MINH-TRAM NGUYEN

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.
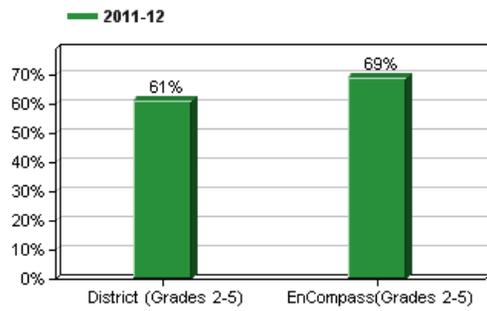
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them [2011-2012: Developing]
- uses instructional strategies that make learning active for students and provide them with different ways to learn [2011-2012: Developing]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Sustaining]

Benchmark
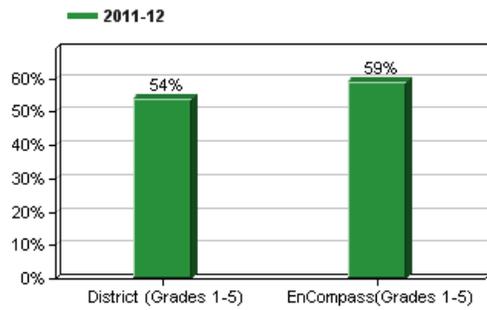
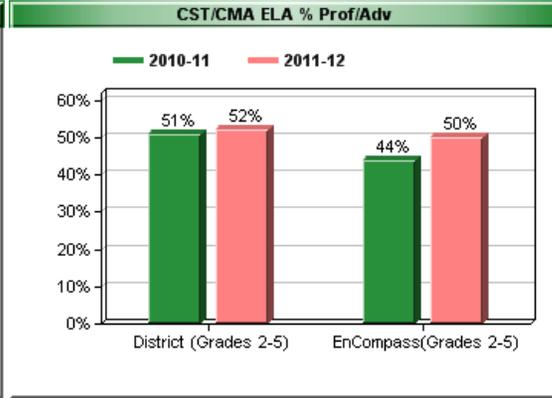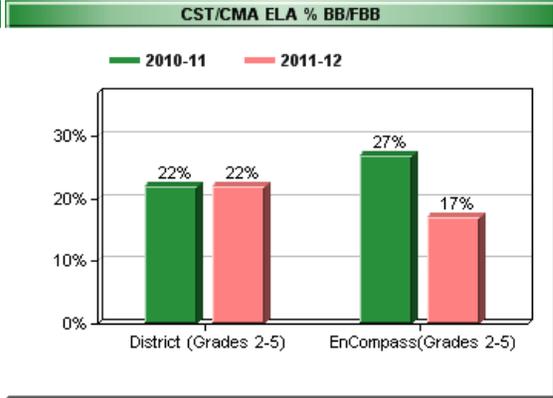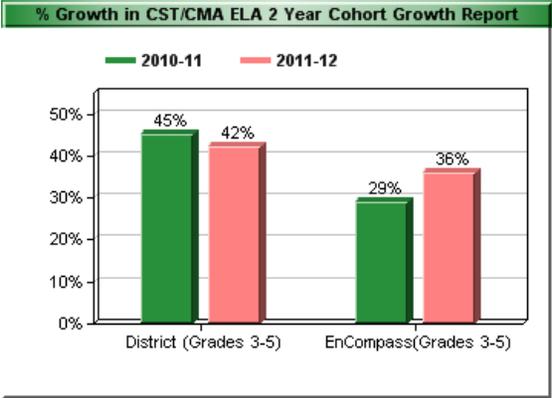**ELA MidYear % At/Above BMark in Reading Comprehension**

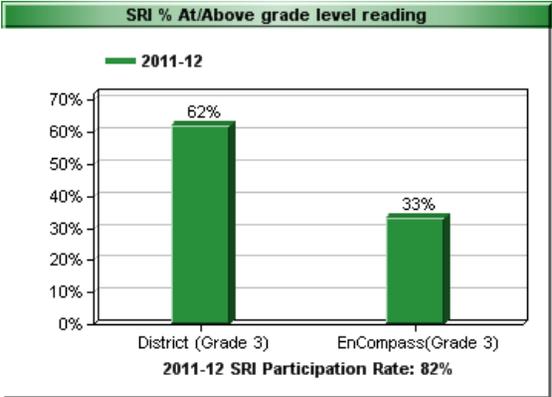2011-12

- District (Grades 2-5): 61%
- EnCompass(Grades 2-5): 69%

CELDT

% Growth in CELDT 2 Year Cohort Growth Report

2011-12

- District (Grades 1-5): 54%
- EnCompass(Grades 1-5): 59%

CST

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

Legend: 2010-11, 2011-12

- District (Grades 3-5): 45%, 42%
- EnCompass (Grades 3-5): 29%, 36%

CST/CMA ELA % BB/FBB

Legend: 2010-11, 2011-12

- District (Grades 2-5): 22%, 22%
- EnCompass (Grades 2-5): 27%, 17%

CST/CMA ELA % Prof/Adv

Legend: 2010-11, 2011-12

- District (Grades 2-5): 51%, 52%
- EnCompass (Grades 2-5): 44%, 50%

SRI

SRI % At/Above grade level reading

Legend: 2011-12

- District (Grade 3): 62%
- EnCompass (Grade 3): 33%

2011-12 SRI Participation Rate: 82%

School Data

-
- For 3rd gr SRI, 20 students were 2 yrs below, but grew and avg of 1.1 yrs BOY to MOY.
- 1) Far Below Basic & Below Basic students: none of the students moved up a performance band from BOY to MOY on Scholastic Reading Inventory, but nine students grew over 100+ Lexiles. Six students moved up a performance band on ELA multiple choice test. 2) Basic students: two students moved up a performance band on Scholastic Reading Inventory from BOY to MOY. Seven students moved up a performance band on ELA multiple choice from BOY to MOY, with grade 3 showing the

Data Analysis

- As a yr 1 science cohort school, we significantly increased our Science instruct'l minutes, reducing explicit ELA minutes. We now take SRI on computers, & have learned the need to 1) teach students the new testing format 2)provide PD for teachers

- Even though we wanted to build towards integrating science and literacy to make up for the "lost" ELA time we are nonetheless not there yet. Our faculty has been focusing on teaching hands-on FOSS, using notebooking and science talk strategies.
- Our faculty has been focusing on teaching hands-on FOSS, using notebooking and science talk practices; still inconsistent in our use of the RALLI techniques. 3rd grade students 1 grade below in SRI in BOY grew .6 year by MOY.

Theory of Action

- All students will use academic language development and content vocabulary in talking and writing throughout the school day.
- We will do this through lenses of rigor, differentiation, and consistency across classes.
- Students will read independently 60 minutes per day across the curriculum at their reading level, but will have scaffolded instruction at their grade level access to grade level text.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use redesign of time for increasing teacher collaboration	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	4/5/2013	181SQI1A3035	Release time for peer observation and debrief	N/A			0	$0.00
Use redesign of time for increasing teacher collaboration	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/5/2013	181SQI1A3036	Bi-monthly RTI PLC	N/A			0	$0.00
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI1A480	TSA salary	3010-Title I		C10TSA0031	0.55	$51,451.92
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Other	4/5/2013	181SQI1A5545	TSA Salary	7091-EIA - LEP		C10TSA0031	0.45	$42,097.02
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1A6083	Contract with Family Involvement Coordinator	3010-Title I	5825-CONSULTANTS		0	$6,832.10
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Principal	5/6/2013	181SQI1A6084	Contract with Family Involvement Coordinator	7091-EIA - LEP	5825-CONSULTANTS		0	$7,560.00
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Attendance	All Students	Every Marking Period	Principal	5/6/2013	181SQI1A6098	Contract with Family Involvement Coordinator	7090-EIA - SCE	5825-CONSULTANTS		0	$1,362.60
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	5/6/2013	181SQI1A463	Cycle of Inquiry PLC at least every 2 weeks	Non-SSC approved			0	$0.00
Teachers will use effective lesson design, focusing on 1) gradual												

release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	5/6/2013	181SQI1A5537	Sub Release for peer observation, debrief, colleagial planning, COI, scoring assessments, coaching	7090-EIA - SCE	1150-TEACHERS SUBSTITUTES		0	$3,600.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	English Learners	Monthly	Clerical staff	5/6/2013	181SQI1A5540	Teacher Stipends	7091-EIA - LEP	1120-TEACHERS SALARIES STIPENDS		0	$10,178.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Weekly	Clerical staff	5/6/2013	181SQI1A5541	Instructional tool, student materials for demonstration of learning	3010-Title I	4300-MATERIALS & SUPPLIES		0	$1,842.75
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students		Principal	5/6/2013	181SQI1A5543	Teacher, SEI	3010-Title I		TCSHLT0479	0.1	$4,854.73
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1A5544	Teacher, BIL	7090-EIA - SCE		TCHBIL0168	0.45	$39,282.14
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility												

to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1A6088	Teacher Stipends	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS	0	$6,000.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1A6090	Supplies	7090-EIA - SCE		0	$2,118.00
Students will read independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	SRI	English Learners	Weekly	Principal	5/6/2013	181SQI1A461	Leveled books and materials for classrooms	7091-EIA - LEP		0	$260.00
Students will read independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	SRI	All Students	Weekly	Principal	5/6/2013	181SQI1A462	Leveled online reading access	Funded by Community Partner		0	$0.00
Students will read independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	SRI	All Students	Weekly	Clerical staff	5/6/2013	181SQI1A5539	A/V equipment to project instructional content	Non-SSC approved		0	$0.00
Students will read independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	CELDT	English Learners	Every Marking Period	Principal	5/6/2013	181SQI1A6081	Purchase Supplemental materials for language development	7091-EIA - LEP	4310-SUPPLIES	0	$1,425.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	5/20/2013	181SQI1A3044	Develop a plan for implementation of tools to reach students outside of class using KidBiz, STMath	N/A		0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/20/2013	181SQI1A5550	Teach students in digital information fluency, etiquette, and cybersafety	N/A		0	$0.00

Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Other (OCR, etc)	All Students	Weekly	Leadership Team	5/20/2013	181SQI1A5551	Teachers will use exit tickets to know which students actually learned the lesson objective	N/A		0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	GATE	Every Marking Period	Principal	5/20/2013	181SQI1A6152	GATE-identified students receive a block of accelerated English and Math during Blended Learning period four times per week.	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Every Semester	After school program coordinator	4/5/2013	181SQI1A3045	Fund EnCAS staff for PD hours to use KidBiz	Funded by Community Partner		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI1A5563	Recognize 100 Lexile Growth between SRI benchmark assessments at Honors Night	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Monthly	Principal	4/5/2013	181SQI1A5564	Launch Read 2 Million Word Campaign end of October w/ Reading Parade and Rally, followed by students voting on schoolwide reward/celebration for meeting goal	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Every Marking Period		4/5/2013	181SQI1A5565	Classroom teachers hold celebrations for SRI Growth within class	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Weekly	Other	4/5/2013	181SQI1A5567	Emphasize goal setting in KidBiz3000 to get 75% accuracy in 1st try responses after reading articles; celebrate KidBiz growth in Community Mtg	N/A		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/5/2013	181SQI1A3046	RTA Contract to support consistent implementation of Read Think Apply Comprehension framework using Reciprocal Teaching (2-5) guided reading (K-1) and graphic organizers	Non-SSC approved		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	4/5/2013	181SQI1A3047	Science and Math Coaches participate in ILT to weave academic language in content areas	N/A		0	$0.00

Students will use academic discourse to make scientific claims supported by accurate evidence	SRI	All Students	Weekly	Leadership Team	4/5/2013	181SQI1A3060	Implement the RALLI framework across content areas	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/5/2013	181SQI1A5546	Provide off-site training and updates for new and returning teachers in RALLI	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	SRI	All Students	Monthly	Principal	4/5/2013	181SQI1A5547	Meet with RALLI Lead teacher regularly	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/5/2013	181SQI1A5549	Review student expository writing according to grade level rubrics monthly	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/5/2013	181SQI1A5552	Increase quality, depth, and consistency of science notebooking within a vertical vision framework	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Other	4/5/2013	181SQI1A5553	Science Lead Teacher observes classrooms and coaches teachers	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Every Other Week		4/5/2013	181SQI1A5559	Teach students vital behaviors in September	N/A			0	$0.00
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Other	4/5/2013	181SQI1A3081	Science Coach provides trainings and site coaching	N/A			0	$0.00
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/5/2013	181SQI1A3095	Conduct Instructional Rounds	N/A			0	$0.00
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	4/5/2013	181SQI1A3107	Meet with Science Lead Teacher 2x/month	N/A			0	$0.00
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Weekly	Assistant Principal	4/5/2013	181SQI1A5548	Continue with FOSS instruction to meet/exceed district required science minutes weekly.	N/A			0	$0.00
All classes will use SIPPS in Tier 1 Intervention as well as Tier 2 RTI	Local assessments (benchmarks, PWA)	Below Basic	Weekly	Other	4/5/2013	181SQI1A5139	PLC FOR RTI BLOCK AND USE IN ELA BLOCK	N/A			0	$0.00
All classes will use	Local						Use Response to Intervention structure - small group intervention,					

| SIPPS in Tier 1 Intervention as well as Tier 2 RTI | assessments (benchmarks, PWA) | Far Below Basic | Weekly | Other | 4/5/2013 | 181SQI1A5555 | 30 minutes, 4 times per week. Twice monthly RTI PLC's with classroom teachers, RTI coordinator. | N/A | | | 0 | $0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: EnCompass Academy   **Principal:** MINH-TRAM NGUYEN

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.
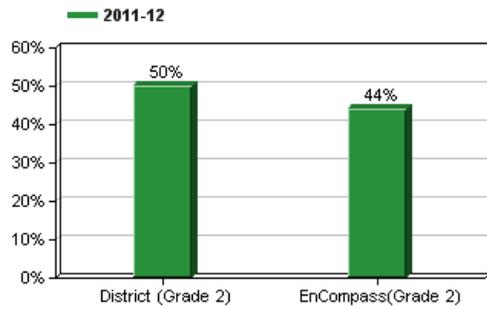
School Quality Standards relevant to this Strategic Priority

A quality school...
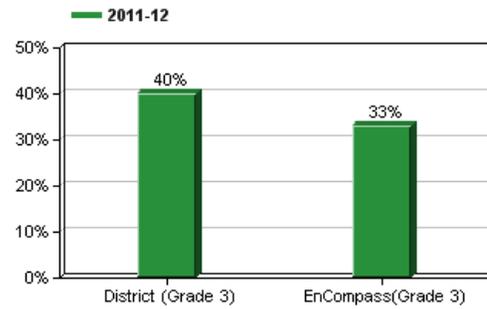
- provides students with curriculum that is meaningful and challenging to them [2011-2012: Developing]
- uses instructional strategies that make learning active for students and provide them with different ways to learn [2011-2012: Developing]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Sustaining]
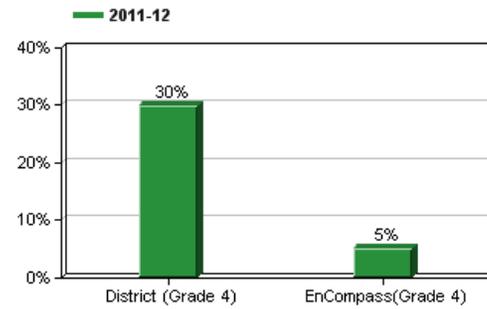
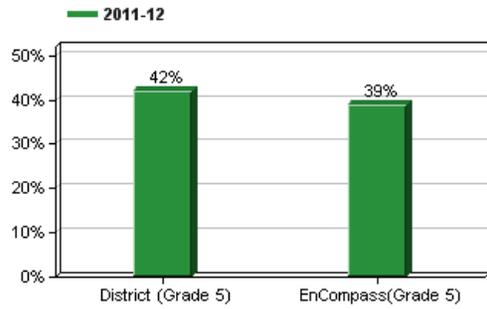**Benchmark**

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12: District (Grade 2) 50%, EnCompass(Grade 2) 44%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12: District (Grade 3) 40%, EnCompass(Grade 3) 33%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12: District (Grade 4) 30%, EnCompass(Grade 4) 5%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12: District (Grade 5) 42%, EnCompass(Grade 5) 39%

CST

CST/CMA Gr5/Gr8 Science % BB/FBB — 2011-12: District (Grade 5) 24%, EnCompass(Grade 5) 13%
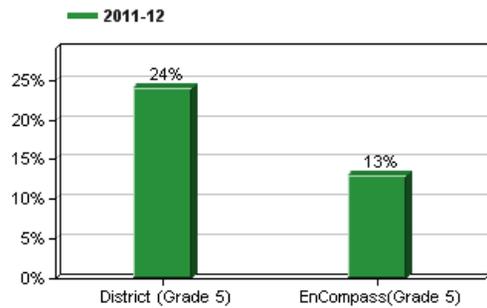
% Growth in CST/CMA Math 2 Year Cohort Growth Report — 2010-11, 2011-12: District (Grades 3-5) 52% / 48%, EnCompass(Grades 3-5) 40% / 48%

CST/CMA Math % BB/FBB — 2010-11, 2011-12: District (Grades 2-5) 16% / 18%, EnCompass(Grades 2-5) 24% / 13%

CST/CMA Math % Prof/Adv — 2010-11, 2011-12
District (Grades 2-5): 65%, 62%
EnCompass (Grades 2-5): 56%, 68%

CST/CMA Gr5/Gr8 Science % Prof/Adv — 2010-11, 2011-12
District (Grade 5): 45%, 47%
EnCompass (Grade 5): 28%, 43%
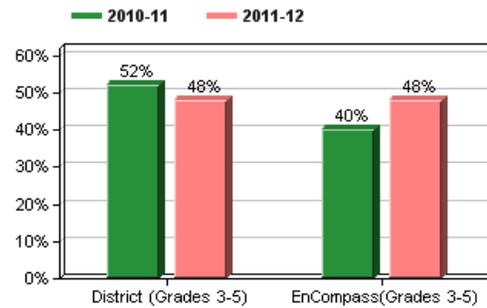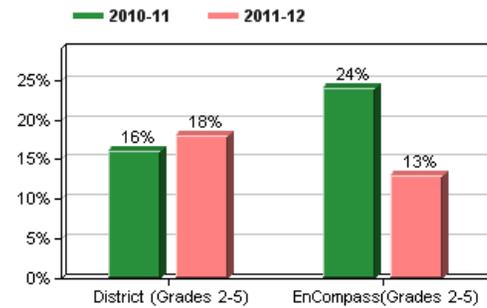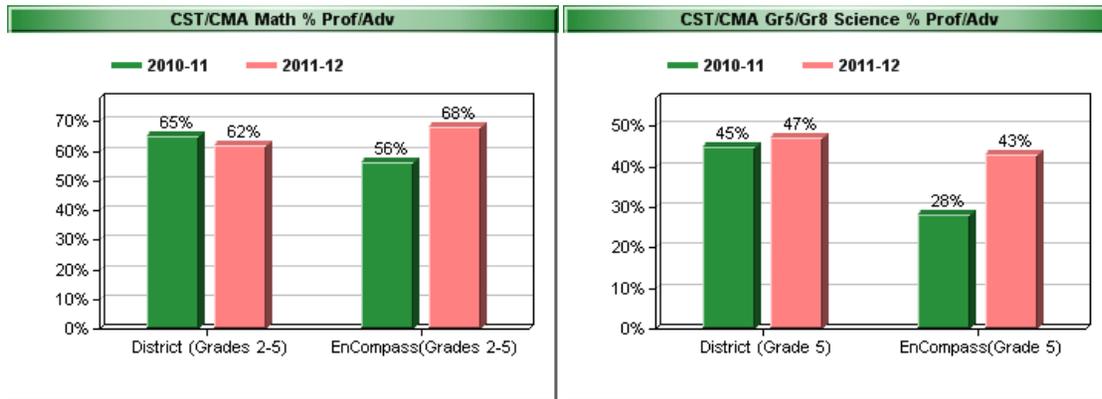
School Data

- 1) Far Below Basic & Basic students: from BOY to MOY, three students moved up a performance band on the multiple-choice section of math benchmark exam. 2) Basic students: from BOY to MOY, five students moved up a performance band on the multiple-choice section of math benchmark exam.

Data Analysis

- At the BM 3 last year, our 4th grade had a disturbingly 5% P/A, which was not consistent with the 44% (2nd), 33% (3rd), 39% (5th) scores. We think that this was an issue of a scan problem that didn't reflect the achievement for 4th grade.
- In the last 2 years in CST math, we reduced FBB/BB by 11% (24 to 13%) and grew by 12% (56% to 68%) in Math P/A. The differentiation in math, focus on math facts, and consistent instruction in Swun (90 min of math at least 4 days/week)all helped.
- In CST Science, we grew by 15% (28% to 43%) for P/A. This class had taught more science than we had ever done in the past, and the teacher was more focused the standards by using a practice bmk test.

Theory of Action

- All students will use academic language development and content vocabulary in talking and writing throughout the school day.
- Science investigations, science talk, and notebooking supports students to use evidence to support scientific claims.
- SiSwun math helps students master foundational math facts & algorithmic problem solving so students can confidently build conceptual knowledge afterwards. Using Number Talk to share strategies for math thinking will bridge the transition to the CC.
- Transiton to the Common Core also requires the strengthening of conceptual mathematical thinking, which is supported by ST Math.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI1B480	TSA salary	3010-Title I		C10TSA0031	0.55	$51,451.92
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Other	4/5/2013	181SQI1B5545	TSA Salary	7091-EIA - LEP		C10TSA0031	0.45	$42,097.02
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1B6083	Contract with Family Involvement Coordinator	3010-Title I	5825-CONSULTANTS		0	$6,832.10
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Principal	5/6/2013	181SQI1B6084	Contract with Family Involvement Coordinator	7091-EIA - LEP	5825-CONSULTANTS		0	$7,560.00
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Attendance	All Students	Every Marking Period	Principal	5/6/2013	181SQI1B6098	Contract with Family Involvement Coordinator	7090-EIA - SCE	5825-CONSULTANTS		0	$1,362.60
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	5/6/2013	181SQI1B463	Cycle of Inquiry PLC at least every 2 weeks	Non-SSC approved			0	$0.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	5/6/2013	181SQI1B5537	Sub Release for peer observation, debrief, colleagial planning, COI, scoring assessments, coaching	7090-EIA - SCE	1150-TEACHERS SUBSTITUTES		0	$3,600.00

Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	English Learners	Monthly	Clerical staff	5/6/2013	181SQI1B5540	Teacher Stipends	7091-EIA - LEP	1120-TEACHERS SALARIES STIPENDS		0	$10,178.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Weekly	Clerical staff	5/6/2013	181SQI1B5541	Instructional tool, student materials for demonstration of learning	3010-Title I	4300-MATERIALS & SUPPLIES		0	$1,842.75
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students		Principal	5/6/2013	181SQI1B5543	Teacher, SEI	3010-Title I		TCSHLT0479	0.1	$4,854.73
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1B5544	Teacher, BIL	7090-EIA - SCE		TCHBIL0168	0.45	$39,282.14
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1B6088	Teacher Stipends	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	$6,000.00
Teachers will use												

effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1B6090	Supplies	7090-EIA - SCE		0	$2,118.00
Students will read independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	SRI	English Learners	Weekly	Principal	5/6/2013	181SQI1B461	Leveled books and materials for classrooms	7091-EIA - LEP		0	$260.00
Students will read independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	SRI	All Students	Weekly	Principal	5/6/2013	181SQI1B462	Leveled online reading access	Funded by Community Partner		0	$0.00
Students will read independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	SRI	All Students	Weekly	Clerical staff	5/6/2013	181SQI1B5539	A/V equipment to project instructional content	Non-SSC approved		0	$0.00
Students will read independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	CELDT	English Learners	Every Marking Period	Principal	5/6/2013	181SQI1B6081	Purchase Supplemental materials for language development	7091-EIA - LEP	4310-SUPPLIES	0	$1,425.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	5/20/2013	181SQI1B3044	Develop a plan for implementation of tools to reach students outside of class using KidBiz, STMath	N/A		0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/20/2013	181SQI1B5550	Teach students in digital information fluency, etiquette, and cybersafety	N/A		0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Other (OCR, etc)	All Students	Weekly	Leadership Team	5/20/2013	181SQI1B5551	Teachers will use exit tickets to know which students actually learned the lesson objective	N/A		0	$0.00
Blended Learning							GATE-identified				

training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	GATE	Every Marking Period	Principal	5/20/2013	181SQI1B6152	students receive a block of accelerated English and Math during Blended Learning period four times per week.	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Every Semester	After school program coordinator	4/5/2013	181SQI1B3045	Fund EnCAS staff for PD hours to use KidBiz	Funded by Community Partner		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI1B5563	Recognize 100 Lexile Growth between SRI benchmark assessments at Honors Night	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Monthly	Principal	4/5/2013	181SQI1B5564	Launch Read 2 Million Word Campaign end of October w/ Reading Parade and Rally, followed by students voting on schoolwide reward/celebration for meeting goal	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Every Marking Period		4/5/2013	181SQI1B5565	Classroom teachers hold celebrations for SRI Growth within class	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Weekly	Other	4/5/2013	181SQI1B5567	Emphasize goal setting in KidBiz3000 to get 75% accuracy in 1st try responses after reading articles; celebrate KidBiz growth in Community Mtg	N/A		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/5/2013	181SQI1B3046	RTA Contract to support consistent implementation of Read Think Apply Comprehension framework using Reciprocal Teaching (2-5) guided reading (K-1) and graphic organizers	Non-SSC approved		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	4/5/2013	181SQI1B3047	Science and Math Coaches participate in ILT to weave academic language in content areas	N/A		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	SRI	All Students	Weekly	Leadership Team	4/5/2013	181SQI1B3060	Implement the RALLI framework across content areas	N/A		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate	Local assessments (benchmarks,	All Students	Every Marking Period	Leadership Team	4/5/2013	181SQI1B5546	Provide off-site training and updates for new and returning teachers	N/A		0	$0.00

evidence	PWA)						in RALLI					
Students will use academic discourse to make scientific claims supported by accurate evidence	SRI	All Students	Monthly	Principal	4/5/2013	181SQI1B5547	Meet with RALLI Lead teacher regularly	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/5/2013	181SQI1B5549	Review student expository writing according to grade level rubrics monthly	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/5/2013	181SQI1B5552	Increase quality, depth, and consistency of science notebooking within a vertical vision framework	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Other	4/5/2013	181SQI1B5553	Science Lead Teacher observes classrooms and coaches teachers	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Every Other Week		4/5/2013	181SQI1B5559	Teach students vital behaviors in September	N/A			0	$0.00
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Other	4/5/2013	181SQI1B3081	Science Coach provides trainings and site coaching	N/A			0	$0.00
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/5/2013	181SQI1B3095	Conduct Instructional Rounds	N/A			0	$0.00
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	4/5/2013	181SQI1B3107	Meet with Science Lead Teacher 2x/month	N/A			0	$0.00
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Weekly	Assistant Principal	4/5/2013	181SQI1B5548	Continue with FOSS instruction to meet/exceed district required science minutes weekly.	N/A			0	$0.00
Teach Number Talks routines at least 2x/week for 15 minutes during math facts block to increase number sense development and academic discourse in math	Local assessments (benchmarks, PWA)	All Students	Weekly	Other	4/5/2013	181SQI1B2979	Math Teacher Leader provides support	N/A			0	$0.00
Shift the practice of classroom visits to focus on evidence gathering of students? use of academic language to make meaning in science and in demonstrating	Other (OCR, etc)	All Students	Every Marking Period	Leadership Team	4/5/2013	181SQI1B3097	Science Coach and Math Regional specialist provides support through walkthroughs with ILT to use Vital Behaviors Rubrics	N/A			0	$0.00

mathematical thinking												
Shift the practice of classroom visits to focus on evidence gathering of students? use of academic language to make meaning in science and in demonstrating mathematical thinking	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Clerical staff	4/5/2013	181SQI1B3098	Stipend ILT teachers for meeting to debrief and plan next steps	N/A			0	$0.00
Teach students how to solve and perform on math performance tasks at least 1x/week	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/5/2013	181SQI1B3082	Score monthly performance tasks and plan for next task in math PLC per grade level	N/A			0	$0.00
Teach students how to solve and perform on math performance tasks at least 1x/week	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/5/2013	181SQI1B3100	Teachers rotate in sharing student work and strategies in math PD	N/A			0	$0.00
30 minutes of math facts 4x/week, 60 minutes of math lesson design 5x/week (K-5). Grades 4-5 practice 4 questions review strategy	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	4/5/2013	181SQI1B3065	Release Gr 4-5 and Math Lead Teacher for PLC 2x/month	N/A			0	$0.00
30 minutes of math facts 4x/week, 60 minutes of math lesson design 5x/week (K-5). Grades 4-5 practice 4 questions review strategy	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/5/2013	181SQI1B3099	Principal Walkthroughs	N/A			0	$0.00
Build student capacity for appropriate use of digital tools to be successful for the demands of the 21st century.	Discipline/CSC	All Students	Every Marking Period	Principal	5/20/2013	181SQI1B3102	Teach students in digital information fluency, etiquette, and cybersafety	N/A			0	$0.00
Build student capacity for appropriate use of digital tools to be successful for the demands of the 21st century.	Other (OCR, etc)	GATE		After school program coordinator	5/20/2013	181SQI1B5557	Teach students Typing starting in grade 4 in after school	N/A			0	$0.00
Differentiate gr 2-5 math facts block using Swun BTBF, Number Talks, and Blended Learning.	Local assessments (benchmarks, PWA)	All Students		Clerical staff	4/5/2013	181SQI1B2759	Stipend math lead teacher	N/A			0	$0.00
Differentiate gr 2-5 math facts block using Swun BTBF, Number Talks, and Blended Learning.	Local assessments (benchmarks, PWA)	All Students		Other	4/5/2013	181SQI1B2764	Blended Learning technical and data management support	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: EnCompass Academy   **Principal:** MINH-TRAM NGUYEN

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them [2011-2012: Developing]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Sustaining]

Theory of Action

- We will make explicit the challenges and benefits of making a transition in K and from 5th to 6th gr.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI1C480	TSA salary	3010-Title I		C10TSA0031	0.55	$51,451.92
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Other	4/5/2013	181SQI1C5545	TSA Salary	7091-EIA - LEP		C10TSA0031	0.45	$42,097.02
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1C6083	Contract with Family Involvement Coordinator	3010-Title I	5825-CONSULTANTS		0	$6,832.10
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Principal	5/6/2013	181SQI1C6084	Contract with Family Involvement Coordinator	7091-EIA - LEP	5825-CONSULTANTS		0	$7,560.00
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Attendance	All Students	Every Marking Period	Principal	5/6/2013	181SQI1C6098	Contract with Family Involvement Coordinator	7090-EIA - SCE	5825-CONSULTANTS		0	$1,362.60
5th graders have the option to participate in a "transitions" group held by our Counseling partner, culminating with a visit to at least 1 local middle school	Health data	All Students	Weekly	Community Partner	4/5/2013	181SQI1C3029	Contract with Counseling partner Wright Institute	Non-SSC approved			0	$0.00
CDC and exiting K students tour EnCompass K and 1st grade classrooms, respectively.	Attendance	Pre-Kindergarten	End of Year	Other	4/5/2013	181SQI1C3026	K-1 Team plans for transition, pay for stipend	N/A			0	$0.00
Hold Options Tour for nearby CDCs the 2nd Wednesday of January so families can attend Community Meeting, meet with principal and teacher rep.	Attendance	Pre-Kindergarten		Attendance Team	4/5/2013	181SQI1C3022	Make brochures, ppt, and handouts	N/A			0	$0.00
Gentle Beginnings for new K students to establish a balanced class list	Attendance	Pre-Kindergarten		Grade level team	4/5/2013	181SQI1C484	Extended Contract for K team	N/A			0	$0.00

Baseline assessment for incoming Kinder and parent intake meeting	Attendance	Pre-Kindergarten	End of Year	Grade level team	4/5/2013	181SQI1C2994	Stipends for K teachers	N/A			0	$0.00
Establish goal setting practices in grades 2-5. In 5th grade help students identify a 10-year plan.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/5/2013	181SQI1C2992	Use technology to help students identify, record, and monitor goals	N/A			0	$0.00
Implement Responsive Classroom K-5, Second Step K-3 and SDC, Character Counts Whole School assemblies, Mind up 4-5	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI1C2964	Provide PD in New Beginnings Weeks	N/A			0	$0.00
Raise awareness about importance of breakfast.	Survey data (CHKS, etc.)	All Students	Weekly	Grade level team	4/5/2013	181SQI1C5615	Put up "Breakfast" posters throughout school	N/A			0	$0.00
Raise awareness about importance of breakfast.	Survey data (CHKS, etc.)	All Students	Weekly	Grade level team	4/5/2013	181SQI1C5617	Have students take school readiness self-assessment each morning, which would include whether they ate breakfast and what they need to do to do so.	N/A			0	$0.00
Raise awareness about importance of breakfast.	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI1C5618	Do a skit to teach this in Community Mtg to make "being healthy and fit" important and cool. Bring in the Best Me Assembly.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: EnCompass Academy   **Principal:** MINH-TRAM NGUYEN

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 [2011-2012: Developing]
- ensures that students know what they're learning, why they're learning it and how it can be applied [2011-2012: Developing]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Sustaining]

Survey - Success
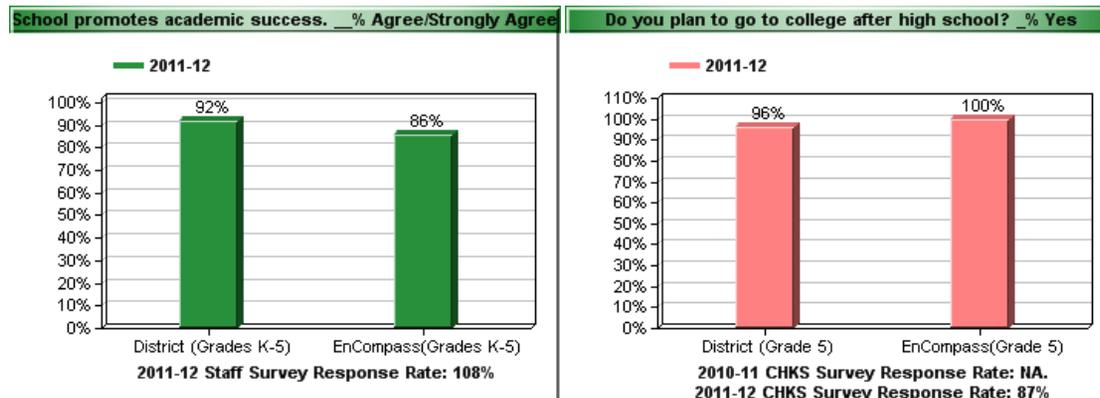
Data Analysis

- While our students state that they want to go to college, we don't have data on why they want to go, how they think it will help them, or concrete examples of colleges and areas of studies they want to achieve.
- We don't have a way as yet to assess students' college knowledge--what do they really know about what it takes to go, and obstacles they may face

getting there?

- Students in the elementary school should be exposed to an array of college and career opportunities, while understanding the difference between a job and a career and the educational paths one can take.
- Students should acquire college knowledge via key college-going vocabulary, cultivate the belief in the college dream, internalize the power of setting and achieving goals.
- Students will be taught common blocks urban high schoolers experience for college prep & will learn life-skills to help surmount obstacles: 1) persistence/perseverance 2) positive self-talk 3) resourcefulness 4) Self-advocacy

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	5/6/2013	181SQI1D463	Cycle of Inquiry PLC at least every 2 weeks	Non-SSC approved			0	$0.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	5/6/2013	181SQI1D5537	Sub Release for peer observation, debrief, colleagial planning, COI, scoring assessments, coaching	7090-EIA - SCE	1150-TEACHERS SUBSTITUTES		0	$3,600.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	English Learners	Monthly	Clerical staff	5/6/2013	181SQI1D5540	Teacher Stipends	7091-EIA - LEP	1120-TEACHERS SALARIES STIPENDS		0	$10,178.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Weekly	Clerical staff	5/6/2013	181SQI1D5541	Instructional tool, student materials for demonstration of learning	3010-Title I	4300-MATERIALS & SUPPLIES		0	$1,842.75
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic	Local assessments	All										

independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	(benchmarks, PWA)	Students		Principal	5/6/2013	181SQI1D5543	Teacher, SEI	3010-Title I		TCSHLT0479	0.1	$4,854.73
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1D5544	Teacher, BIL	7090-EIA - SCE		TCHBIL0168	0.45	$39,282.14
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1D6088	Teacher Stipends	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	$6,000.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1D6090	Supplies	7090-EIA - SCE			0	$2,118.00
All classes will use SIPPS in Tier 1 Intervention as well as Tier 2 RTI	Local assessments (benchmarks, PWA)	Below Basic	Weekly	Other	4/5/2013	181SQI1D5139	PLC FOR RTI BLOCK AND USE IN ELA BLOCK	N/A			0	$0.00
All classes will use SIPPS in Tier 1 Intervention as well as Tier 2 RTI	Local assessments (benchmarks, PWA)	Far Below Basic	Weekly	Other	4/5/2013	181SQI1D5555	Use Response to Intervention structure - small group intervention, 30 minutes, 4 times per week. Twice monthly RTI PLC's with classroom teachers, RTI coordinator.	N/A			0	$0.00
Build student capacity for appropriate use of digital tools to be successful for the	Discipline/CSC	All Students	Every Marking	Principal	5/20/2013	181SQI1D3102	Teach students in digital information fluency,	N/A			0	$0.00

demands of the 21st century.			Period				etiquette, and cybersafety					
Build student capacity for appropriate use of digital tools to be successful for the demands of the 21st century.	Other (OCR, etc)	GATE		After school program coordinator	5/20/2013	181SQI1D5557	Teach students Typing starting in grade 4 in after school	N/A			0	$0.00
Increase college and career readiness / awareness with students and families Family members organize a college visit day	Survey data (CHKS, etc.)	All Students	End of Year	After school program coordinator	4/5/2013	181SQI1D2946	College hosts school visit; Students in grades 3-5 will visit at least 1 college campus.	N/A			0	$0.00
Increase college and career readiness / awareness with students and families Family members organize a college visit day	Survey data (CHKS, etc.)	All Students	End of Year	After school program coordinator	4/5/2013	181SQI1D3001	Incorporate college knowledge vocabulary into all aspects of school curriculum ? ex: personal statement in ELA, financial aid/saving for college in math; using college visuals to decorate the school to create a We?re all college bound! atmosphere	N/A			0	$0.00
Increase college and career readiness / awareness with students and families Family members organize a college visit day	Survey data (CHKS, etc.)	All Students		Grade level team	4/5/2013	181SQI1D3002	Teachers will embed within the content curriculum ?ways that science/math/social studies touches my everyday life? so that students can see that there are ways science, math, etc. interacts with their lives each day.	N/A			0	$0.00
Increase college and career readiness / awareness with students and families Family members organize a college visit day	Survey data (CHKS, etc.)	All Students	Every Marking Period	After school program coordinator	4/5/2013	181SQI1D3006	Hold a college info assembly for students & families on campus (evening and/or on weekends or during schoolwide events) to learn about how they can be preparing now (reading every night, practicing math, saving even a little bit of money each year, etc.).	N/A			0	$0.00
Increase college and career readiness / awareness with students and families Family members organize a college visit day	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI1D3013	Buy /put up college paraphanelia and visual visuals to decorate the school	N/A			0	$0.00
Increase college and career readiness / awareness with students and families Family members organize a college	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI1D3018	3 lessons of Believing in the College Dream Curriculum will be taught minimally to grades 3-5.	N/A			0	$0.00

visit day												
Increase college and career readiness / awareness with students and families Family members organize a college visit day	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI1D3021	Each class hears a "My Educational Journey" presentation by their own teacher and one by another member of the staff.	N/A			0	$0.00
Provide opportunities for students to build awareness of the variety of careers available and to begin identifying areas of interest	Survey data (CHKS, etc.)	All Students	End of Year	After school program coordinator	4/5/2013	181SQI1D2997	Explore Kudor Career Navigation Software for elementary students to supplement their exploratory work around careers/jobs/world of work in EnCAS	N/A			0	$0.00
Provide opportunities for students to build awareness of the variety of careers available and to begin identifying areas of interest	Survey data (CHKS, etc.)	All Students	End of Year	After school program coordinator	4/5/2013	181SQI1D3003	Use Achieve3000 articles to do a career scavenger hunt. Student in each class with the most jobs/careers they can find in article wins.	N/A			0	$0.00
Provide opportunities for students to build awareness of the variety of careers available and to begin identifying areas of interest	Attendance	All Students	End of Year	After school program coordinator	4/5/2013	181SQI1D3010	5th graders will attend a community field trip to visit a jobsite/office space to tour and ask questions of current employees. Students first do a community map of local businesses and write what products/services they provide. They then learn about job security, benefits, education required	N/A			0	$0.00
Explore a College, Career, and Workforce lead teacher or community partnership role		All Students		After school program coordinator	4/5/2013	181SQI1D3011	Research CCW roles for elementary schools and seek a college or graduate school intern	N/A			0	$0.00
Explore a College, Career, and Workforce lead teacher or community partnership role		All Students		After school program coordinator	4/5/2013	181SQI1D3014	CCW coordinator will seek grants and partnerships to help bring a college-going culture at our school	N/A			0	$0.00
Hold a College and Career Cafe the last 30 minutes of Fri (grades 1-5).	Survey data (CHKS, etc.)	All Students	Every Semester	After school program coordinator	4/5/2013	181SQI1D3012	Provide a virtual college tour per month at a Community Meeting, with teachers follow up to teach 3 College Knowledge vocab words/month	N/A			0	$0.00
Hold a College and Career Cafe the last 30 minutes of Fri (grades 1-5).	Survey data (CHKS, etc.)	All Students	Every Semester	After school program coordinator	4/5/2013	181SQI1D3015	Invite adult speakers who will share about their path into their current career (education requirements, etc.) and also engage students in asking questions, etc. Invite families to participate	N/A			0	$0.00

							either to support their students or to be the presenters					
Hold a College and Career Cafe the last 30 minutes of Fri (grades 1-5).	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	181SQI1D5558	Establish goal setting practices in grades 4-5. 5th graders will identify a 5-year plan, including 20 college-going vocabulary words relevant for High School planning.	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: EnCompass Academy   **Principal:** MINH-TRAM NGUYEN

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 [2011-2012: Refining]

School Data

-
-

Data Analysis

- Last year, we were making significant gains with AA males and ELLs between benchmarks, and this was due to our goal focus, as well as structures in place to do school-wide differentiation.
- 11/2012: 52% of AA students = satisfactory attendance, 24% of AA students were Chronically absent. 3/2013,46% AA students=satisfactory attendance, 25% AA were Chronically absent (remaining same). This means 8% of AA stud moved into "high att. risk"

Theory of Action

- If our focus and programs reach students who are most in need academically/socially or outside of the sphere of influence, then all students will benefit.
- When we provide close monitoring, frequent communication, accountability, and support of attendance high-risk families, we can increase attendance and thereby increase connection to achievement.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI1E480	TSA salary	3010-Title I		C10TSA0031	0.55	$51,451.92
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Other	4/5/2013	181SQI1E5545	TSA Salary	7091-EIA - LEP		C10TSA0031	0.45	$42,097.02
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	5/6/2013	181SQI1E463	Cycle of Inquiry PLC at least every 2 weeks	Non-SSC approved			0	$0.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	5/6/2013	181SQI1E5537	Sub Release for peer observation, debrief, colleagial planning, COI, scoring assessments, coaching	7090-EIA - SCE	1150-TEACHERS SUBSTITUTES		0	$3,600.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	English Learners	Monthly	Clerical staff	5/6/2013	181SQI1E5540	Teacher Stipends	7091-EIA - LEP	1120-TEACHERS SALARIES STIPENDS		0	$10,178.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and	Local assessments	All		Clerical			Instructional tool, student materials for		4300-			

personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	(benchmarks, PWA)	Students	Weekly	staff	5/6/2013	181SQI1E5541	demonstration of learning	3010-Title I	MATERIALS & SUPPLIES		0	$1,842.75
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students		Principal	5/6/2013	181SQI1E5543	Teacher, SEI	3010-Title I		TCSHLT0479	0.1	$4,854.73
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1E5544	Teacher, BIL	7090-EIA - SCE		TCHBIL0168	0.45	$39,282.14
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1E6088	Teacher Stipends	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	$6,000.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI1E6090	Supplies	7090-EIA - SCE			0	$2,118.00
Students will read independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	SRI	English Learners	Weekly	Principal	5/6/2013	181SQI1E461	Leveled books and materials for classrooms	7091-EIA - LEP			0	$260.00
Students will read											

independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	SRI	All Students	Weekly	Principal	5/6/2013	181SQI1E462	Leveled online reading access	Funded by Community Partner			0	$0.00
Students will read independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	SRI	All Students	Weekly	Clerical staff	5/6/2013	181SQI1E5539	A/V equipment to project instructional content	Non-SSC approved			0	$0.00
Students will read independently 60 minutes/day across the curriculum at least 4 days/week to meet SRI goals	CELDT	English Learners	Every Marking Period	Principal	5/6/2013	181SQI1E6081	Purchase Supplemental materials for language development	7091-EIA - LEP	4310-SUPPLIES		0	$1,425.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	5/20/2013	181SQI1E3044	Develop a plan for implementation of tools to reach students outside of class using KidBiz, STMath	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/20/2013	181SQI1E5550	Teach students in digital information fluency, etiquette, and cybersafety	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Other (OCR, etc)	All Students	Weekly	Leadership Team	5/20/2013	181SQI1E5551	Teachers will use exit tickets to know which students actually learned the lesson objective	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	GATE	Every Marking Period	Principal	5/20/2013	181SQI1E6152	GATE-identified students receive a block of accelerated English and Math during Blended Learning period four times per week.	N/A			0	$0.00
All classes will use SIPPS in Tier 1 Intervention as well as Tier 2 RTI	Local assessments (benchmarks, PWA)	Below Basic	Weekly	Other	4/5/2013	181SQI1E5139	PLC FOR RTI BLOCK AND USE IN ELA BLOCK	N/A			0	$0.00
All classes will use SIPPS in Tier 1 Intervention as well as Tier 2 RTI	Local assessments (benchmarks, PWA)	Far Below Basic	Weekly	Other	4/5/2013	181SQI1E5555	Use Response to Intervention structure - small group intervention, 30 minutes, 4 times per week. Twice monthly RTI PLC's with	N/A			0	$0.00

							classroom teachers, RTI coordinator.					
Differentiate gr 2-5 math facts block using Swun BTBF, Number Talks, and Blended Learning.	Local assessments (benchmarks, PWA)	All Students		Clerical staff	4/5/2013	181SQI1E2759	Stipend math lead teacher	N/A			0	$0.00
Differentiate gr 2-5 math facts block using Swun BTBF, Number Talks, and Blended Learning.	Local assessments (benchmarks, PWA)	All Students		Other	4/5/2013	181SQI1E2764	Blended Learning technical and data management support	N/A			0	$0.00
Hold Differentiated ELD/AED/GATE block 4 days/week	Local assessments (benchmarks, PWA)	English Learners		Other	5/17/2013	181SQI1E2853	Purchase Supplemental materials for language development for ELL students.	7091-EIA - LEP	4310-SUPPLIES		0	$2,425.00
After School Program provides family supports in conjunction with day program staff to address needs of family in order to increase attendance	Attendance	All Students		Clerical staff	4/5/2013	181SQI1E3110	Supplement funding of EnCAS through OFCY and fundraising	N/A			0	$0.00
After School Program provides family supports in conjunction with day program staff to address needs of family in order to increase attendance	Attendance	All Students		Clerical staff	4/5/2013	181SQI1E3111	Allocate for full time attendance clerk time to support monitoring of truant student patterns between Day and ASP	N/A			0	$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services	Health data	All Students	Monthly	Other	4/5/2013	181SQI1E3135	Launch COST team on Mondays to include PEC staff, SST Team, FIC, Wright Counseling, EnCAS, Attendance Clerk	N/A			0	$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services	Survey data (CHKS, etc.)	Ethnicity	Every Other Week	Other	4/5/2013	181SQI1E5556	EnCAS Director will monitor high needs students' cases, develop mentor and rites of passage pgms for Day progm	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: EnCompass Academy　　　　　　　　　　　　　　　　**Principal:** MINH-TRAM NGUYEN
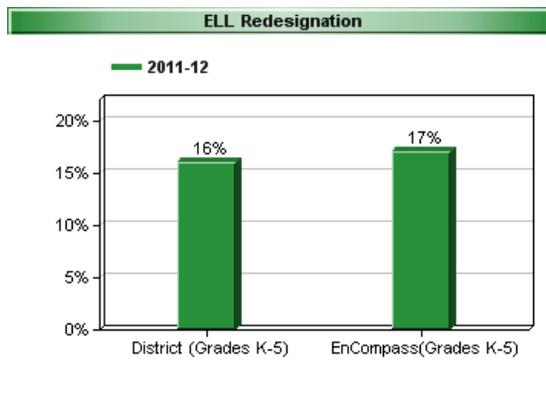
From OUSD Strategic Plan:
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and 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
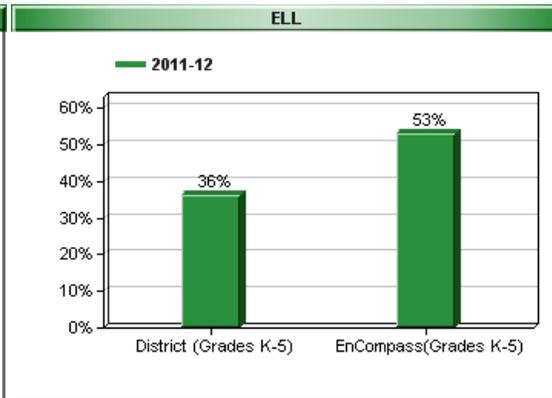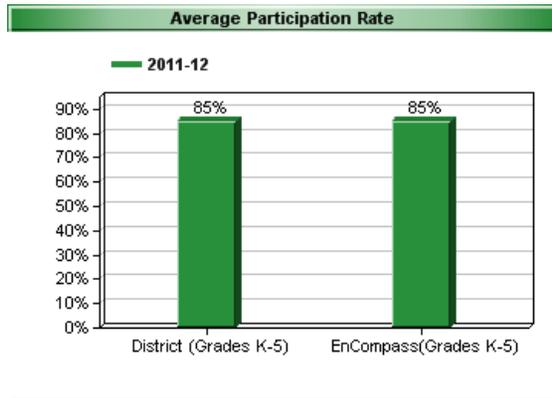A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school [2011-2012: Refining]

After School Program- Student Impact

After School Program- Participation

Average Participation Rate

2011-12

	District (Grades K-5)	EnCompass(Grades K-5)
	85%	85%

ELL

2011-12

	District (Grades K-5)	EnCompass(Grades K-5)
	36%	53%

After School Program- Point of Service Quality [Scale of 1-5 (low to high)]

Academic Climate

2011-12

	District (Grades K-5)	EnCompass(Grades K-5)
	3.86	3.69

Engagement

2011-12

	District (Grades K-5)	EnCompass(Grades K-5)
	3.6	3.85

Interaction

2011-12

	District (Grades K-5)	EnCompass(Grades K-5)
	4.11	4.4

Safe Environment

2011-12

	District (Grades K-5)	EnCompass(Grades K-5)
	4.85	4.94

Supportive Environment

2011-12

	District (Grades K-5)	EnCompass(Grades K-5)
	4.2	4.39
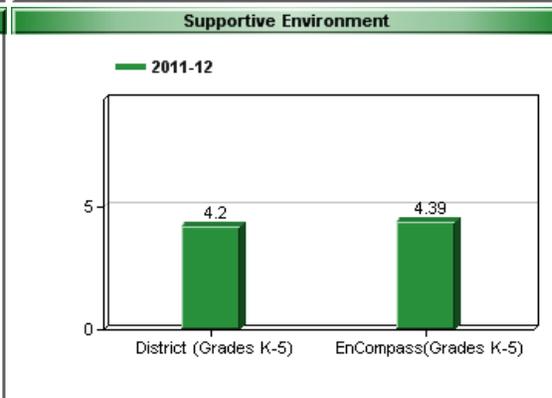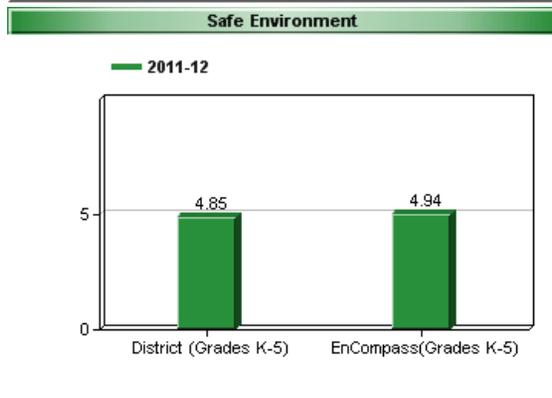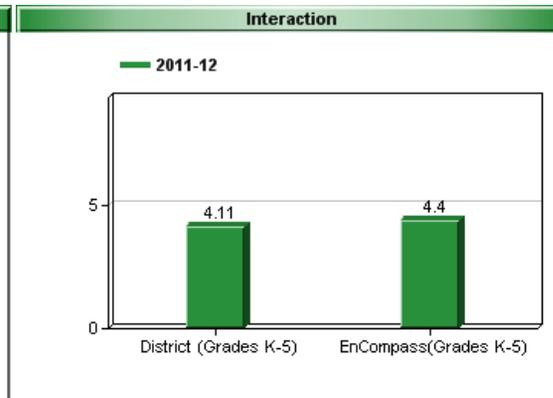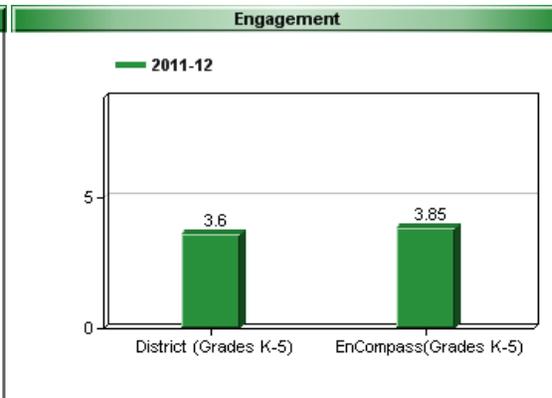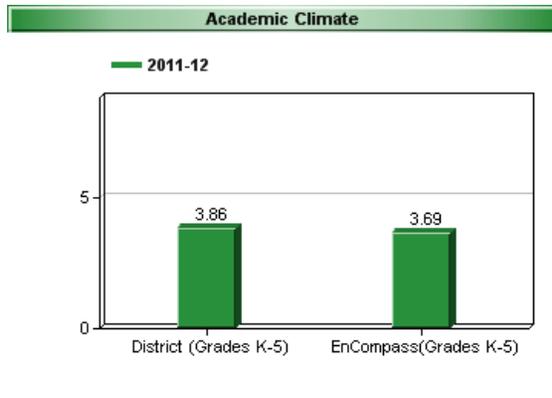
-
-
-
-
- The data charts in the district upload is not the latest program evaluation data. See attached.

Data Analysis

- March 2012:After-school program domain scores were highest in the areas of Safety (5.0), Supportive Environment (4.5), and Interaction (4.42), and lowest in the areas of Engagement (3.88), and Academic Climate (3.83).
- Program staff reviewed the data and determined that in the area of Engagement, students had limited opportunities to set goals, make plans, and make choices based on their personal interest.
- Our Program Instructors struggled w/ our Academic Climate as our Academic Liaison was unable to provide necessary and consistent support due to scheduling conflicts/ attendance issues. We need better curricular tools to support reading devt.
- Program quality in targeted domains can be increased by addressing Operational issues such as sub coverage during staff absences, availability of shared space to handle variety of programming needs.

Theory of Action

- Our after school program helps students build resiliency through participation in an inclusive and caring community that develops life-skills, leadership, and career awareness through enrichment programming.
- We can use technology access to strengthen home-school connection to deepen and extend student learning.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI1F480	TSA salary	3010-Title I		C10TSA0031	0.55	$51,451.92
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Other	4/5/2013	181SQI1F5545	TSA Salary	7091-EIA - LEP		C10TSA0031	0.45	$42,097.02
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	5/20/2013	181SQI1F3044	Develop a plan for implementation of tools to reach students outside of class using KidBiz, STMath	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/20/2013	181SQI1F5550	Teach students in digital information fluency, etiquette, and cybersafety	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Other (OCR, etc)	All Students	Weekly	Leadership Team	5/20/2013	181SQI1F5551	Teachers will use exit tickets to know which students actually learned the lesson objective	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	GATE	Every Marking Period	Principal	5/20/2013	181SQI1F6152	GATE-identified students receive a block of accelerated English and Math during Blended Learning period four times per week.	N/A			0	$0.00
All classes will use SIPPS in Tier 1 Intervention as well as Tier 2 RTI	Local assessments (benchmarks, PWA)	Below Basic	Weekly	Other	4/5/2013	181SQI1F5139	PLC FOR RTI BLOCK AND USE IN ELA BLOCK	N/A			0	$0.00
All classes will use	Local						Use Response to Intervention structure - small group					

SIPPS in Tier 1 Intervention as well as Tier 2 RTI	assessments (benchmarks, PWA)	Far Below Basic	Weekly	Other	4/5/2013	181SQI1F5555	intervention, 30 minutes, 4 times per week. Twice monthly RTI PLC's with classroom teachers, RTI coordinator.	N/A			0	$0.00
After School Program provides family supports in conjunction with day program staff to address needs of family in order to increase attendance	Attendance	All Students		Clerical staff	4/5/2013	181SQI1F3110	Supplement funding of EnCAS through OFCY and fundraising	N/A			0	$0.00
After School Program provides family supports in conjunction with day program staff to address needs of family in order to increase attendance	Attendance	All Students		Clerical staff	4/5/2013	181SQI1F3111	Allocate for full time attendance clerk time to support monitoring of truant student patterns between Day and ASP	N/A			0	$0.00
Provide after school program to at least 90 students in grades 1-5 using principles of youth development	Other (OCR, etc)	All Students	End of Year	After school program coordinator	4/5/2013	181SQI1F3114	PIs were mandated to use the Be The Change/Building Intentional Communities (BIC) curriculum ? based on social justice principles and youth development theories - which incorporates unique, age/culturally savvy classroom exercises designed to better engage students	Funded by Community Partner			0	$0.00
Provide after school program to at least 90 students in grades 1-5 using principles of youth development	Survey data (CHKS, etc.)	All Students		After school program coordinator	4/5/2013	181SQI1F3115	Provide opportunities of EnCAS staff to participate in Day program activities to strengthen connection with students and faculty	N/A			0	$0.00
Provide after school program to at least 90 students in grades 1-5 using principles of youth development	Discipline/CSC	All Students		After school program coordinator	4/5/2013	181SQI1F3116	Plan in advance integration opportunities for beginning of school alignment in teaching expected routines/procedures, setting norms on culture and climate/behavior/hw/attendance	N/A			0	$0.00
Provide after school program to at least 90 students in grades 1-5 using principles of youth development	Other (OCR, etc)	All Students	End of Year	After school program coordinator	4/5/2013	181SQI1F5531	In the beginning of the school year, After-School Coordinators from both School sites met to revise the shared space agreement to reflect the needs of each program.	N/A			0	$0.00
Provide after school program to at least 90 students in grades 1-5 using principles of youth development	Other (OCR, etc)	All Students	End of Year	After school program coordinator	4/5/2013	181SQI1F5532	Design Contingency Plan for coverage in staff absences to maintain program quality	N/A			0	$0.00
Provide after school program to at least 90 students in grades 1-5 using principles of youth development	Other (OCR, etc)	All Students	End of Year	After school program coordinator	4/5/2013	181SQI1F5534	ECP 8th Gr Buddies ? about 30 student volunteers help PIs mentors EnCAS students. PIs will also serve as mentors to the 8th grade volunteers	Funded by Community Partner			0	$0.00
Provide after school program to at least 90 students in grades 1-5 using principles of youth development	SRI	All Students	Weekly	After school program coordinator	4/5/2013	181SQI1F5535	Expand Independent NF Reading in After School Program using KidBiz 3000 in Gr 2-5	Funded by Community Partner			0	$0.00
Provide after school							Students learn typing in gr 3-5					

program to at least 90 students in grades 1-5 using principles of youth development	Other (OCR, etc)	All Students	Weekly	After school program coordinator	4/5/2013	181SQI1F5536	using Typing Pal to increase capacity to write in computer-based communication and assessments	N/A			0	$0.00
Spring recruitment of students for the after school programs will target those students whose attendance falls between 90% and 95%	Attendance	FBB, BB and BAS			4/5/2013	181SQI1F3112	Update application packets for distribution by April registration of new families	N/A			0	$0.00
Spring recruitment of students for the after school programs will target those students whose attendance falls between 90% and 95%	Attendance	All Students			4/5/2013	181SQI1F3113	Update EnCAS programmatic changes to help in development of outreach literature for the following year	N/A			0	$0.00
Blended Learning Pilot will provide OTX computers to interested families and support internet connection through Comcast so that students can continue the ELA and Math learning through online providers used during the school day.					4/2/2012	181SQI1F2968	Junyo will provide capacity building support	N/A			0	$0.00
Blended Learning Pilot will provide OTX computers to interested families and support internet connection through Comcast so that students can continue the ELA and Math learning through online providers used during the school day.					4/2/2012	181SQI1F2969	Students and family members will be trained to use programs from home	N/A			0	$0.00
Teach LifeSkills Curriculum in Mind-Body Connections Class or EnCAS for grades 3-5.					4/5/2013	181SQI1F3790	Purchase additional LifeSkills Curriculum as needed	N/A			0	$0.00
Teach LifeSkills Curriculum in Mind-Body Connections Class or EnCAS for grades 3-5.					4/5/2013	181SQI1F3791	Explore PD from Ripple Effects Partner to help at least EnCAS/MBC teachers understand teaching lifeskills	N/A			0	$0.00

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

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

School: EnCompass Academy   **Principal:** MINH-TRAM NGUYEN

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 I: Office referrals: Defiance and disruption referrals will reduce by 20% (from 274 in 2010-11 to 219 referrals in 2011- 12). We actually went down to 116 referrals in this area. For 2012-13, reduce the number of Big Yard referrals by 20% from 145 (2011-12) to 116.

- Strategy 1.1:   Teach all classes appropriate yard behaviors and expectations in the beginning of the year and review before February.
- Strategy 1.2:   Increase check in with Coach to at least 2x/month in order to maintain yard policies and procedures, especially for lunch.

Goal 2: Attendance: 94.73% in 2010-11, 14% chronic absence vs. 95.79% in 2011-12, 6% chronic absence. School Target: 96.5% attendance rate weekly per class and lower chronic absence to 5%.

- Strategy 2.1:   Teachers make contact with 3 families per week with attendance concerns.
- Strategy 2.2:   Group SART for families monthly and review data monthly for students in the 90-95% attendance range.

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 [2011-2012: Sustaining]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [2011-2012: Refining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [2011-2012: Refining]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences [2011-2012: Sustaining]

DHP

# of DHPs
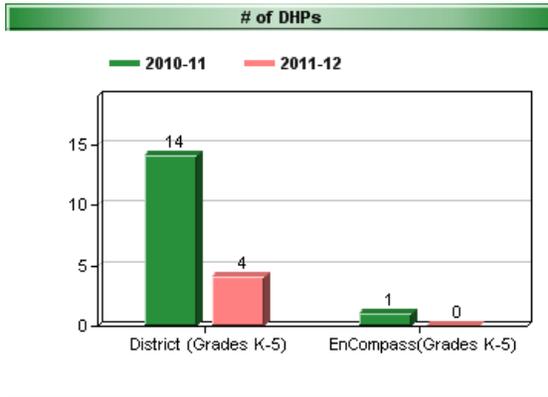
Survey - Engagement
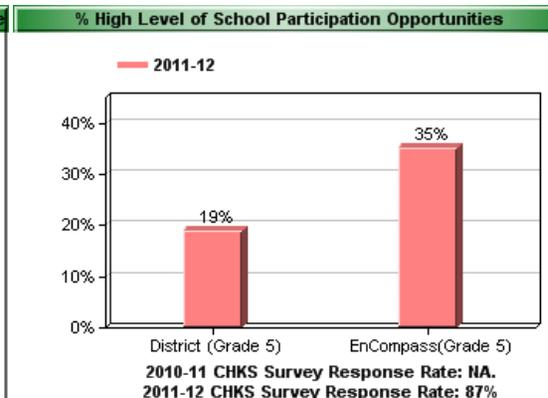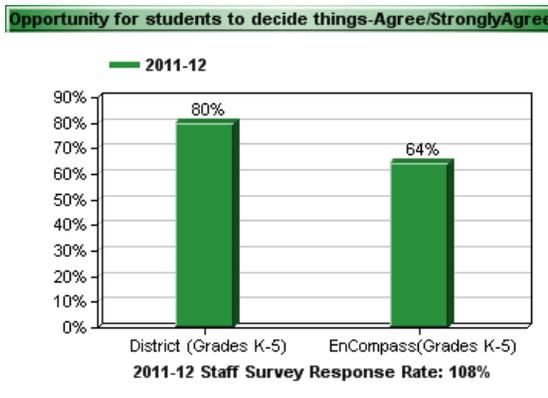
Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.

2011-12

District (Grades K-5): 93%
EnCompass(Grades K-5): 100%

2011-12 Staff Survey Response Rate: 108%
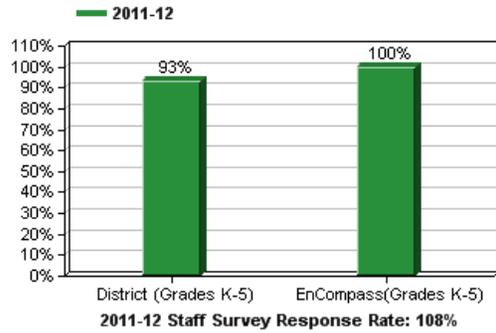
% High Level of Caring Relationships with Adults at School

2011-12

District (Grade 5): 54%
EnCompass(Grade 5): 70%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 87%
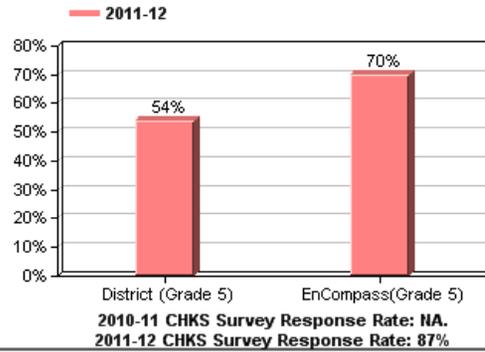
Survey - Safety

% Hit or pushed by other kids at school

2011-12

District (Grade 5): 47%
EnCompass(Grade 5): 53%

2011-12 CHKS Survey Response Rate: 87%
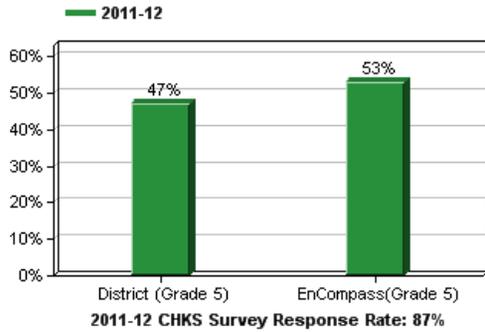
This school is a safe place for students.%Agree/Strongly Agree

2011-12

District (Grades K-5): 89%
EnCompass(Grades K-5): 100%

2011-12 Staff Survey Response Rate: 108%
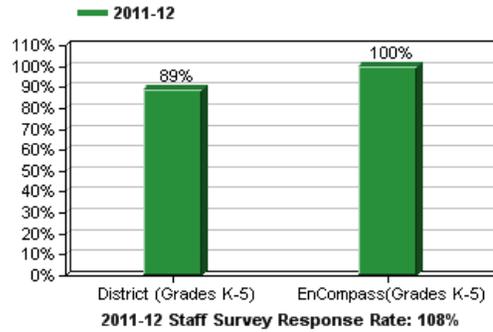
% feeling safe at school all of the time

2011-12

District (Grade 5): 48%
EnCompass(Grade 5): 70%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 87%

Survey - Welcoming

Page 49 of 89
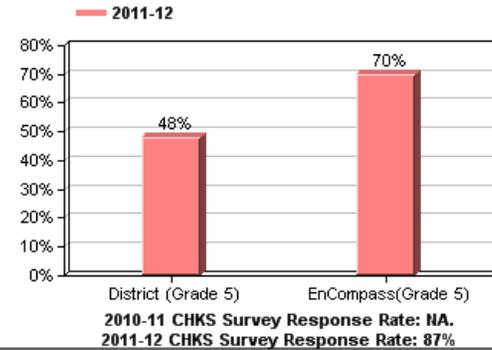
School is a supportive and inviting place. Agree/Strongly Agree

2011-12

95% District (Grades K-5)
100% EnCompass(Grades K-5)

2011-12 Staff Survey Response Rate: 108%
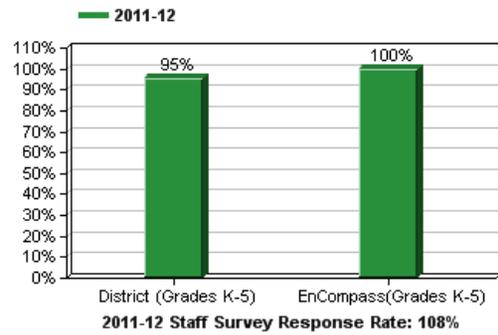
Survey- Beliefs

Most/All the time teachers believe you can do a good job.

2011-12

89% District (Grade 5)
90% EnCompass(Grade 5)

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 87%

Suspensions

% receiving one or more out-of-school suspension

2010-11   2011-12

10%

7%

5%

3%   3%   3%

0%
District (Grades K-5)   EnCompass(Grades K-5)
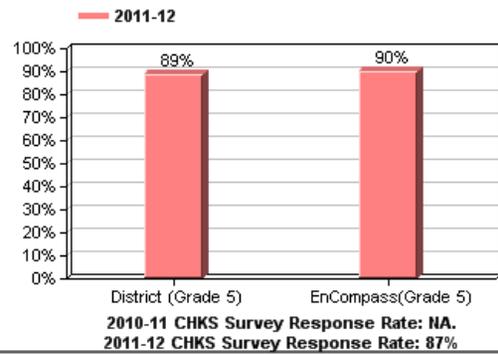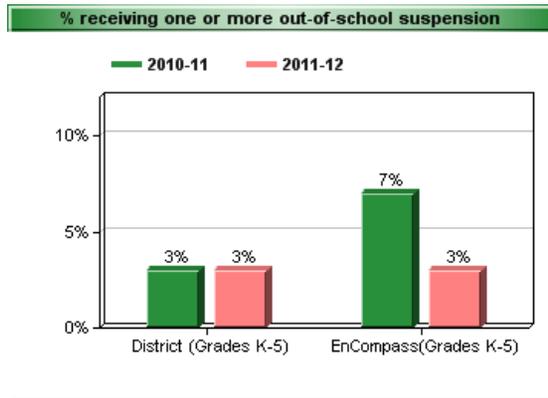
School Data

-

Theory of Action

- To academically succeed 7 years after they leave our 5th grade, students should be able to practice resiliency when faced with difficulties.
- We will develop character traits and teach children to use positive self-talk, practice self-advocacy, and to persevere by seeking out resources to reach their goals.
- Teach children to develop an eye for seeing beauty and sweetness in their surroundings so that they can always find hope and meaning amidst struggle.
- Our children will use appropriate words and behaviors to get their needs met in Culture of Power.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI2A480	TSA salary	3010-Title I		C10TSA0031	0.55	$51,451.92
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Other	4/5/2013	181SQI2A5545	TSA Salary	7091-EIA - LEP		C10TSA0031	0.45	$42,097.02
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI2A6083	Contract with Family Involvement Coordinator	3010-Title I	5825-CONSULTANTS		0	$6,832.10
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Principal	5/6/2013	181SQI2A6084	Contract with Family Involvement Coordinator	7091-EIA - LEP	5825-CONSULTANTS		0	$7,560.00
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Attendance	All Students	Every Marking Period	Principal	5/6/2013	181SQI2A6098	Contract with Family Involvement Coordinator	7090-EIA - SCE	5825-CONSULTANTS		0	$1,362.60
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	5/20/2013	181SQI2A3044	Develop a plan for implementation of tools to reach students outside of class using KidBiz, STMath	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/20/2013	181SQI2A5550	Teach students in digital information fluency, etiquette, and cybersafety	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students	Other (OCR, etc)	All Students	Weekly	Leadership Team	5/20/2013	181SQI2A5551	Teachers will use exit tickets to know which students actually learned the lesson objective	N/A			0	$0.00

each lesson											
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	GATE	Every Marking Period	Principal	5/20/2013	181SQI2A6152	GATE-identified students receive a block of accelerated English and Math during Blended Learning period four times per week.	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Every Semester	After school program coordinator	4/5/2013	181SQI2A3045	Fund EnCAS staff for PD hours to use KidBiz	Funded by Community Partner		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI2A5563	Recognize 100 Lexile Growth between SRI benchmark assessments at Honors Night	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Monthly	Principal	4/5/2013	181SQI2A5564	Launch Read 2 Million Word Campaign end of October w/ Reading Parade and Rally, followed by students voting on schoolwide reward/celebration for meeting goal	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Every Marking Period		4/5/2013	181SQI2A5565	Classroom teachers hold celebrations for SRI Growth within class	N/A		0	$0.00
Implement motivational strategies to increase Independent Reading and accelerate SRI growth	SRI	All Students	Weekly	Other	4/5/2013	181SQI2A5567	Emphasize goal setting in KidBiz3000 to get 75% accuracy in 1st try responses after reading articles; celebrate KidBiz growth in Community Mtg	N/A		0	$0.00
Implement Responsive Classroom K-5, Second Step K-3 and SDC, Character Counts Whole School assemblies, Mind up 4-5	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI2A2964	Provide PD in New Beginnings Weeks	N/A		0	$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services	Health data	All Students	Monthly	Other	4/5/2013	181SQI2A3135	Launch COST team on Mondays to include PEC staff, SST Team, FIC, Wright Counseling, EnCAS, Attendance Clerk	N/A		0	$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services	Survey data (CHKS, etc.)	Ethnicity	Every Other Week	Other	4/5/2013	181SQI2A5556	EnCAS Director will monitor high needs students' cases, develop mentor and rites of passage pgms for Day progm	N/A		0	$0.00
Teach LifeSkills											

Task				Date	ID	Action	Status			Qty	Cost
Curriculum in Mind-Body Connections Class or EnCAS for grades 3-5.				4/5/2013	181SQI2A3790	Purchase additional LifeSkills Curriculum as needed	N/A			0	$0.00
Teach LifeSkills Curriculum in Mind-Body Connections Class or EnCAS for grades 3-5.				4/5/2013	181SQI2A3791	Explore PD from Ripple Effects Partner to help at least EnCAS/MBC teachers understand teaching lifeskills	N/A			0	$0.00
Read Teach Like a Champion and view videos with faculty to establish common language and techniques to increase teaching rigor and student engagement.				4/19/2012	181SQI2A2728	Purchase copies of Read Like a Champion for teachers	N/A			0	$0.00
Hold Honors Night and Data Presentation 3x/year to celebrate student success in academic, excellent behavior, perfect attendance and provide families with update on school progress in these areas				4/19/2012	181SQI2A2733	Provide Childcare and refreshments to increase family participations	N/A			0	$0.00
Hold Honors Night and Data Presentation 3x/year to celebrate student success in academic, excellent behavior, perfect attendance and provide families with update on school progress in these areas				4/19/2012	181SQI2A2735	Engage faculty, support staff, and after school team to review student recognition for behavior to make sure it is consistent in and out of classroom	N/A			0	$0.00
Target 85%+ participation of 5th graders in CHKS and review results with SPG, SSC, Faculty Meeting				4/19/2012	181SQI2A2738	Orient faculty to importance of CHKS and school implications	N/A			0	$0.00
Target 85%+ participation of 5th graders in CHKS and review results with SPG, SSC, Faculty Meeting				4/19/2012	181SQI2A2740	FIC and 5th grade team provides outreach to 5th grader families in the beginning of the year and in January	N/A			0	$0.00
Hold Monthly Reading Cafe to support school-wide independent reading campaign: family members are read to (1-5)/read to students (K) for 20 minute block monthly, followed by a workshop to support home-school connection in reading				4/19/2012	181SQI2A2743	Stipend for FAST team members to plan	N/A			0	$0.00
Hold Monthly Reading Cafe to support school-											

wide independent reading campaign: family members are read to (1-5)/read to students (K) for 20 minute block monthly, followed by a workshop to support home-school connection in reading					4/19/2012	181SQI2A2861	Produce educational handouts	N/A			0	$0.00
Hold Monthly Reading Cafe to support school-wide independent reading campaign: family members are read to (1-5)/read to students (K) for 20 minute block monthly, followed by a workshop to support home-school connection in reading					4/19/2012	181SQI2A2864		N/A			0	$0.00
Formalize COST Team with existing SST team					4/19/2012	181SQI2A2754	Fund TSA to coordinator SSTs -SLIBG .05 FTE	N/A			0	$0.00
Students will participate in field studies to deepen science learning					4/19/2012	181SQI2A2871	5th graders attend Science Camp, school subisidized	N/A			0	$0.00
Students will participate in field studies to deepen science learning					4/19/2012	181SQI2A2872	K-5 will use public transportation and charter buses to attend field trips	N/A			0	$0.00
Students will participate in field studies to deepen science learning					4/19/2012	181SQI2A2874	Students will have admissions fees waived or subsidized	N/A			0	$0.00
School wide events and activities designed to engage students through multiple modalities will be offered: Science Fair (K-5), Math Facts (2-5), Oratorical (3-5), Spelling Bee (3-5), Fun Fitness Field Day (K-5), Spirit Week (K-5),Self as Super Hero (K-5), Fitness Rotation (1-5), Reading Parade (K-5), Reading Cafe (K-5), Fall and Spring BBQ/Jam (K-5, Wellness Faire, Love Yo Mama Earth Day	Attendance	All Students		Other	4/5/2013	181SQI2A2877	Develop point person per event, led by FIC	N/A			0	$0.00
School wide events and activities designed to engage students through multiple modalities will be offered: Science Fair (K-5), Math Facts (2-5), Oratorical (3-5), Spelling Bee (3-5), Fun Fitness Field Day (K-5), Spirit	Attendance	All		Other	4/5/2013	181SQI2A2879	Fund Wellness Champion to organize	N/A			0	$0.00

Week (K-5),Self as Super Hero (K-5), Fitness Rotation (1-5), Reading Parade (K-5), Reading Cafe (K-5), Fall and Spring BBQ/Jam (K-5, Wellness Faire, Love Yo Mama Earth Day		Students					relevant events				
bi-weekly Community Meetings and special assemblies will teach school-wide social norms, feature student and classroom learning, reinforce character development, motivate students, celebrate successes, and use performing arts to meaningfully engage students.	Survey data (CHKS, etc.)	All Students	Clerical staff	4/5/2013	181SQI2A2880		Assembly team is led by school secretary for auditorium set up	N/A		0	$0.00
bi-weekly Community Meetings and special assemblies will teach school-wide social norms, feature student and classroom learning, reinforce character development, motivate students, celebrate successes, and use performing arts to meaningfully engage students.	Survey data (CHKS, etc.)	All Students	Clerical staff	4/5/2013	181SQI2A2881		Bring assemblies that are subsidized but also align with school goals (ex NED, Best Me)	N/A		0	$0.00
All Day students will have instruction in visual arts, Congolese Dance, and Mind-Body Connections. Step Club will be offered 2x/week.	Health data	All Students		4/5/2013	181SQI2A2882		Fund visual arts teacher so students will have 50 minutes of arts instruction weekly	N/A		0	$0.00
All Day students will have instruction in visual arts, Congolese Dance, and Mind-Body Connections. Step Club will be offered 2x/week.	Discipline/CSC	All Students		4/5/2013	181SQI2A2885		Fund Dance Instructor to teach weekly Congolese Dance and Leadership through Step Club (2x/week)	N/A		0	$0.00
All Day students will have instruction in visual arts, Congolese Dance, and Mind-Body Connections. Step Club will be offered 2x/week.				4/5/2013	181SQI2A2888		Organize time of ASIP teacher to teach social skills to all students through Mind-Body Connections class, 30 min every 2 weeks	N/A		0	$0.00
Do Equity Strand on reducing prejudice and bias through teacher/parent communication trainings				4/5/2013	181SQI2A3792		Intro lessons in PD in August	N/A		0	$0.00
Do Equity Strand on reducing prejudice and bias through				4/5/2013	181SQI2A3793		Do student surveys in gr	N/A		0	$0.00

teacher/parent communication trainings							3-5				
Do Equity Strand on reducing prejudice and bias through teacher/parent communication trainings					4/5/2013	181SQI2A3794	Inform families of initiative	N/A		0	$0.00
Do Equity Strand on reducing prejudice and bias through teacher/parent communication trainings					4/5/2013	181SQI2A3795	Use Ripple Effects interactive software for Community Mtg mini-lesson	N/A		0	$0.00
Do Equity Strand on reducing prejudice and bias through teacher/parent communication trainings					4/5/2013	181SQI2A3796	All grades teach 3 lesson of prejudice/bias using grade-appropriate literature	N/A		0	$0.00
Do Equity Strand on reducing prejudice and bias through teacher/parent communication trainings					4/5/2013	181SQI2A3797	Purchase class sets of literature that surfaces themes for discussion	N/A		0	$0.00
Build "Loving our Heritage" series for communities in our school					4/19/2012	181SQI2A3798	Make Remembrance Day more multicultural.	N/A		0	$0.00
Build "Loving our Heritage" series for communities in our school					4/19/2012	181SQI2A3799	Plan Events: Latin Heritage (Nov), African Heritage (Feb), Asian Heritage (March), Middle-Eastern Heritiage (Dec/Jan), Polynesian Heritage (April), European Heritage (May)	N/A		0	$0.00

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

Strategic Priority B. Health & Wellness

School: EnCompass Academy   **Principal:** MINH-TRAM NGUYEN
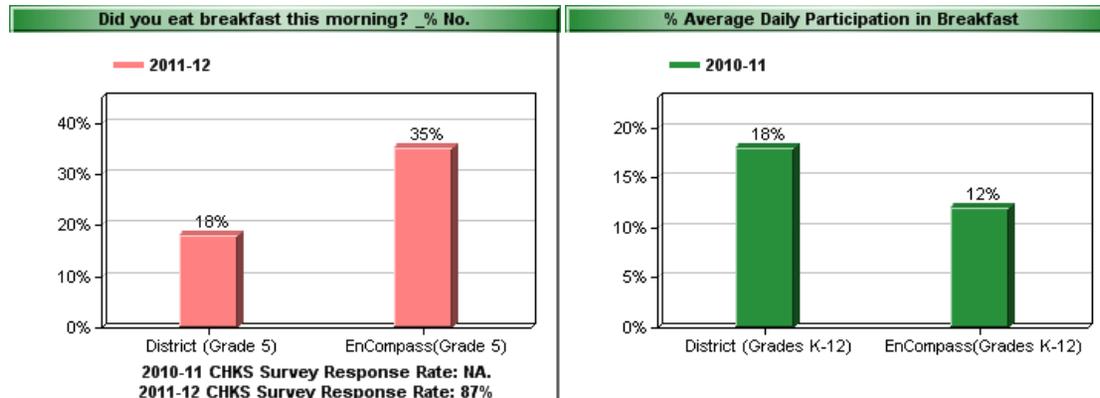
From OUSD Strategic Plan:

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 [2011-2012: Refining]

Breakfast

Fitness

% in Healthy Fitness Zone for Body Composition

2010-11   2011-12

- District (Grade 5): 50%, 48%
- EnCompass(Grade 5): 40%, 26%

Lunch

% Average Daily Participation in Lunch

2010-11

- District (Grades K-12): 54%
- EnCompass(Grades K-12): 88%

Socio Economics

Free/Reduced Lunch %

2011-12

	District (Grades K-12)	EnCompass (Grades K-12)
	70%	88%

Survey - Drugs / Alcohol

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

2011-12

	District (Grades K-5)	EnCompass(Grades K-5)
	0%	0%

2011-12 Staff Survey Response Rate: 108%

% drinking alcohol in past month

2011-12

	District (Grade 5)	EnCompass(Grade 5)
	9%	5%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 87%

Data Analysis

- Last year, over a 1/3 of our 5th graders didn't eat breakfast daily and a quarter are in the fitness zone. The Playworks program, while supporting student safety and cooperative play, was not enough for us to support healthy living.
- At 88%,our high number and participation of students who eat free/reduced lunch indicates that students will eat once school has begun, but the breakfast culture is not established through our food program.

Theory of Action

- EnCompass Academy is explicit about the path to healthy & holistic development amidst living in 'the hood.' This is based on the principles of resiliency and the pedagogy of hope.
- These practices innoculate children to stressors in high-stress conditions.
- We develop Health and Wellness programming through the lense that "Education Starts with Self, is Guided by Family, engages with Community, and

rooted in the Ancestors."

- Programs address universal access, targetted support, and intensified support through an integrated model involving all staff partnerships: day/after school, general ed/special ed, certificated/classified/partners.
- To reach children at the root of their blocks/potential, we will employ relationships, brain-based research, technology, the arts, and movement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	5/20/2013	181SQI2B3044	Develop a plan for implementation of tools to reach students outside of class using KidBiz, STMath	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/20/2013	181SQI2B5550	Teach students in digital information fluency, etiquette, and cybersafety	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Other (OCR, etc)	All Students	Weekly	Leadership Team	5/20/2013	181SQI2B5551	Teachers will use exit tickets to know which students actually learned the lesson objective	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	GATE	Every Marking Period	Principal	5/20/2013	181SQI2B6152	GATE-identified students receive a block of accelerated English and Math during Blended Learning period four times per week.	N/A			0	$0.00
Implement Responsive Classroom K-5, Second Step K-3 and SDC, Character Counts Whole School assemblies, Mind up 4-5	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI2B2964	Provide PD in New Beginnings Weeks	N/A			0	$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services	Health data	All Students	Monthly	Other	4/5/2013	181SQI2B3135	Launch COST team on Mondays to include PEC staff, SST Team, FIC, Wright Counseling, EnCAS, Attendance Clerk	N/A			0	$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services	Survey data (CHKS, etc.)	Ethnicity	Every Other Week	Other	4/5/2013	181SQI2B5556	EnCAS Director will monitor high needs students' cases, develop mentor and rites of passage pgms for Day progm	N/A			0	$0.00
Provide health education in priority areas (e.g. nutrition; alcohol, tobacco & other drugs; gang prevention; reproductive health; healthy relationships; social emotional learning) through OUSD staff or community partners					4/19/2012	181SQI2B3133	Bring G.R.E.A.T. program to teach 5th graders gang prevention	N/A			0	$0.00
Provide health education in priority areas (e.g. nutrition;												

alcohol, tobacco & other drugs; gang prevention; reproductive health; healthy relationships; social emotional learning) through OUSD staff or community partners					4/19/2012	181SQI2B3136	Bring Pre-Puberty Training to 5th graders from Planned Parenthood	N/A		0	$0.00
Offer staff wellness opportunities (e.g. walking groups, stress reduction workshops, yoga, Psychological First Aid, information on Employee Assistance Program) throughout the year Hold a Community Wellness Day in May					4/19/2012	181SQI2B3126	PD provided by Wright Institute	N/A		0	$0.00
Keep Girls on the Run program, expand Step Leadership Class					4/19/2012	181SQI2B3124	Maintain partnership with Girls on the Run	N/A		0	$0.00
Keep Girls on the Run program, expand Step Leadership Class					4/19/2012	181SQI2B3125	Continue to fund Step Instructor to offer youth leadership development and an incentive in lieu of lunch detention	N/A		0	$0.00
Provide extra staffing support for fitness instruction in grades 4-5					4/19/2012	181SQI2B3123	Fund Stip Sub to support students in fitness and structured play rotations	N/A		0	$0.00
Continue with a teacher in the Wellness Champion role					4/19/2012	181SQI2B2961	Ensure that food served or sold outside of the School Meal Program (e.g. at events or fundraisers) follows OUSD?s Wellness Policy (i.e. no junk food)	N/A		0	$0.00
Continue with a teacher in the Wellness Champion role					4/19/2012	181SQI2B3121	Plan 2nd annual Wellness Faire	N/A		0	$0.00
Continue with a teacher in the Wellness Champion role					4/19/2012	181SQI2B3131	Wellness Champion is stipended	N/A		0	$0.00
Teach Congolese Dance 30 minutes/week for 20 weeks					4/19/2012	181SQI2B3118	Fund dance instructor	N/A		0	$0.00
Put Fitness into required master calendar.	Other (OCR, etc)	All Students		Grade level team	4/5/2013	181SQI2B2959	Provide required PE minutes (200 minutes every 10 school days not including recess and after school)	N/A		0	$0.00
Put Fitness into required master calendar.	State tests (CST/STAR, PFT)	All Students	Weekly	Grade level team	4/5/2013	181SQI2B5610	Provide fitness gram test information to 5th grade teachers.	N/A		0	$0.00
Put Fitness into required master calendar.	Other (OCR, etc)	All Students	Weekly	Other	4/5/2013	181SQI2B5613	Students will receive fitness with teachers and with Fitness (not Playworks) Coach	N/A		0	$0.00
Explore partnership to bring on a Behavioral Health coach for students					4/19/2012	181SQI2B3119	Seek partnership with CBO specializing in this area	N/A		0	$0.00
Provide high quality health & mental health services through community partners (e.g., Wright Counseling Institute, Big Smiles					4/19/2012	181SQI2B3127	Contract with Wright Institute	N/A		0	$0.00

program); explore online tracking to keep it up to date.											
Provide high quality health & mental health services through community partners (e.g., Wright Counseling Institute, Big Smiles program); explore online tracking to keep it up to date.					4/19/2012	181SQI2B3132	Calendar Big Smiles in advance for annual calendar	N/A		0	$0.00
Provide high quality health & mental health services through community partners (e.g., Wright Counseling Institute, Big Smiles program); explore online tracking to keep it up to date.					4/19/2012	181SQI2B3134	Align vision and hearing screening date with Big Smiles date if possible as part of Fall Health and Wellness Day	N/A		0	$0.00
Restart the Mind-Body Connections class, led by ASIP instructor to work with mainstreamed ASIP as well as gen ed students					4/19/2012	181SQI2B3128	Provide Stipend for planning time to develop curriculum	N/A		0	$0.00
Restart the Mind-Body Connections class, led by ASIP instructor to work with mainstreamed ASIP as well as gen ed students					4/19/2012	181SQI2B3784	Integrate into school schedule for remediation/enrichment block	N/A		0	$0.00
Continue with daily Salad Bar, weekly Produce Market					4/19/2012	181SQI2B3129	FIC Coordinates volunteers for salad bar	N/A		0	$0.00
Continue with daily Salad Bar, weekly Produce Market					4/19/2012	181SQI2B3130	Shared site market manager coordinates volunteer for Produce Market	N/A		0	$0.00
Provide 30 minutes of school day extension so that all students have fitness/mbc/wellness time and remediation/enrichment by certificated staff					4/19/2012	181SQI2B3137	Pay teachers extended contract	N/A		0	$0.00
Champions for Change partners will conduct nutritional cooking demonstrations and classes monthly for families.					4/19/2012	181SQI2B3783	Partner with Alalmeda County Champions for Change	N/A		0	$0.00
Deepen partnership with EOYDC to plan college-pathways cross-age mentor-ship.					4/19/2012	181SQI2B3785	East Oakland Community Run event	N/A		0	$0.00
Deepen partnership with EOYDC to plan college-pathways cross-age mentor-ship.					4/19/2012	181SQI2B3786	Plan an east Oakland elementary school track and field meet	N/A		0	$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: EnCompass Academy   **Principal:** MINH-TRAM NGUYEN

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 [2011-2012: Refining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [2011-2012: Refining]
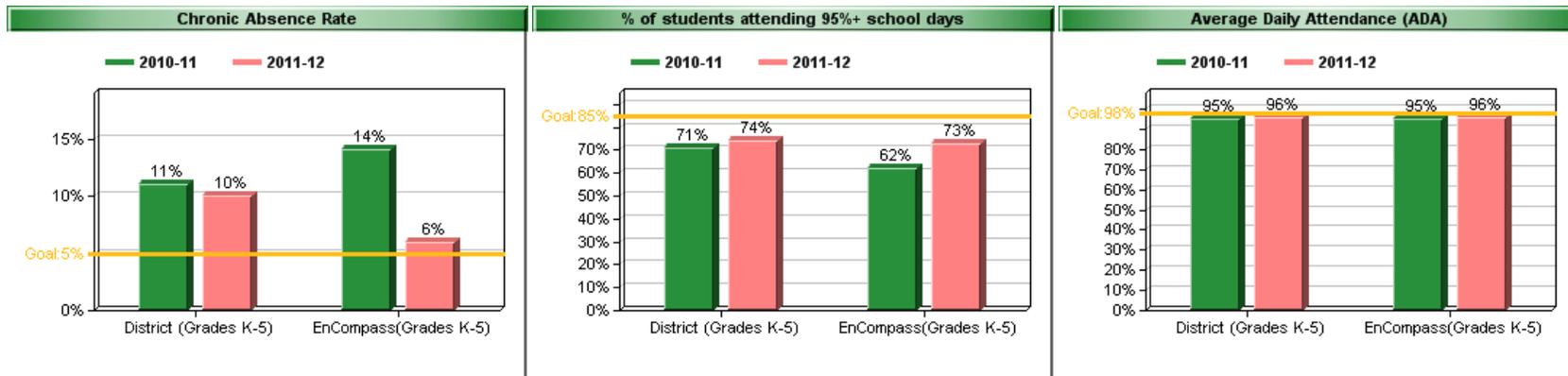
Data Analysis

- We didn't frontload attendance expectations for families last year.
- We didn't do PD or a good job raising awareness for staff on student attendance and link to achievement and equity. We conducted PD on attendance this year.
- We didn't have data systems to communicate progress on attendance to staff. We now share this through excel lists from RAD, sorted by class and indicating students with Chronic vs High Risk list.

- Last year, we did recognize students for perfect attendance in Community Mtg.
- We didn't implement consistent SARTS and was underfunded in staffing capacity last year. We needed to fund a part time attendance clerk this year, with the intent to going to full time.

Theory of Action

- If we focus our attendance strategies on the teacher to parent/guardian/student connection, we will yield more consistent attendance results
- If teachers got more regular attendance data, they will be able to communicate concerns to families.
- Students recognized for being cool to be smart and in school will help maintain a positive school culture.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI2C480	TSA salary	3010-Title I		C10TSA0031	0.55	$51,451.92
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Other	4/5/2013	181SQI2C5545	TSA Salary	7091-EIA - LEP		C10TSA0031	0.45	$42,097.02
All classes will use SIPPS in Tier 1 Intervention as well as Tier 2 RTI	Local assessments (benchmarks, PWA)	Below Basic	Weekly	Other	4/5/2013	181SQI2C5139	PLC FOR RTI BLOCK AND USE IN ELA BLOCK	N/A			0	$0.00
All classes will use SIPPS in Tier 1 Intervention as well as Tier 2 RTI	Local assessments (benchmarks, PWA)	Far Below Basic	Weekly	Other	4/5/2013	181SQI2C5555	Use Response to Intervention structure - small group intervention, 30 minutes, 4 times per week. Twice monthly RTI PLC's with classroom teachers, RTI coordinator.	N/A			0	$0.00
Implement Responsive Classroom K-5, Second Step K-3 and SDC, Character Counts Whole School assemblies, Mind up 4-5	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI2C2964	Provide PD in New Beginnings Weeks	N/A			0	$0.00
After School Program provides family supports in conjunction with day program staff to address needs of family in order to increase attendance	Attendance	All Students		Clerical staff	4/5/2013	181SQI2C3110	Supplement funding of EnCAS through OFCY and fundraising	N/A			0	$0.00
After School Program provides family supports in conjunction with day program staff to address needs of family in order to increase attendance	Attendance	All Students		Clerical staff	4/5/2013	181SQI2C3111	Allocate for full time attendance clerk time to support monitoring of truant student patterns between Day and ASP	N/A			0	$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services	Health data	All Students	Monthly	Other	4/5/2013	181SQI2C3135	Launch COST team on Mondays to include PEC staff, SST Team, FIC, Wright Counseling, EnCAS, Attendance Clerk	N/A			0	$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services	Survey data (CHKS, etc.)	Ethnicity	Every Other Week	Other	4/5/2013	181SQI2C5556	EnCAS Director will monitor high needs students' cases, develop mentor and rites of passage pgms for Day progm	N/A			0	$0.00

Teach LifeSkills Curriculum in Mind-Body Connections Class or EnCAS for grades 3-5.				4/5/2013	181SQI2C3790	Purchase additional LifeSkills Curriculum as needed	N/A		0	$0.00
Teach LifeSkills Curriculum in Mind-Body Connections Class or EnCAS for grades 3-5.				4/5/2013	181SQI2C3791	Explore PD from Ripple Effects Partner to help at least EnCAS/MBC teachers understand teaching lifeskills	N/A		0	$0.00
Post attendance data in front of each classroom so stakeholders can monitor weekly progress				4/1/2012	181SQI2C422	Asst Attendance Clerk	N/A		0	$0.00
Post attendance data in front of each classroom so stakeholders can monitor weekly progress				4/1/2012	181SQI2C429	Office intern	N/A		0	$0.00
Teachers make weekly contact with parent/guardian of 3 students with absence/tardies. Attendance clerk will follow up with teacher about what they found out.				4/1/2012	181SQI2C426	Extended Contracts for 60 min/month	N/A		0	$0.00
Share attendance data	Attendance	All Students		4/5/2013	181SQI2C428	Asst. Attendance Clerk full time	N/A		0	$0.00
Share attendance data	Attendance	All Students		4/5/2013	181SQI2C5568	(tardies, absences, chronic absence list) monthly at Share data at faculty meeting, SSC, and at Data Presentation to families	N/A		0	$0.00
Share attendance data	Attendance	All Students		4/5/2013	181SQI2C5569	Every 2 weeks,send home progress update for High Risk and Chronically absent families of their child's progress in exiting this list.	N/A		0	$0.00
Share attendance data	Attendance	All Students		4/5/2013	181SQI2C5570	Recognize Class attendance and individual students w/ perfect attendance at Community Mtgs 2x/month, recognize 97%+ attendance at Honors Night	N/A		0	$0.00
Recognize students/classes at Community Mtg and Honors Night medals	Attendance	All Students	Principal	4/5/2013	181SQI2C437	Asst. Attendance Clerk full time	Non-SSC approved		0	$0.00
Hold Group SARTs, focusing on Chronic Absence students, using Consultancy protocol, led by FRC, Secretary, Attendance Clerk, and Principal as needed for break outs				4/1/2012	181SQI2C456		N/A		0	$0.00

Attendance Team (Principal, FIC, Attendance Clerk,Elem Clerk) meets biweekly					4/1/2012	181SQI2C450	Asst. Attendance Clerk .6	N/A		0	$0.00
Attendance Team (Principal, FIC, Attendance Clerk,Elem Clerk) meets biweekly					4/1/2012	181SQI2C451	Contract with OSF to maintain work w/ Family Involvement Coordinator	N/A		0	$0.00
Attendance Team (Principal, FIC, Attendance Clerk,Elem Clerk) meets biweekly					4/1/2012	181SQI2C457	Meeting supplies for 10 mtgs $300	N/A		0	$0.00
Train faculty by October re Independent Studies Process					4/1/2012	181SQI2C2931	Fund Asst. Attendance Clerk .6	N/A		0	$0.00
Communicate Attendance Data to keep it front of awareness for all.	Attendance	All Students		Attendance Team	4/5/2013	181SQI2C5619	Weekly class progress is posted next to door and put in staff bulletin board.	N/A		0	$0.00
Communicate Attendance Data to keep it front of awareness for all.	Attendance	All Students		Attendance Team	4/5/2013	181SQI2C5620	Classroom charts will recognized students w/ 5 days of perfect attendance at a time.	N/A		0	$0.00
Communicate Attendance Data to keep it front of awareness for all.	Attendance	All Students		Attendance Team	4/5/2013	181SQI2C5621	Hold Group and individual SARTs, refer to SARB after close monitoring of SART contract if commitments not met.	N/A		0	$0.00
Communicate Attendance Data to keep it front of awareness for all.	Attendance	All Students	Every Other Week	Attendance Team	4/5/2013	181SQI2C5622	Call home to celebrate attendance progress for Chronic students; send home progress update letters.	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: EnCompass Academy   **Principal:** MINH-TRAM NGUYEN

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...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress [2011-2012: Sustaining]
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning [2011-2012: Refining]
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice [2011-2012: Sustaining]

Survey - Professional Learning
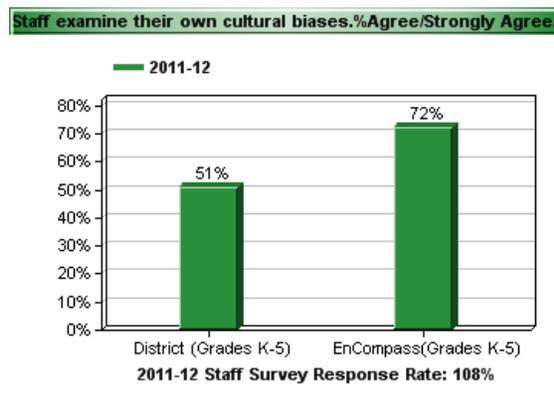
Data Analysis

- Teacher input wasn't structured strongly into organizational practice because we lacked an ILT in early part of last year. We have had a well- functioning

one all of this year.

- Our student-centered staff is committed to working through cross-cultural biases, and values cultural competency in their professional growth.
- Our ELA Peer Coaches have not been available this year due to health issues, resulting in many absences. 3 medical leaves were taken for different reasons,along with a serious outbreak of the flu.
- Our SPG membership changed, and the new membership configuration resulted in schedule limitations. This year, we have met a quarter of what we were able to do last year. We've also had a 3 month absence of one of our members.

Theory of Action

- Our theory of action is centered upon building professional and cultural competency among staff, as well as to strengthen professional capacity and increase effective practice through collaboration, coaching and training.
- We maintain a culture of continuous professional growth through a variety of means:
- a) Strategic Planning Group (SPG) - a leadership team which analyzes data during 3 yearly team retreats and makes subsequent academic decisions in response to the data.
- b) Use of a living set of Community Agreements to facilitate effective communication to foster professional growth among staff.
- c) An integrated approach to staff input and participation in the decision-making process that utilizes reflection, responsibility and creative problem solving among both certificated and classified staff members.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI3A480	TSA salary	3010-Title I		C10TSA0031	0.55	$51,451.92
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Other	4/5/2013	181SQI3A5545	TSA Salary	7091-EIA - LEP		C10TSA0031	0.45	$42,097.02
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	5/6/2013	181SQI3A463	Cycle of Inquiry PLC at least every 2 weeks	Non-SSC approved			0	$0.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	5/6/2013	181SQI3A5537	Sub Release for peer observation, debrief, colleagial planning, COI, scoring assessments, coaching	7090-EIA - SCE	1150-TEACHERS SUBSTITUTES		0	$3,600.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	English Learners	Monthly	Clerical staff	5/6/2013	181SQI3A5540	Teacher Stipends	7091-EIA - LEP	1120-TEACHERS SALARIES STIPENDS		0	$10,178.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and	Local assessments	All		Clerical			Instructional tool, student materials for		4300-			

personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	(benchmarks, PWA)	Students	Weekly	staff	5/6/2013	181SQI3A5541	demonstration of learning	3010-Title I	MATERIALS & SUPPLIES		0	$1,842.75
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students		Principal	5/6/2013	181SQI3A5543	Teacher, SEI	3010-Title I		TCSHLT0479	0.1	$4,854.73
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI3A5544	Teacher, BIL	7090-EIA - SCE		TCHBIL0168	0.45	$39,282.14
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI3A6088	Teacher Stipends	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	$6,000.00
Teachers will use effective lesson design, focusing on 1) gradual release of responsibility to increase academic independence and personal responsibility 2) frequent formative assessments and feedback to students so they can meet academic goals	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI3A6090	Supplies	7090-EIA - SCE			0	$2,118.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	5/20/2013	181SQI3A3044	Develop a plan for implementation of tools to reach students outside of class using KidBiz, STMath	N/A			0	$0.00

each lesson											
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/20/2013	181SQI3A5550	Teach students in digital information fluency, etiquette, and cybersafety	N/A		0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Other (OCR, etc)	All Students	Weekly	Leadership Team	5/20/2013	181SQI3A5551	Teachers will use exit tickets to know which students actually learned the lesson objective	N/A		0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	GATE	Every Marking Period	Principal	5/20/2013	181SQI3A6152	GATE-identified students receive a block of accelerated English and Math during Blended Learning period four times per week.	N/A		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/5/2013	181SQI3A3046	RTA Contract to support consistent implementation of Read Think Apply Comprehension framework using Reciprocal Teaching (2-5) guided reading (K-1) and graphic organizers	Non-SSC approved		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	4/5/2013	181SQI3A3047	Science and Math Coaches participate in ILT to weave academic language in content areas	N/A		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	SRI	All Students	Weekly	Leadership Team	4/5/2013	181SQI3A3060	Implement the RALLI framework across content areas	N/A		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/5/2013	181SQI3A5546	Provide off-site training and updates for new and returning teachers in RALLI	N/A		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	SRI	All Students	Monthly	Principal	4/5/2013	181SQI3A5547	Meet with RALLI Lead teacher regularly	N/A		0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/5/2013	181SQI3A5549	Review student expository writing according to grade level rubrics monthly	N/A		0	$0.00

Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/5/2013	181SQI3A5552	Increase quality, depth, and consistency of science notebooking within a vertical vision framework	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Other	4/5/2013	181SQI3A5553	Science Lead Teacher observes classrooms and coaches teachers	N/A			0	$0.00
Students will use academic discourse to make scientific claims supported by accurate evidence	Local assessments (benchmarks, PWA)	All Students	Every Other Week		4/5/2013	181SQI3A5559	Teach students vital behaviors in September	N/A			0	$0.00
All classes will use SIPPS in Tier 1 Intervention as well as Tier 2 RTI	Local assessments (benchmarks, PWA)	Below Basic	Weekly	Other	4/5/2013	181SQI3A5139	PLC FOR RTI BLOCK AND USE IN ELA BLOCK	N/A			0	$0.00
All classes will use SIPPS in Tier 1 Intervention as well as Tier 2 RTI	Local assessments (benchmarks, PWA)	Far Below Basic	Weekly	Other	4/5/2013	181SQI3A5555	Use Response to Intervention structure - small group intervention, 30 minutes, 4 times per week. Twice monthly RTI PLC's with classroom teachers, RTI coordinator.	N/A			0	$0.00
Implement Responsive Classroom K-5, Second Step K-3 and SDC, Character Counts Whole School assemblies, Mind up 4-5	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI3A2964	Provide PD in New Beginnings Weeks	N/A			0	$0.00
Teachers' continuous learning is supported through: a) use of preferred, familiar subs when release time is necessary for training. b) regularly scheduled, structured PD's and PLC's. c) funding for extended contracts.					4/18/2012	181SQI3A210	Pay for subs	N/A			0	$0.00
1) ELA Peer Coaches - homeroom teachers are released on Wednesdays to observe, model, and meet with coachees in 3 coaching cycles per year. Each peer coach serves grade level cohorts K-2 and 3-5 respectively. Coaches participate in twice monthly PLC's.	Local assessments (benchmarks, PWA)	All Students		Principal	4/5/2013	181SQI3A222	Pay peer coaches $2500 stipends	Non-SSC approved			0	$0.00
Strategic Planning Group - analyzes student achievement data, makes decisions, recommendations in					4/18/2012	181SQI3A221	Pay extn'd contracts for SPG members	N/A			0	$0.00

response to data. Meets weekly in addition to 3 yearly extended retreats.										
Instructional Leadership Team (ILT)- made up of teachers who meet with the principal to plan and implement PD's.				4/18/2012	181SQI3A220	Pay extn'd contract for 3 teachers, twice monthly	N/A		0	$0.00
Grade Level PLC's - teachers collaborate with peer coaches in professional learning community setting for ELA planning. Meets twice monthly.				4/18/2012	181SQI3A219	Provide collaboration time twice monthly	N/A		0	$0.00
RESULTS for ELL's to support ELA instruction. All staff have received or are in process of receiving training. 2 teacher leaders with CRLP on site.				4/18/2012	181SQI3A217	Designate 2 Results Leaders, provide Results Training	N/A		0	$0.00
Grade-level, whole staff data conferences each semester.				4/18/2012	181SQI3A216	Pay for 22 hours sub release	N/A		0	$0.00
August New Beginnings Retreat Week to set school culture, routines, establish common practice.				4/18/2012	181SQI3A214	New Beginnings Faculty Retreat stipends	N/A		0	$0.00
August New Beginnings Retreat Week to set school culture, routines, establish common practice.				4/18/2012	181SQI3A2907	Go to Marin Headlands for retreat	N/A		0	$0.00
Arts Anchor School - 2 whole school PD's per year on arts integration. Faculty meet with art teacher once per trimester to facilitate long term planning and integration.				4/18/2012	181SQI3A213	Provide 22 sub teacher hours to allow teachers to meet with Art teacher twice yearly, provide extended contract hours for PD planning.	N/A		0	$0.00
Partnership with graduate interns:3 or more student teachers from Sonoma State University. 6 counseling interns from the Wright Institute. 2 Met West High School interns in apprenticeship with EnCas, mentored by Sister Ayodele Kinchen, EnCas director. 2 Envision Charter High School interns, supporting art program and office staff. Mentored by Lesley McClintock and				4/18/2012	181SQI3A212	Provide mentors for student interns	N/A		0	$0.00

Ms. Rico.											
Read Teach Like a Champion and view videos with faculty to establish common language and techniques to increase teaching rigor and student engagement.				4/18/2012	181SQI3A2744	Purchase texts and videos for PD	N/A			0	$0.00
ELA RTI and Math PLC teams each meets 2x/month to focus on 5 focal students				4/18/2012	181SQI3A2800	Launch RTI calendar, theory of action, and expectations in September	N/A			0	$0.00
ELA RTI and Math PLC teams each meets 2x/month to focus on 5 focal students				4/18/2012	181SQI3A2804	TSA coordinates RTI PLC	N/A			0	$0.00
ELA RTI and Math PLC teams each meets 2x/month to focus on 5 focal students				4/18/2012	181SQI3A2825	Math Lead teacher supports Math PLC for gr 4-5	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: EnCompass Academy   **Principal:** MINH-TRAM NGUYEN

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 [2011-2012: Sustaining]
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well [2011-2012: Developing]
- builds effective partnerships by using principles of student and family/community engagement [2011-2012: Developing]

Survey - Welcoming
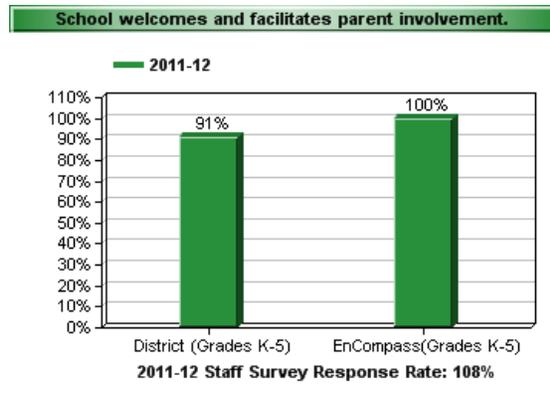
School Data

- We have 53% return rate for CHKS Survey from families.
- We have 50+ parents/guardians for monthly Reading Cafe participation, all teachers participated. Back in School Night 2012 attendance=70%

Data Analysis

- The data allows us to see what families need extra outreach and follow up. Where we have a leadership team around, we have high participation of teachers in family engagmnent event.

Theory of Action

- Parents/Guardians have been a part of the creation of EnCompass Academy from its initial design and planning stages, and will always be a core component of our school development.
- Each time we engage with families, it is an opportunity to help them understand the dev't of their children in school, understand how our school works to teach to the whole child, or gain access and strategies to the educational process in gen
- We see each interaction as an opportunity for family members to build and use their power to advocate for their child in schools. Each interaction is also an opportunity for us to gain deeper understanding about their child.
- We believe that education "Starts with Self, is Guided by Famililes, Engaged in Community, and Rooted in Ancestors."

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI4A480	TSA salary	3010-Title I		C10TSA0031	0.55	$51,451.92
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Other	4/5/2013	181SQI4A5545	TSA Salary	7091-EIA - LEP		C10TSA0031	0.45	$42,097.02
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/6/2013	181SQI4A6083	Contract with Family Involvement Coordinator	3010-Title I	5825-CONSULTANTS		0	$6,832.10
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Principal	5/6/2013	181SQI4A6084	Contract with Family Involvement Coordinator	7091-EIA - LEP	5825-CONSULTANTS		0	$7,560.00
Family Involvement Coordinator to support parent/teacher communication, family engagement for academic success	Attendance	All Students	Every Marking Period	Principal	5/6/2013	181SQI4A6098	Contract with Family Involvement Coordinator	7090-EIA - SCE	5825-CONSULTANTS		0	$1,362.60
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	5/20/2013	181SQI4A3044	Develop a plan for implementation of tools to reach students outside of class using KidBiz, STMath	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/20/2013	181SQI4A5550	Teach students in digital information fluency, etiquette, and cybersafety	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress monitoring and effective and frequent feedback to students each lesson	Other (OCR, etc)	All Students	Weekly	Leadership Team	5/20/2013	181SQI4A5551	Teachers will use exit tickets to know which students actually learned the lesson objective	N/A			0	$0.00
Blended Learning training, collaboration, and planning time will increase systematic progress	Local assessments	GATE	Every Marking	Principal	5/20/2013	181SQI4A6152	GATE-identified students receive a block of accelerated English and Math	N/A			0	$0.00

monitoring and effective and frequent feedback to students each lesson	(benchmarks, PWA)		Period				during Blended Learning period four times per week.				
Implement Responsive Classroom K-5, Second Step K-3 and SDC, Character Counts Whole School assemblies, Mind up 4-5	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI4A2964	Provide PD in New Beginnings Weeks	N/A		0	$0.00
Raise awareness about importance of breakfast.	Survey data (CHKS, etc.)	All Students	Weekly	Grade level team	4/5/2013	181SQI4A5615	Put up "Breakfast" posters throughout school	N/A		0	$0.00
Raise awareness about importance of breakfast.	Survey data (CHKS, etc.)	All Students	Weekly	Grade level team	4/5/2013	181SQI4A5617	Have students take school readiness self-assessment each morning, which would include whether they ate breakfast and what they need to do to do so.	N/A		0	$0.00
Raise awareness about importance of breakfast.	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI4A5618	Do a skit to teach this in Community Mtg to make "being healthy and fit" important and cool. Bring in the Best Me Assembly.	N/A		0	$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services	Health data	All Students	Monthly	Other	4/5/2013	181SQI4A3135	Launch COST team on Mondays to include PEC staff, SST Team, FIC, Wright Counseling, EnCAS, Attendance Clerk	N/A		0	$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services	Survey data (CHKS, etc.)	Ethnicity	Every Other Week	Other	4/5/2013	181SQI4A5556	EnCAS Director will monitor high needs students' cases, develop mentor and rites of passage pgms for Day progm	N/A		0	$0.00
Communicate Attendance Data to keep it front of awareness for all.	Attendance	All Students		Attendance Team	4/5/2013	181SQI4A5619	Weekly class progress is posted next to door and put in staff bulletin board.	N/A		0	$0.00
Communicate Attendance Data to keep it front of awareness for all.	Attendance	All Students		Attendance Team	4/5/2013	181SQI4A5620	Classroom charts will recognized students w/ 5 days of perfect attendance at a time.	N/A		0	$0.00
Communicate Attendance Data to keep it front of awareness for all.	Attendance	All Students		Attendance Team	4/5/2013	181SQI4A5621	Hold Group and individual SARTs, refer to SARB after close monitoring of SART contract if commitments not met.	N/A		0	$0.00
Communicate Attendance Data to keep it front of awareness for all.	Attendance	All Students	Every Other Week	Attendance Team	4/5/2013	181SQI4A5622	Call home to celebrate attendance progress for Chronic students; send home progress update letters.	N/A		0	$0.00

Provide workshops, presentations, and events, such as: School Success Starts in Kinder, Childhood Stress and Test Success workshops,Back in School Night BBQ & Family Fall Jam (october),EnCas Community Celebration (December),Honoring Ancestors and Remembrance Table Tour (November), Learning Showcase	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	181SQI4A1114	OSF Contract for FRC	N/A		0	$0.00
Provide workshops, presentations, and events, such as: School Success Starts in Kinder, Childhood Stress and Test Success workshops,Back in School Night BBQ & Family Fall Jam (october),EnCas Community Celebration (December),Honoring Ancestors and Remembrance Table Tour (November), Learning Showcase	Survey data (CHKS, etc.)	All Students		Other	4/5/2013	181SQI4A2902	Provide Childcare and refreshments	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS	0	$1,543.00
Progress Report Card conferences: Family members meet with teachers in mandatory conferences at least twice per year to discuss their child's progress towards meeting grade-level standards. The standards-based report cards, teacher comments, student work samples, and intervention plans (as appropriate) are shared.					4/1/2012	181SQI4A1113	Stipend Teachers	N/A		0	$0.00
Implement Tier 2 and Tier 3 actions to include families with specific needs for student achievement through SART & SST.					4/1/2012	181SQI4A1110	Attendance Clerk	N/A		0	$0.00
Implement Tier 2 and Tier 3 actions to include families with specific needs for student achievement through SART & SST.					4/1/2012	181SQI4A1111	OSF Contract for Family Collaborative work	N/A		0	$0.00
Honors Night celebrates success with students and families					4/1/2012	181SQI4A1108	Pay for custodial coverage	N/A		0	$0.00
Honors Night celebrates success with students and					4/1/2012	181SQI4A1112	FRC contract	N/A		0	$0.00

families											
Provide Home-School Compact that outlines how family members, the school staff, and students will share the responsibility for improved student academic achievement.				4/1/2012	181SQI4A1107	Hand out compact at Back In School Night	N/A			0	$0.00
Plan for and implement increased school and teacher engagement with families (e.g. via robocall, fliers, home visits).				4/1/2012	181SQI4A1117	Create a logistics support plan for teacher engagement with families	N/A			0	$0.00
Plan for and implement increased school and teacher engagement with families (e.g. via robocall, fliers, home visits).				4/1/2012	181SQI4A2858	Stipend teachers for family enagement	N/A			0	$0.00
Increase family leadership through team structures, coordinated by the Family Resource Coordinator				4/1/2012	181SQI4A1119	Launch monthly Reading Cafe to have consistent interactions between teachers and families	N/A			0	$0.00
Increase family leadership through team structures, coordinated by the Family Resource Coordinator				4/1/2012	181SQI4A1120	Create job descriptions for a Room Guardian and a Room Guardian Structure for the Family Resource Center	N/A			0	$0.00
Increase family leadership through team structures, coordinated by the Family Resource Coordinator				4/1/2012	181SQI4A1121	Create a framework for classroom presentations on college and careers	N/A			0	$0.00
Increase family leadership through team structures, coordinated by the Family Resource Coordinator				4/1/2012	181SQI4A1122	Create job descriptions for a Room Partners Rep.	N/A			0	$0.00
Family members organize a college visit day, community anti-violence forum, Teacher Appreciation Fundraising events, Volunteers support Salad Bar, Farmers Market				4/1/2012	181SQI4A2950	Fund Family Involvement Coordinator	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: EnCompass Academy   **Principal:** MINH-TRAM NGUYEN

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. [2011-2012: Sustaining]
- guides and supports the development of quality instruction across the school [2011-2012: Sustaining]
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability. [2011-2012: Sustaining]
- is distributed, through professional learning communities, collaborative planning teams, and select individuals [2011-2012: Developing]

Budget

Sub Fill Rate
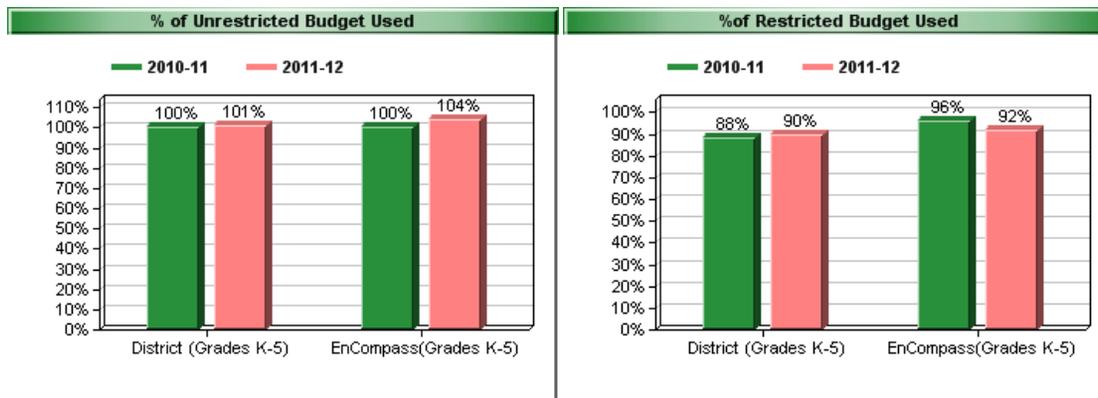
Substitute Fill Rate
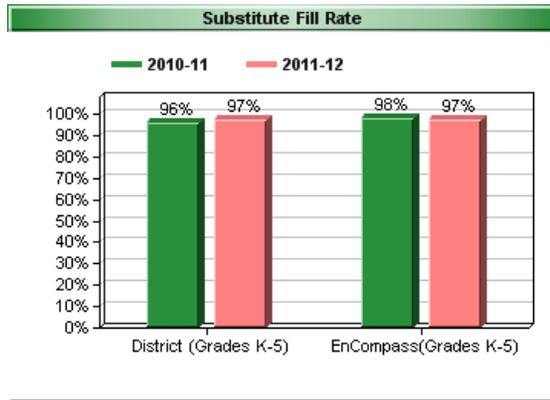
Theory of Action

- Increased Teacher Leadership opportunities and structures will build greater success for student achievement
- Teachers need a pipeline to continue professional growth to increase job satisfaction, where salary won't be enough
- Classified and Support Staff are valued and integrated into the school systems and structures =

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	SRI	All Students	Every Marking Period	Other	4/5/2013	181SQI5A480	TSA salary	3010-Title I		C10TSA0031	0.55	$51,451.92
TSA Position to accelerate academic achievement by coordinating: Data Management, Language Development, Interventions/SST, Testing.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Other	4/5/2013	181SQI5A5545	TSA Salary	7091-EIA - LEP		C10TSA0031	0.45	$42,097.02
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Other	4/5/2013	181SQI5A3081	Science Coach provides trainings and site coaching	N/A			0	$0.00
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/5/2013	181SQI5A3095	Conduct Instructional Rounds	N/A			0	$0.00
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	4/5/2013	181SQI5A3107	Meet with Science Lead Teacher 2x/month	N/A			0	$0.00
Strengthen teaching Literacy through science content integration.	Local assessments (benchmarks, PWA)	All Students	Weekly	Assistant Principal	4/5/2013	181SQI5A5548	Continue with FOSS instruction to meet/exceed district required science minutes weekly.	N/A			0	$0.00
To develop and align PD with school goals, ILT meets on 1st and 3rd Thursdays, integrating content coaches from Region 3 once a month					5/14/2012	181SQI5A2815	Stipend 2 ILT teacher participants	N/A			0	$0.00
To develop and align PD with school goals, ILT meets on 1st and 3rd Thursdays, integrating content coaches from Region 3 once a month					5/14/2012	181SQI5A2841	Science and Math Coaches participate in IL	N/A			0	$0.00
Set students up for success by aligning Testing coordination with schedules, calendar, IEPs, and 504 plans for gen ed, PEC, support staff, students and families to increase alignment during testing period					5/14/2012	181SQI5A2796	Fund TSA as Testing Coordinator	N/A			0	$0.00
Strategic Planning Group meets bi weekly for 1 hour and through half-day retreats to set and monitor school priorities in service of the school vision					4/5/2013	181SQI5A2847	Stipend 3 SPG teachers for participation	N/A			0	$0.00
Use extended day program to supplement core instruction					5/14/2012	181SQI5A2922	Contract with ASP	N/A			0	$0.00

(interventions and enrichment)						Lead Agency				
Use extended day program to supplement core instruction (interventions and enrichment)				5/14/2012	181SQI5A2924	Support EnCAS Director through weekly meetings with principal	N/A		0	$0.00
Use extended day program to supplement core instruction (interventions and enrichment)				5/14/2012	181SQI5A2925	Hold summer and mid-year retreat to evaluate EnCAS progress and make appropriate adjustments	N/A		0	$0.00
Work with TSA to provide weekly staff bulletin and updated calendar to help people plan and coordinate				5/14/2012	181SQI5A2926	Fund TSA	N/A		0	$0.00
Implement a clear system for requesting and distributing supplies in a timely fashion, Implement a clear system for reporting facilities repair requests, tech requests				5/14/2012	181SQI5A2927	Fund Elem Clerk	N/A		0	$0.00
Implement a clear system for requesting and distributing supplies in a timely fashion, Implement a clear system for reporting facilities repair requests, tech requests				5/14/2012	181SQI5A2928	Fund clerical overtime	N/A		0	$0.00
Use data inquiry in SPG in order to make decisions about resource allocations, use surveys and SPG member outreach to gain feedback for decision points				5/14/2012	181SQI5A2935	Stipend 3 SPG teachers for participation	N/A		0	$0.00
Design teaching assignments and class sizes to ensure highest-need students are assigned to teachers most able to meet their needs				5/14/2012	181SQI5A2939	Fund teachers for class size reduction	N/A		0	$0.00
Schedule Routines and Procedures teaching rotations in the first 6 week of school to align expected behaviors and reduce loss of instructional minutes				5/14/2012	181SQI5A2943	Teacher lead plans rotoation	N/A		0	$0.00
Extend school day by 30 minutes for intervention/enrichment with teacher-approved extended contracts				5/14/2012	181SQI5A2953	Teacher extended contract	N/A		0	$0.00

;

State & Federal Preliminary and Final Budget

<u>Programs Included in this Plan</u>
The School Site Council intends for this school to participate in the following programs:

State Program	Projected Budget	Final Budget
Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	$53,956.05	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$65,635.23	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$119,591.28	

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$64,981.50	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$1,543.31	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$66,524.81	

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: EnCompass Academy
Site Number: 181

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 April 9, 2013

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:

[signature]	Ana Chavez-Perez	4/9/13
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
[signature]	Minh-Tram Nguyen	4/9/13
Principal Signature	Principal's Name (printed)	Date
[signature]	Kimi Kean	5-15-13
Executive Officer's Signature	Executive Officer's Name (printed)	Date
[signature]	Susana Ramirez	6|5|13
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date
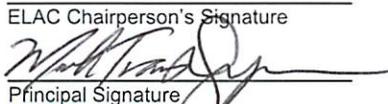
School Site Council Membership Roster – EnCompass Academy

School Name: EnCompass Academy   **School Year** 2012-13_____

Chairperson: Ana Chavez	Vice Chairperson: Marva McInnis
Secretary: Jessica Cash	**DAC Representative:** _____Mirna Murcia

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Minh-Tram Nguyen	1025 81st Ave, Oakland, CA 94621	X			
Elizabeth Cruger	1025 81st Ave, Oakland, CA 94621		X		
Katrina Jones	1025 81st Ave, Oakland, CA 94621		X		
Marva McInnis	1025 81st Ave, Oakland, CA 94621		X		
Ana Chavez-Perez	1025 81st Ave, Oakland, CA 94621			X	
Jessica Cash	1955 88th Ave, Oakland, CA 94621				X
Cecilia Hernandez	7871 Hillside St, Oakland, CA 94621				X
Mirna Murcia	1254 79th Ave, Oakland, CA 94621				X
Linda Lamarr	1642 74th Ave, Oakland, CA 94621				X
Tanisha Washington	881 69th Ave, Oakland, CA 94621				X
Veronica Ramirez	Alternates				X
DAC Representative					
Mirna Murcia	1254 79th Ave, Oakland, CA 94621				X
Home Ph. 510-435-8012	Email:				

Meeting Schedule	**First Tuesday of Every Month**

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.

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community
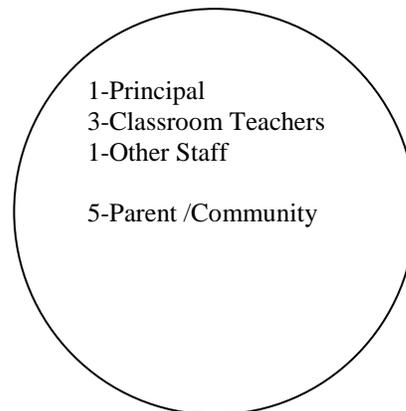
Title I School Parental Involvement Policy   2013 - 2014

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

Involvement of Parents in the Title I Program

EnCompass Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title 1 Plan.

We will present the plan at our annual Back In School Night at the end of September. Translation and ample notice is given.
1. Translate into Spanish
2. Provide in Family Handbook for distribution
3. Share with SSC/ELAC for revision during Site Plan revision process
4. Place in parent volunteer packet
5. Post in halls, library and at parent bulletin board
6. Make Robocalls
7. Give a quiz on it and those who fill out qualify for raffle

- Offer a flexible number of meetings for parents.
    1. Family Engagement Meetings will be provided in a mix of morning events (after start of school), or to overlap with after school program dismissal to maximize attendance.
    2. Childcare is always provided
    3. Translation is always provided

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

    1. By end of September annually: Gather and disseminate to parents for review the following materials at the Back In School Night/Annual Title I Meeting: School's current Parent Involvement Policy, school-parent compact, Parents' right to know: student achievement (state assessment results), non-highly qualified teacher.

    2. To do this: Share date of meeting with staff, meet w/ family Involvement coordinator to provide logistical support for program (childcare, food, clean up, attendance, outreach), meet with site data coordinator, update Powerpoint Presentation with year's information, establish raffle, train volunteers.

Provides parents of Title I students with timely information about Title I programs.
- We will present the plan at our annual Back In School Night at the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
    1. We will present the plan at our annual Back In School Night at the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
    - Back In School Night (September)
    - Report Card Conferences
    - Family Literacy Night
    - SSTs (Throughout year)
    - Science Learning Showcase (May)
    - SARC report on OUSD website
    - Work with Counseling and other partners to provide parent workshops on developing children's resiliency, efficacy, child-parent communications, self-esteem, college readiness

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
    1) The 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 Title I Program Parents work with their children to improve their children's academic achievement.
    - We will present the plan and applicable materials at our annual Back In School Night at the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar
    - We use SSTs and SARTs to help educate parents regarding what it takes to have school success
    - Faculty hold progress report conference in November and March report card conferences for ALL families
    - Some teachers conduct home visits, some with principal present.
    - Update Site Plan revision process with SSC: Updates will consider changes in school demographic, Family Involvement support available, strategic emphasis of the school to accelerate achievement and to improve school climate based on new data.

    o Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
        - Share Academic Data 3 times/year to staff
        - Conduct Professional Development on parent involvement, including listening to a parent panel.
        - Family Involvement Coordinator will remain an active member of the school Strategic Planning Group
        - 2 Teacher Liaisons participate with Family Involvement Coordinator and Principal in Family Involvement Collaborative with other schools to share best practices

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
    - Family Involvement Coordinator will remain an active member of the school Strategic Planning Group
    - 2 Teacher Liaisons participate with Family Involvement Coordinator and Principal in Family Involvement Collaborative with other schools to share best practices
    - 2 Teachers are on the Family Academic Success Team (FAST) to develop family engagement events

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
    - We will present the plan and applicable materials at our annual Back In School Night at the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar
    - All fliers, conferences, and Robocalls are provided with translation

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
    - All fliers, conferences, and Robocalls are provided with translation

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
    1. All fliers, conferences, and Robocalls are provided with translation

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (EnCompass Academy) School Site Council on (4/9/13) and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (*EnCompass Academy* '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.

Minh-Tram Nguyen (electronic signature)_____   4/9/13_____
       (Principal's Signature)   (Date)

School – Family Compact:
What will the school do for your child's academic success?

EnCompass Academy and the parents/guardians of the students agree that this compact outlines how the family members, entire school staff, and students will partner and share the responsibility for student academic achievement.

Student Responsibilities

As a student, I will share the responsibility to improve our academic achievement to meet California academic standards. I will:

- *Read, or be read to at least 30 minutes every day outside of class*
- *Read, or be read to 15-20 books per year*
- *Practice personal responsibility by using my study skills when doing my homework every day*
- *Ask for help when I need it*
- *Know what I need to learn in my grade and set goals for attendance and academics*
- *Take at least an Accelerated Reader quiz a week*
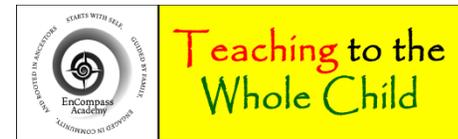
School Responsibilities - EnCompass Academy will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment as follows:

- ❖ Teach standards-based curriculum to emphasize high achievement through a whole-child approach.
- ❖ Teach Math 60-90 min daily , ELA 120-150 minutes daily, Science 60 minutes (K-2), 90 minutes (3rd -5th) weekly, Writing 40 minutes daily, Integrate social studies and Visual Arts.
- ❖ Blocks of time during the day to differentiate for student levels in Reading, Math Facts, and English Language Development/Academic English Development/GATE.
- ❖ Literacy instruction emphasizes non-fiction texts to develop student's background knowledge about the real world. Student-centered approach to child development builds resiliency and social skills using the Responsive Classroom.

2) Provide a Full Service Wellness model through fitness , nutrition, mental health counseling, character building, composting, and arts.

3) Closely monitor student academic and behavioral progress at the classroom and school-wide level

4) Foster strong family engagement. Parent-teacher progress and report card conferences, special events and trainings, the Family-Student Compact, and celebrations, support family members to support their child. We will review the Compact during Back-In-School Night in the Fall. Teachers meet with 100% of family members in the **November Progress Report Conference**, **and March Report Card conferences.** During the **December** and **June** report conference period, teachers will meet family members of students below grade level in either or both Math and ELA. Other family members are invited to sign up as well.

- ❖ **Provide parents with frequent reports on their children's attendance, behavior, and academic progress through** teacher phone calls, notes and report card conferences.

5) Provide parents reasonable access to staff before or after school hours, during one of their extra preparation periods (above OEA contract requirement), or established conference time.

- ❖ Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities after signing in.
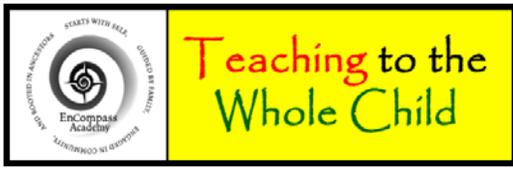
Student Name _____ Teacher _____

My child's success in school depends on my guidance and on our family's partnership with the school.
I understand that my initials represent my understanding and full commitment to the following agreements:

ACADEMIC SUPPORT

READING! SPEAKING! READING! SPEAKING! My child will read at least *20-30 minutes/day outside of school*.
- ❑ *Read to, or listen to my child read a text at their level, in any language. Target reading at least 15 books a year.*
- ❑ *Share time looking for things we each want to read at the library. Books on tape are good for K-1. Talk about it.*
- ❑ *Expect my child to speak in complete sentences in whatever language they choose. They need to respond to questions in complete sentences.*
- ❑ *Talk to my child at least 10 minutes every day about what they are learning in school and about things on their mind.*
- ❑ *Make sure my child takes an Accelerated Reader Quiz each week.*

Parent/Guardian initial _____

HOMEWORK creates opportunities for students to:

1) Practice Personal Responsibility (ex: finish what you start, set a goal and go after it, follow your own progress to achieve your goal, "handle your business") **2) Practice Study Skills** (ex: use different ways to memorize information, solve a problem, ask good questions, manage your time, or use resources to get what you need done) **3) Apply Organizational Skills** (ex: put things in their place, organize work space, completing your work, making work neat, getting credit for your work).

I will monitor and support homework assignments so that my child has at least a 90% completion and return rate.
- ❑ *Ensure that my child has a quiet and well-lit space for studying.*
- ❑ *Daily check their backpacks thoroughly. Look for school announcements and notes from teacher.*
- ❑ *Look for the family school folder and student planner (grades 3-5)*
- ❑ *Call or write to my child's teacher with questions, comments, or concerns*
- ❑ *Help quiz them to memorize math facts, new vocabulary meanings, high-frequency words, or important concepts.*

Parent/Guardian initial _____

SCHOOL EVENTS/MEETINGS: Some school events are mandatory. These meetings include Back-In-School Night, Report Card Conferences, and Learning Showcase. *When I can't be there, I will ask that one of following people represent me: _____. I understand that my child will be prepared to show their learning at some of these events and looks forward to having a family member show interest or acknowledge their progress on these days.*

Parent/Guardian initial _____

READING TIME TOGETHER in Class: Teachers will establish a consistent 15 minute block of time each week for your child to read to you. Beginning readers could also have a family member read to them! The act if reading time together with an important family member will motivate your child to practice and build their reading fluency and comprehension. *If I can't attend, other people who my child can read to are_____.*

Parent/Guardian initial _____

ATTEND and ACHIEVE-- "Be in it to win it!"

ATTENDANCE: I will read and sign the **Attendance Expectations** to know how to avoid holes in my child's learning and to avoid having my child be classified as Unexcused, Chronically Absent, or Truant.

Parent/Guardian initial _____

DRESS CODE: I understand that my child must follow the EnCompass dress code every day. I will have at least 3 replacement tops and bottoms (dark blue or khaki pants) to replace lost or dirty uniforms. I can teach my child to hand wash and air dry their tops because waiting for laundry to be done is not an acceptable excuse. If my child is out of uniform on random "Uniform Check Days," my child will lose privileges such as recess, and weekly fun fitness activities with their class. They may be "shirted" with a school uniform loan shirt for the day. I understand that I may be eligible and can apply in the office for **uniform scholarship.**

Parent/Guardian initial _____

BEFORE SCHOOL: **(Breakfast)** My child will: 1) **Arrive by 8:10am** if s/he eats **school breakfast** 2) **Line up** by **8:25am** daily 3) Must **arrive** at school NO EARLIER THAN 8am because supervision does not begin until 8:00am.

Parent/Guardian initial _____

AFTER DISMISSAL: My child must be picked up on time; the school is not responsible for supervising for my child 15 minutes after dismissal. Picking up my child more than 30 minutes late 3 times per grading period, will result in a call to the Child Protective Services for child neglect.

Parent/Guardian initial _____

DRIVER SAFETY: Following all traffic signs and directions by the School Security Officer will ensure that the parking lot is a safe place for my child and all other children and staff.

Parent/Guardian initial _____

COMMUNICATION AND SCHOOL SUPPORT

I understand that our family is part of an effort to nurture and build a school culture, and that a "rising tide lifts all boats." I will work to support and reinforce the school discipline policy in the **Family Handbook**.

- ❑ *I will be compassionate about how hard teachers work and will respond to messages from my child's teacher.*
  - o *I usually: ___ call back the same day ___ call back by the next day ___ come by the school.*
- ❑ *Follow-through with school recommended actions, and communicate my needs if I am having difficulty.*
- ❑ *Actively collaborate and communicate with teachers to meet my child's learning needs. If I have a concern or question, I will first reach out to the teacher. Such actions will be welcomed by the teachers and not be used to count against my child.*
- ❑ *When on campus, model the EnCompass Academy Guiding Principles (in Family Handbook/ posted around the building).*
- ❑ *Communicate with the teacher if I have questions, comments, concerns, or need support to meet these commitments.*
- ❑ *Review this agreement with my child*
- ❑ *Donate on average $5 dollars a week toward the Classroom Fund ($5 per family, not per child) if I can.*
- ❑ *Volunteer at least 3 hours per month for my child /children (3 hrs/ family, not per child). I will fill out the Volunteer survey.*

Parent/Guardian initial _____