

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Think College Now Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Think College Now Elementary School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2016-2017 Single Plan for Student Achievement (SPSA)

**School:** Think College Now  
**CDS Code:** 1612590100792  
**Principal:** Allison Henkel  
**Date of this revision:** 5/11/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact:** Allison Henkel  
**Address:** 2825 International Boul  
Oakland, CA 94601

**Position:** Principal  
**Telephone:** 510-532-5500  
allison.henkel@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**



**OAKLAND UNIFIED SCHOOL DISTRICT**  
Community Schools, Thriving Students

**2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Think College Now  
**CDS Code:** 1612590100792  
**Principal:** Allison Henkel  
**Date of this revision:** 5/11/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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**Contact:** Allison Henkel **Position:** Principal  
**Address:** 2825 International Boul **Telephone:** 510-532-5500  
Oakland, CA 94601 **allison.henkel@ousd.org**

The District Governing Board approved this revision of the SPSA on: 6/29/2016

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Think College Now **Site Number:** 190

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

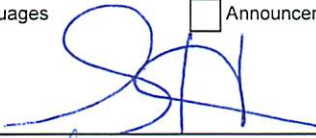
- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 5/31/2016

- The public was alerted about the meeting(s) through one of the following:

- Fliers in students' home languages
- Announcement at a public meeting
- Other (Notices, Media Announcements, etc.)

**Signatures:**

Allison Henkel   
Print name of School Principal \_\_\_\_\_ Signature \_\_\_\_\_

Abellanira Santos   
Print name of SSC Chairperson \_\_\_\_\_ Signature \_\_\_\_\_

LaResha Martin   
Print name of Network Superintendent \_\_\_\_\_ Signature \_\_\_\_\_

Ruth Alahydoian   
Ruth Alahydoian, Chief Financial Officer \_\_\_\_\_ Signature \_\_\_\_\_

5/26/16  
Date  
5/26/16  
Date  
5/26/16  
Date  
5-26-16  
Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**School Site:** Think College Now

**Site Number:** 190

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

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
	SSC	Shared rationale an overview of Focused Annual Plan against goals.
	Faculty	Budget training and review budget summary including 16-17. Documented feedback for ILT review.
4/12/2016	SSC	Budget training and review budget summary including 16-17. Documented feedback for ILT review.
	ILT	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.

## 2016-2017 Final Budget

### Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Base #0000</b>	\$50,137.46	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$164,695.19	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$311,711.82</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$61,677.01	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,581.03	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$63,258.04</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

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The urgency reflected in our school's name, Think College Now (TCN), arose from an immediate need. At the time of our founding, less than one in 20 high school graduates in our District were eligible to attend a University of California college. Our vision and theory of action took shape around the idea that all Oakland students needed to be thinking college, and not just as high school seniors. In 2003, a team of parents, educators, and community organizations founded TCN in Oakland's Fruitvale district to close the achievement gap and give all students the chance to go to college and pursue their dreams. TCN was designed as a small school to address issues of overcrowding. TCN realizes its vision through effective instruction in a school culture based on five core values: reality (as in making college a reality), respect, responsibility, reflection, and ganas (dedication). With these concepts as our guide, we have significantly improved student achievement and developed a professional learning community committed to constant learning. Our diverse group of teachers, students, and families is dedicated to improving skills through strategic reading, writing, and math instruction at school, consistent reading at home, and a college-going culture that inspires our students. As our motto states: Juntos, si se puede. Together, yes we can!

### School Mission and Vision

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Our vision at Think College Now is that all students will have the tools to choose their life's path and desired occupation with an equitable opportunity to attend college and pursue their dreams. We believe that access to college is the key to bringing about educational equity for our children. We work relentlessly to help our students develop the habits to make the dramatic student achievement gains required for college entrance. We believe the following elements will enable Think College Now students to reach their goals:

**High Expectations for all students, staff, parents –** Students are expected to make significant gains in literacy and math each year and attain grade-level mastery in all subjects.

**College Focus:** Unite the entire community in our college-focused mission - Elementary school students in higher-income neighborhoods know they are expected to go to college. Our students do, too. We deliberately begin "thinking college" in kindergarten.

**Data-Driven Instruction:** Outstanding Standards-based, data-driven instruction and assessment - Utilizing data to drive instruction and monitor progress will increase learning and strengthen student achievement

**Family and Community:** Strong Family Involvement and Community Partnerships - We know that we cannot reach our goals alone.

**Outstanding Staff:** Outstanding Staff with a sense of urgency to reach our goals - Dedicated, high-achieving staff members are the backbone of a school's success.

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	Teachers will use small group instruction and goal setting in literacy.
<b>Major Improvement Priority #2:</b>	All teachers will receive time and training to address the needs of English language learners throughout the day and during designated English language development (ELD).
<b>Major Improvement Priority #3:</b>	Math Instruction

### MAJOR IMPROVEMENT PRIORITY #1: Teachers will use small group instruction and goal setting in literacy.

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
14-15 SBAC ELA At/Above 22.8% (1.6% higher than N2)	14-15 SBAC ELA FBB 48.7% (8.4% lower than N2)
Fall 2015 SPF SRI 5.7% growth for all students	14-15 SBAC At/Above 18.4% (1.5% lower than N2) 14-15 SBAC Math FBB 46.2% (6.7% lower than N2)
F&P 2nd Administration 15-16: 80% of 1st grade students are at/above 84% of Kinder students are at above	14-15 SRI 48.6% made 1+ years of growth (4.6% more than N2) 15-16 SRI Winter At/Above 26.9% (6.9% above N2) 15-16 SRI Winter FBB 46.1% (13.2% below N2)
Historical SRI Growth: In 12-13, of the current 5th graders, then 2nd graders, 13% were scoring at or above on the SRI. Now, 27% are (so doubled)	15-16 SRI: The percent of students in the 3rd grade cohort scoring below on the SRI increased by 12% between 14-15 and 15-16 administration

## ROOT CAUSE ANALYSIS for Priority #1

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Some current cohorts had significant disruptions to their education. 2nd grade - Kinder teacher died, challenging behavior, more tier 2/3 students; 3rd grade - ineffective kinder/1st grade teacher. This says that we need to invest more resources into those cohorts through COST, coaching, family engagement.

Highest reading achievement is with Kinder/1st because teachers did RW/WW with fidelity, mapped phonics instruction, intervention, cohesive family community that worked to support all students and active presence in the classroom. This says that we need to continue to support and learn what kinder teachers are doing.

This is our 2nd year with teachers out on leave and administrators taking on extra responsibility with classrooms. This made it challenging to follow-up and hold teachers accountable for plans or learning from PD. In November, we had a teacher leave on maternity leave. In January, her sub left. There were many tier 2 and tier 3 challenges that administration needed to support on an almost daily basis. In August, we also had a TSA leave on long term maternity leave until mid-February and return at .2FTE less than planned. The remaining TSA also needed to adjust her job to meet the needs of the 2nd grade classroom and intervention.

When asked in classrooms, students know what reading level they are on and working toward. Students don't know what strategies they are working on to get there or to become a better reader.

During goals conferences, teachers are thinking deeply about the balance of guided reading, strategy groups, and conferring. Teachers are making plans and evaluating their effectiveness at the end of each trimester.

Observation/Feedback and learning walks has shown that 100% of classrooms teachers were working with a small group of students and/or conferring with 1-2 students. There were clearly identified areas in each classroom with writing, math, a print-rich library. Every classroom had a place to gather on the rug, which makes the learning more accessible to all students. Balanced Literacy was evident in every classroom with anchor charts to support the content. 100% of students asked were able to identify their reading levels.

Observation/Feedback and our Instructional Rounds have shown that teachers are consistently implementing Readers Workshop and Writers Workshop. There is horizontal and vertical alignment in both Readers and Writers Workshop.



**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Structures are up and running for RW/WW. Teachers struggle meeting with all kids each week (conference, small group) and students may not getting daily or weekly feedback to grow.

Our summer slide data suggests students need more agency and ownership. Students should know what they are working on and toward and continue that work over the summer.

Teachers need more shared language around goals, assessments, progress. We see that students are able to articulate what they're doing but not why; students can articulate what level they need to move to but not how.

Based on reading data in grades 3-5, students are plateauing at M/N (we see this with all of our intervention and students with IEPs) which suggests the language of "I'll be a (insert level) reader isn't enough.

Based on 2nd grade 2016 Winter SRI scores, we did intentional goal setting and saw a huge jump.

The data says that our students aren't owning their learning (as evinced by yo-yoing and plateauing scores in reading) and teachers aren't sharing with students the specific feedback they need to grow.

Teachers have varying comfort, experience, knowledge around Readers Workshop; Teachers new to TCN haven't had as much professional development as returning teachers; Not all teachers were able to attend summer institutes; the TSAs weren't able to coach teachers or differentiate support because of the loss of staff and redistribution of roles

Not all struggling students have access to interventions beyond the teacher; TSA's don't have enough available time for more groups or students in LLI; Reading Partners have limited spaces.

Not all students read at home; not all families have structures, environments, or systems that are conducive to reading at home;

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	50% of students are at/above grade level according to SRI	SRI	English Learners	36.9%	42.9%	50%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	55.8% of students are at/above grade level according to F&P	F&P	English Learners	45.8%	50.8%	55.8%	3: Students are reading at or above grade level.

## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *All teachers will use small group instruction, differentiated methods of teaching, goal-setting, and data-analysis to meet the needs of students in reading.*

## KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Define quality student work using Writing rubrics, Reading learning progressions, and using these tools to help students set goals and know what they are working on	Define department/grade level or school-wide expectations and key strategies for reading and writing	Provide time during professional development sessions and August retreat for teachers to deeply understand the tools and plan implementation
Teachers assess students using F&P 4 times per year. Teachers progress monitor 5-6 students between F&P quarterly assessments. Before the administration, teachers frame the assessment (what and why); After the administration, teachers give feedback to students based on assessment and set goal with students.	August assessment memo with clear expectations that is updated throughout the year. Co-assess or sit in on assessments to ensure norming throughout the year. Plan and coordinate assessment release days. Support teachers to assess all students before the deadline. Support teachers to analyze the data after each administration. Share school-wide data after each administration. Share celebrations when students move up levels and/or reach goals.	Time during professional development to norm. A sub and/or STIP sub will release each teacher for a full assessment release day for each administration. The STIP sub will release each teacher for 90min between each administration. Access to Illuminate and clear instructions on how to enter data. Site developed assessment calendar created before the beginning of year.
Teachers assess students using SRI 4 times per year. Before the administration, teachers frame the assessment (what and why); share the student data; and review a few strategies. After the administration, teachers give feedback to students based on assessment and set goal with students.	August assessment memo with clear expectations that is updated throughout the year. Co-assess or sit in on assessments to ensure norming throughout the year. Plan and coordinate assessment release days. Support teachers to assess all students before the deadline. Support teachers to analyze the data after each administration. Share school-wide data after each administration. Share celebrations when students move up levels and/or reach goals.	Chromebooks are available for scheduling using the Chromebook Google Calendar for each administration. Target students will be allowed to test in a small group with an administrator. Teachers will receive labels with student passwords, student data, and graphs/charts to prepare.

<p>Teachers will identify striving students based on data and refer them to additional interventions as needed.</p>	<p>Administrators and TSAs will work with teachers to ensure that students are paired with appropriate programs.</p>	<p>Reading partners works with striving students who are identified and by teachers, TSA, and administrators.</p> <p>GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade.</p> <p>TSAs use LLI for striving students in K-5.</p> <p>Experience Corps members work with students</p> <p>The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.</p>
<p>Learning Displayed: Classrooms at TCN provide print-rich environments that constantly change to reflect current content that students are learning. The students' surroundings serve as powerful learning tools that support language development, content knowledge and skill acquisition. All classroom environments include evidence of student work, including artwork, writing, and learning activities.</p> <p>Classrooms clearly communicate what the classroom is on and about at all times. To increase motivation and meta-cognition, student work and tracking charts are visible (i.e. homework, reading minutes, fluency: K-2).</p>	<p>Share environmental expectations during August retreat environmental expectations. Conduct walk throughs to ensure teachers are following through on expectations and to support as needed.</p>	<p>Time during August retreat and buy-back days to update classrooms.</p> <p>Each classroom is used for PD throughout the year so teachers can see each others' classrooms, share positive feedback, and gain ideas.</p> <p>Materials such as sheet protectors, border, fabric, poster paper, post-its, markers are available for teachers.</p> <p>Access to copy machines for all teachers.</p>
<p>Vocabulary and high frequency words are posted. Current Reader's Workshop anchor posters are posted. There are a large variety of high interest, culturally relevant, grade-level appropriate books sorted by level, theme, genre, or language. Classrooms provide take-home leveled libraries for students to borrow books to read at home. OCR sound-spelling cards and word walls are expected in grades K-2 and book boxes or bags are expected in all grades.</p>	<p>Share expectations during August retreat environmental expectations. Conduct walk throughs to ensure teachers are following through on expectations and to support as needed. Conduct library audits during the year. Keep up the 'TCN Library Wishlist' to ensure we buy highest priority books when money is available.</p>	<p>Time during August retreat and buy-back days to update classrooms.</p> <p>Teachers have access to materials and books as needed.</p> <p>All teachers have the UoS post-its and online access.</p>

<p>Classroom libraries: All classrooms have organized classroom libraries for students. In each library students should be able to flip through books and easily see the reading levels written on the same place in each book. Teachers should cycle through books intentionally at different points of the year (not all books should be out at the same time).</p>	<p>Share expectations during August retreat environmental expectations.  Conduct walk throughs to ensure teachers are following through on expectations and to support as needed.  Conduct library audits during the year. Keep up the 'TCN Library Wishlist' to ensure we buy highest priority books when money is available.</p>	<p>Time during August retreat and buy-back days to update classrooms.  Teachers have access to materials and books as needed.  All teachers have the UoS post-its and online access.</p>
<p>Access to Books  Library: Each classroom has weekly access to the school library to check-out high interest books.  Book shopping: Teachers have book shopping expectations and systems in each classroom. Book shopping happens during times other than workshop.  Classrooms have library monitors as jobs (think science lab assistants). Teachers encourage students who are transitioning to levels with big jumps to use 'transitional baggies'.</p>	<p>Share expectations during August retreat environmental expectations.  Conduct walk throughs to ensure teachers are following through on expectations and to support as needed.  Conduct library audits during the year. Keep up the 'TCN Library Wishlist' to ensure we buy highest priority books when money is available.</p>	<p>Time during August retreat and buy-back days to update classrooms.  Teachers have access to materials and books as needed.  All teachers have the UoS post-its and online access.</p>
<p>Courses of study: Teachers get to know the levels of readers in their classrooms (for 2nd, the K/1 levels, for new teachers, the bulk of levels in their room)</p>	<p>Provide opportunity for teachers to get to know various levels of text and text bands. Discuss at Goals Conferences.</p>	<p>Time during professional development and summer planning institute.</p>
<p>Teachers use the Lucy Calkins Reading Units of Study, approved word work program (Words their Way, OCR, F&amp;P)</p>	<p>Principal/ILT will ensure that all TCN instructional expectations are followed-through upon using the TGDS evaluation system, walk-throughs, goals conferences, etc.  Principal, AP, TSAs, and TGDS alternate observers will provide coaching cycles with teachers around Readers Workshop and literacy.</p>	<p>Time for collaboration and planning.  Access to curriculum and online resources.  .8FTE TSA, .45FTE TSA, 1.0FTE AP to support implementation of program and coaching for teachers.</p>
<p>Conferring moves: Teachers build a repertoire of conferring moves to use with all students, including ELLs, students with IEPs, and GATE students.</p>	<p>Participate in lab sites and reinforce expectations during observations, walk-throughs, and professional development.</p>	<p>Access to professional learning and feedback during lab-sites, TGDS observations (admin/AO), planning institute, and PD.</p>

<p>Teachers as learners: Teachers have the opportunity to participate in various means of learning during and beyond PD sessions. This could include Wednesday afternoon Twitter chats; Facebook pages for the reading and writing units (to ask, answer, and view questions); Sign ups for people to come and watch workshops; building familiarity with online resources</p>	<p>Create and uphold a culture of learning for adults. Build Instructional Leadership Team that strengthens instructional alignment and effective implementation of the CC/NGSS including Data Driven Cycle of Inquiry: -Select Teacher Leaders by subject area to compose the Instructional Leadership Team.</p>	<p>Stipend for ELA Teacher leader (in addition to Math and Science). ILT meets 2-3x monthly to examine instructional practices and student data, and to set professional learning direction.  Google+ Community managed by Data and Technology Leads. Weekly 'Teacher Times' newsletter that includes resources for learning beyond PD. Time to sign-up for Twitter, etc. during PD and for announcements.</p>
<p>Ensure teachers have a workshop goal and are really pushing to read and plan with that lens. Teachers always are thinking about what they are trying to get better at.</p>	<p>Model goal-setting and continuously revisit and reinforce teachers' goals during observation cycles, walk-throughs, PD, etc.</p>	<p>Time, feedback, and positive reinforcement during lab sites, august retreat, PD, buy-back day to create workshop goal and plan with that lens.</p>
<p>Teachers participate in data/goals conferences with administration 4x/year (beginning of the year and after each trimester) to analyze data (F&amp;P and SRI) and create action plans for target students. Depending on the semester we will target striving or thriving students. Targeted student groups will include students who have regressed academically over the summer (BOY), students far below grade level (Tri1), and academically advanced/GATE students (Tri2)</p>	<p>Assistant principal will create schedule and agendas and compile data for goals conferences. Notes will be captured and shared via Google Docs. Follow-up reminders regarding action items will be conducted 6 weeks after goals conferences.</p>	<p>Additional data-analysis prep weekly to provide to analyze data weekly and time for quarterly goals conferences. Assistant principal to support data analysis and goals conference facilitation and team. Access to Illuminate.</p>
<p>Revisit and recommit to schoolwide agreements made in 2012</p>	<p>Facilitate renorming session during August retreat and revisit throughout the year to ensure teachers commit to schoolwide agreements.</p>	<p>Time during August retreat, PD, buy-back days to agree on norms and ensure fidelity to them.</p>
<p>Small group work: Teachers use small group work cycles during readers workshop to confer with students. Teachers use reading progressions, charts from previous lessons or grade levels, or other artifacts.</p>	<p>Participate in lab sites and reinforce expectations during observations, walk-throughs, and professional development.</p>	<p>Time during lab sites and PD to practice teaching methods, create toolkits, etc. Weekly data-analysis release to analyze data to better plan for small groups.</p>
<p>100% of parents will participate in report cards where the teacher will share the current reading level, goal, and strategies to reach the goal. Parents will participate in literacy workshops through the year created and facilitated by teachers.</p>	<p>Admin will hire FRC coordinator. Support communication between teachers and coordinator to setup workshops.</p>	<p>Time to plan workshops. FRC coordinator will coordinate logistics and family outreach. Minimum days for report cards. Weekly Home School Letter to communicate and promote events and report cards.</p>

Teachers identify homeless/foster youth and refer to COST. Identify homeless/foster youth and refer to COST. Communicate with family through SST process and supportive family practices. Teacher communicates with students and stakeholders and documents growth and areas of need.	Identify homeless/foster youth and refer to COST. Communicate with family through SST process and supportive family practices. Coordinate between teacher and COST team. Ensure that interventions are put in place and monitored. Ensure	COST team comprised of multiple stakeholders to identify needs and coordinate services in a timely fashion. SST process to support the convening of a team to support students including the teacher, etc.
Students engage in college-going lessons for 6 weeks leading up to the 'I'm Going to College' Field Trip. Teachers facilitate a middle school options fair for students and families to learn about middle school options. Teachers facilitate middle school visioning lesson plans for students to envision their ideal middle school.	Connect teachers and FRC coordinator with programs such as East Bay Consortium, Aim High, middle schools, etc.	The office and FRC coordinator support families with options forms. Time and space for workshops. Funding for I'm Going to College Field Trip
Teachers identify GATE and Homeless/foster youth, reach out to families, and facilitate a beginning of the year meeting with them before October to set goals and build relationships.	Follow-up with conferences to ensure that they are done and that any necessary information gets to COST.	School-wide expectation Give teachers time during August retreat to schedule and prepare for conferences.

**MAJOR IMPROVEMENT PRIORITY #2:** All teachers will receive time and training to address the needs of English language learners throughout the day and during designated English language development (ELD).

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Historical SRI Growth: In 12-13, of the current 5th graders, then 2nd graders, 13% were scoring at or above on the SRI. Now, 27% are (so doubled)	15-16 SRI: The percent of students in the 3rd grade cohort scoring below on the SRI increased by 12% between 14-15 and 15-16 administration
15-16 SRI: 34% of 4th graders are scoring at or above and 33% are below	15-16 Reclassification rate is 12% (16 students) at mid-year.
15-16 F&P: 80% of 1st grade students are at/above 84% of Kinder students are at above	15-16 Mid-year SRI scores showed that in 2nd, 3rd, and 5th grade more students were below grade level than 14-15 Mid-year

**ROOT CAUSE ANALYSIS for Priority #2**

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Kinder and 1st grade teachers have access to Systematic ELD curriculum and have been trained in it. 2nd through 5th grade teachers have access to Systematic ELD curriculum.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

There are new teachers in two grade levels and a long term sub in another. ELD is challenging for upper grade levels that have smaller groups of ELLs.

**STUDENT PERFORMANCE GOAL(S) for Priority #2**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	20% of students will be reclassified by the end of the 16-17 school year.	EL Reclassification	English Learners	23.7%	15%	20%	4: English learners are reaching English fluency.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

**Major Improvement Strategy for this priority:** *All teachers will receive time and training to address the needs of English language learners throughout the day and during designated English language development (ELD).*

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Make programmatic, placement, and instructional decisions for English Language Learners that are grounded in regular analysis of evidence.	Engage all ELLs and their families in reflection and goal-setting using the ELL Student Snapshot at least 2x/year.  Monitor progress of ELLs and recently reclassified students (within last two years) to ensure they are on-track to college and career readiness. Provide targeted support and intervention as appropriate.  Use ELL snapshots and follow the ELL progress monitoring calendar to set goals and monitor data for ELL students	Data analysis prep for teachers to look at data (such as CELDT, Express, ADEPT) weekly and adjust instruction accordingly

<p>Students are assessed using CELDT, Express for all students; ADEPT as needed for focal students.</p>	<p>Ensure teachers know and understand students' CELDT levels to be able to set goals and deliver instruction to meet those goals</p>	<p>Clear and effective CELDT plan that support testing conditions for students</p> <p>Supportive testing conditions for SRI (working computers, additional staff member, computer literacy, etc.)</p>
<p>Content Bulletin Boards: Bulletin boards include vocabulary; GLAD strategies (i.e. pictorials, cognitive content dictionaries, etc.) are evident.</p>	<p>August retreat environmental expectations, walkthroughs, buy-back days, opportunities for new teachers to be trained in GLAD by GLAD trained returning teacher</p>	<p>TT&amp;WAG email blasts featuring pictures of exemplar boards and practices</p>
<p>Message repeatedly that postsecondary success is attainable for every ELL, and engage ELLs in first-hand experiences that make the path to college and career tangible and achievable.</p>	<p>Ensure teachers are consistently messaging EL achievement during weekly college lessons. Teachers and staff members who have multilingual college journeys share those with their classrooms</p>	<p>College going culture including:</p> <ul style="list-style-type: none"> <li>-College talk</li> <li>-School-wide events promoting college for all</li> <li>-College weeks, electives, and college fieldtrips</li> <li>-5th grade college going lessons</li> </ul>
<p>Leverage family and community supports. Activate resources to address the unmet, nonacademic needs that hinder ELLs' ability to thrive in school.</p> <p>Ensure there is a welcoming and nurturing environment that builds inclusiveness and encourages risk-taking.</p>	<p>Teacher-led workshops for families at math, literacy, science and engineering night around language and content</p> <p>Teachers work to connect students and their families with technology that supports their learning in and outside of class (i.e. ST Math, Accelerated Reader, RAZ Kids, Newsela)</p>	<p>Access to afterschool programing to provide extended learning and increased opportunities for student engagement and language development.</p> <p>Access to online learning tools to support language development (such as RAZ Kids)</p>
<p>Engage families as active participants, contributors and cultural liaisons to the school community.</p>	<p>Engage staff in understanding your diverse student body through home visits and community walks.</p> <p>Ensure families are aware of district and community-based resources available to them and are connected with the Family Resource Centers at the site and district-level.</p> <p>Support newcomer families in understanding the U.S. school system and in becoming advocates for their children.</p>	<p>Time and resources secured for teachers to attend home visits for the first two weeks of school during minimum days</p> <p>Home School letter consistently reaches families and shares resources</p> <p>Access to district resources and expertise on Newcomer support</p>



<p>Ensure ELLs receive both English Language Arts and English Language Development.</p>	<p>Principal/ILT will ensure that all TCN instructional expectations are followed-through upon through walk-throughs, schedule development, and other accountability structures.</p> <p>Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.</p> <p>Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding.</p>	<p>Principal/ILT will ensure that all TCN instructional expectations are followed-through upon through walk-throughs, schedule development, and other accountability structures.</p> <p>Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.</p> <p>Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding.</p>
<p>Provide Designated English Language Development that:</p> <ul style="list-style-type: none"> <li>-is aligned to the California ELD Standards.</li> <li>-focused on communicative purposes, not on discrete grammar instruction.</li> <li>-addresses speaking, listening, reading and writing.</li> <li>-is embedded in or explicitly connected to grade-level content or topics.</li> <li>-emphasizes Focused Language Study (FLS) to help students understand how language works in meaningful contexts.</li> <li>-includes systematic development of academic vocabulary.</li> <li>-requires students to spend at least 50% of instructional time producing oral and written language.</li> </ul>	<p>Principal/ILT will ensure that all TCN instructional expectations are followed-through upon through walk-throughs, schedule development, and other accountability structures.</p> <p>Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.</p> <p>Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding.</p>	<p>Principal/ILT will ensure that all TCN instructional expectations are followed-through upon through walk-throughs, schedule development, and other accountability structures.</p> <p>Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.</p> <p>Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding.</p>

<p>Provide Integrated ELD that:</p> <ul style="list-style-type: none"> <li>-has clear articulation, instruction, and assessment of content- language objectives.</li> <li>-provides students appropriate levels of language-focused scaffolds in content area instruction.</li> <li>-intentionally develops students' development of academic language and literacies specific to that discipline (language of math, science, history, etc.), sometimes referred to as Discipline-specific and Academic Language Expansion (DALE)-</li> <li>-requires ample oral and written production of language.</li> <li>-intentionally incorporates the Three High-Impact Language Practices (fortify complex output, academic discussion, use complex text) into content area instruction and Reader's and Writer's workshop.</li> </ul>	<p>Principal/ILT will ensure that all TCN instructional expectations are followed-through upon through walk-throughs, schedule development, and other accountability structures.</p> <p>Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.</p> <p>Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding.</p>	<p>Access to supplementary ELL material (Systematic ELD or Discussions4Learning) aligned to the new ELD standards.</p> <p>Collaboration time allocated for teacher planning in ELD</p> <p>Classroom culture is consistent across classrooms; this allows students to regroup and move between classrooms during designated ELD time.</p>
<p>Provide differentiated Language Arts instruction to ELLs through components of Balanced Literacy and small group instruction: Reading and Writing Workshop, Close Reading, Guided Reading and Small Group Instruction.</p>	<p>Ensure all teachers are trained, and are using, flexible small group instruction.</p> <p>Reinforce environmental expectations for language supports during workshop and academic discussion, such as sentence frames posted, trait banks and word banks posted, video feedback of student talk, and fishbowl feedback and modeling of student talk.</p>	<p>Continued partnership with Teacher's College Reading and Writing Project staff developers</p>
<p>ELD: Teachers work to make all times of the day an opportunity for language learning and practice; teachers group students using language level for ELD K-2. Time: 30-45 min. 2-4x (ideally 3-4) a week using an approved program</p>	<p>Provide all teachers staff development on content language objectives, and EL strategies to embed in daily teaching</p>	<p>Ensure all teachers have access to Discussions for Learning or Systematic ELD kits</p>
<p>Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth.</p>	<p>Ensure teachers are trained in and use best practices in content areas (GLAD, SDAIE).</p>	<p>Ensure all teachers have GLAD resource book and access to online units.</p>
<p>Teachers work to make all times of the day an opportunity for language learning and practice.</p>	<p>Results based professional development (PD) will include ELD needs, unpacking CCSS, and content-language objectives.</p>	<p>Support peer observation cycles for teachers to visit exemplar rooms and</p>
<p>Teachers group students using language level for explicit ELD.</p>	<p>Support with data analysis to determine student groupings and data monitoring cycles</p>	<p>Cross-classroom grouping for grades K-1</p>

Ensure teachers have an ELD goal and are really pushing to read and plan with that lens. Teachers always are thinking about what they are trying to get better at.	Meet with teachers 4x year to create a goal, observe quarterly, and reflect on progress	Quarterly goals conferences to set and monitor progress towards teacher's goals
Teachers will spend time during August Retreat before the start of school to make ELD plans with their grade level partners.	Professional Development and planning input around designated and integrated ELD plans	TCN SummerPlanning Institute to support ELD planning and practice
Teachers coordinate and plan a kinder orientation for all incoming families. Teachers share kinder expectations and allow the students to see the classrooms. Teachers invite families into the classroom for morning 'Family Reading' so students can read with their or other students' families. Teachers facilitate targeted family workshops throughout the year.	Provide time and resources for teachers to provide targeted workshops to families, etc.	All kinder students/families have access to RAZkids and ST Math. The length of the day extends past the minimum requirements for instructional minutes.

**MAJOR IMPROVEMENT PRIORITY #3: Math Instruction**

**PERFORMANCE STRENGTHS & CHALLENGES for Priority #3**

Student Performance Strengths	Student Performance Challenges
15-16 SMI: 4th grade decreased the percent of students in the 'Does not Meet' category by 17.5% from the fall to mid-year	15-16 SMI Midyear: 60.2% of students are not proficient.
14-15 SBAC Math: 18.4% of students At/Above benchmark and 35.4% Approaching	14-15 SBAC Math: 46.2% of students below benchmark
15-16 Math Benchmark 2: In 1st Grade 67% of students are proficient/advances and 14% of students are approaching proficiency In 2nd Grade 48% of students are proficient/advances and 8% of students are approaching proficiency	15-16 Math Benchmark 2: In 3rd, 4th, and 5th grade the vast majority of students are not proficient. 5th grade 95% are not proficient 4th grade 89% are not proficient 3rd grade 74% are not proficient

**ROOT CAUSE ANALYSIS for Priority #3**

<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
Kinder-2nd grade classrooms are implementing the MX Math routines consistently. Teachers are implementing ST Math with varying levels of fidelity. Kinder, 1st, 4th are implementing it multiple times a week, 2nd, 3rd, and 5th are implementing less. 3rd and 4th grade teachers are using Engage NY curriculum to supplement instruction. In all classrooms, students are learning multiple strategies to solve problems.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

We aren't 'precise' about math language; haven't adopted a common math language.  
 There aren't schoolwide math expectations beyond how much time math is taught weekly. Therefore, there isn't vertical alignment between the grades.  
 Teachers aren't bought into the district benchmarks and are not always on pace. It is difficult to tell if students aren't demonstrating proficiency on the benchmarks because they have been taught the standards and haven't mastered them or if it is because of pacing, etc.  
 Most observations, professional development, and walk-throughs are focused on literacy so teachers have less accountability to expectations and administrators have less understanding of math instruction throughout the year.

**STUDENT PERFORMANCE GOAL(S) for Priority #3**

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By the end of 16-17, 30% of students will be proficient in math as measured by the SBAC.	SBAC Math	All Students	18.4%	25%	30%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By the end of 16-17, the percent of students who meet or exceed grade level expectations will be increased to 20%; the percent of students who do not meet expectations (2 or more years below grade level) will be decreased to 45%.	SBAC Math	All Students	N/A	15% at/above 50% far below	20% at/above 45% far below	2: Students are proficient in state academic standards.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3**

**Major Improvement Strategy for this priority:** *Teachers collaborate to develop the kinds of learning experiences to engage every student in Common Core mathematics. Students engage in productive struggle, discourse, and tasks in math.*

**KEY PRACTICES FOR PRIORITY #3**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
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<p>Teachers create long term plans using Math Expressions, Georgia Units, or Engage NY curriculum and Common Core State Standards.</p>	<p>Share expectations during August retreat, read long term plans, and provide feedback. Conduct walk throughs to ensure teachers are following through on expectations and to support as needed. Principal/ILT will ensure that all TCN instructional expectations are followed-through upon</p>	<p>Time during August retreat to create long term plans using approved curriculum. Access to approved curricular programs and materials.</p>
<p>Teachers will encourage productive struggle, facilitate mathematical discourse (i.e. Number Talks), and include key learning experiences (performance tasks) through activities that attend to identified students, including struggling readers, English Learners, and GATE students.</p>	<p>Share expectations during August retreat and provide professional development. Audit classroom schedules and long term plans to ensure Number Talks and tasks are included. Conduct walk throughs to ensure teachers are following through on expectations and to support as needed. Administrators will conduct TGDS observations and coaching cycles in math.</p>	<p>Time during August retreat to create long term plans using approved curriculum. Access to approved curricular programs and materials.</p>
<p>Students are assessed through Teacher created Illuminate assessments, OUSD performance tasks, and the SMI.</p>	<p>August assessment memo with clear expectations that is updated throughout the year. Support teachers to assess all students before the deadline (create release schedule for kinder to assess 1-1). Support teachers to analyze the data after each administration. Share school-wide data after each administration.</p>	<p>Chromebooks are available for scheduling using the Chromebook Google Calendar for each administration of the SMI. Target students will be allowed to test in a small group with an administrator. Teachers will receive labels with student passwords, student data, and graphs/charts to prepare. Access to Illuminate and clear instructions on how to enter data. Site developed assessment calendar created before the beginning of year.</p>
<p>Teachers will implement ST Math in all grades regularly throughout the week.</p>	<p>Renew ST Math licenses and arrange for training for teachers and families.</p>	<p>Teachers have access to Chromebook carts for daily access to ST Math. Teachers have access to ST Math representative for questions and support.</p>
<p>Teachers will facilitate Number Talks 3-5 times per week for 10-15 minutes.</p>	<p>Share expectations during August retreat. Audit classroom schedules to ensure Number Talks are included. Conduct walk throughs to ensure teachers are following through on expectations and to support as needed.</p>	<p>Teachers will have access to examples of successful schedules. Teachers have access to Number Talks books and DVDs.</p>

<p>Learning Displayed: Classrooms at TCN provide print-rich environments that constantly change to reflect current content that students are learning. The students' surroundings serve as powerful learning tools that support language development, content knowledge and skill acquisition. All classroom environments include evidence of student work, including artwork, writing, and learning activities. Classrooms clearly communicate what the classroom is on and about at all times. To increase motivation and meta-cognition, student work and tracking charts are visible (i.e. ST Math, math facts).</p>	<p>Share environmental expectations during August retreat environmental expectations. Conduct walk throughs to ensure teachers are following through on expectations and to support as needed.</p>	<p>Time during August retreat and buy-back days to update classrooms. Each classroom is used for PD throughout the year so teachers can see each others' classrooms, share positive feedback, and gain ideas. Materials such as sheet protectors, border, fabric, poster paper, post-its, markers are available for teachers.</p>
<p>Revisit and recommit to schoolwide math agreements. Shared agreements will be developed to ensure vertical alignment in math.</p>	<p>Facilitate renorming session during August retreat and revisit throughout the year to ensure teachers commit to schoolwide agreements.</p>	<p>Time during August retreat, PD, buy-back days to agree on norms and ensure fidelity to them.</p>
<p>Small group work: Teachers use small group work cycles during math workshop to confer with students.</p>	<p>Arrange for peer observations and reinforce expectations during observations, walk-throughs, and professional development.</p>	<p>Time during PD to practice teaching methods, etc. Weekly data-analysis release to analyze data to better plan for small groups.</p>
<p>100% of parents will participate in report cards where the teacher will share the current math level, goal, and strategies to reach the goal. Parents will participate in math workshops through the year created and facilitated by teachers.</p>	<p>Admin will hire FRC coordinator. Support communication between teachers and coordinator to setup workshops.</p>	<p>Time to plan workshops. FRC coordinator will coordinate logistics and family outreach. Minimum days for report cards. Weekly Home School Letter to communicate and promote events and report cards.</p>

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Fund Oakland Leaf, Super Stars Literacy, Girls, Inc to provide after school programming for TCN students.	<p>Reading partners works with striving students who are identified and by teachers, TSA, and administrators.</p> <p>GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade.</p> <p>TSAs use LLI for striving students in K-5.</p> <p>Experience Corps members work with students</p> <p>The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.</p>	A1.6: After School Programs	5825	n/a	n/a	n/a	190-1	190
\$1,884.34	General Purpose Discretionary	<p>Use TSA to significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy, Literacy Across the Curriculum, Writing with Evidence, and Academic Discussions through Leveled Literacy Intervention small group instruction, teacher coaching, and professional development.</p> <p>The TSA will:</p> <p>Use the Leveled Literacy Intervention (LLI) program to facilitate interventions for struggling readers in Kindergarten, 1st, and 2nd grade daily.</p> <p>Set goals for students and meet with families and teachers every 6-12 weeks.</p> <p>Coach teachers through individual meetings or push-in in the classrooms.</p> <p>Define and monitor grade-level expectations and facilitate 'Reading Team' meetings every 6 weeks with teachers and administration.</p>	<p>Reading partners works with striving students who are identified and by teachers, TSA, and administrators.</p> <p>GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade.</p> <p>TSAs use LLI for striving students in K-5.</p> <p>Experience Corps members work with students</p> <p>The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.</p>	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0028	0.022	190-2	190

\$15,697.37	General Purpose Discretionary	<p>Use TSA to significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy, Literacy Across the Curriculum, Writing with Evidence, and Academic Discussions through Leveled Literacy Intervention small group instruction, teacher coaching, and professional development.</p> <p>The TSA will:</p> <p>Use the Leveled Literacy Intervention (LLI) program to facilitate interventions for struggling readers in Kindergarten, 1st, and 2nd grade daily.</p> <p>Set goals for students and meet with families and teachers every 6-12 weeks.</p> <p>Coach teachers through individual meetings or push-in in the classrooms.</p> <p>Define and monitor grade-level expectations and facilitate 'Reading Team' meetings every 6 weeks with teachers and administration.</p>	<p>Reading partners works with striving students who are identified and by teachers, TSA, and administrators.</p> <p>GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade.</p> <p>TSA's use LLI for striving students in K-5.</p> <p>Experience Corps members work with students</p> <p>The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.</p>	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0153	0.21	190-3	190
\$6,000.00	General Purpose Discretionary	Teachers will use copy machine to duplicate curricular materials for students and send home family communication.	<p>Time during August retreat and buy-back days to update classrooms.</p> <p>Each classroom is used for PD throughout the year so teachers can see each others' classrooms, share positive feedback, and gain ideas.</p> <p>Materials such as sheet protectors, border, fabric, poster paper, post-its, markers are available for teachers.</p> <p>Access to copy machines for all teachers.</p>	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	190-4	190
\$10,195.75	General Purpose Discretionary	Teachers will have access to materials to use in the classroom and to provide for all students.	<p>Time during August retreat and buy-back days to update classrooms.</p> <p>Teachers have access to materials and books as needed.</p> <p>All teachers have the UoS post-its and online access.</p>	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	190-5	190
\$9,360.00	General Purpose Discretionary	Substitute teachers will release teachers to assess students, analyze data, and conduct long-term planning.	<p>August assessment memo with clear expectations that is updated throughout the year.</p> <p>Support teachers to assess all students before the deadline (create release schedule for kinder to assess 1-1).</p> <p>Support teachers to analyze the data after each administration.</p> <p>Share school-wide data after each administration.</p>	A2.8: Data & Assessment	1150	n/a	n/a	n/a	190-6	190
\$7,000.00	General Purpose Discretionary	Teachers will participate in extra time during August, June, and throughout the year to reflect, learn, and plan.	<p>Time during August retreat to create long term plans using approved curriculum.</p> <p>Access to approved curricular programs and materials.</p>	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	190-7	190



\$90,249.85	LCFF Supplemental	<p>The assistant principal will serve as an instructional leader to coordinate and facilitate:</p> <ul style="list-style-type: none"> <li>-assessment and data collection, reporting, and analysis</li> <li>-district and state testing</li> <li>-scheduling of specials, preps, instructional expectations</li> <li>-curriculum and materials needs</li> <li>-COST (coordination of services team)</li> <li>-TGDS evaluations for half the school caseload</li> <li>-interventions for striving students</li> </ul>	<p>Principal/ILT will ensure that all TCN instructional expectations are followed-through upon through walk-throughs, schedule development, and other accountability structures.</p> <p>Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.</p> <p>Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding.</p>	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	ASSISTANT PRINCIPAL ELEMENTARY	10APRE0057	0.84	190-8	190
\$2,569.55	LCFF Supplemental	<p>Use TSA to significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy, Literacy Across the Curriculum, Writing with Evidence, and Academic Discussions through Leveled Literacy Intervention small group instruction, teacher coaching, and professional development. The TSA will: Use the Leveled Literacy Intervention (LLI) program to facilitate interventions for struggling readers in Kindergarten, 1st, and 2nd grade daily; Set goals for students and meet with families and teachers every 6-12 weeks; Coach teachers through individual meetings or push-in in the classrooms; and Define and monitor grade-level expectations and facilitate 'Reading Team' meetings every 6 weeks with teachers and administration.</p>	<p>Reading partners works with striving students who are identified and by teachers, TSA, and administrators.</p> <p>GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade.</p> <p>TSAs use LLI for striving students in K-5.</p> <p>Experience Corps members work with students</p> <p>The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.</p>	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0028	0.03	190-9	190
\$17,939.85	LCFF Supplemental	<p>Use TSA to significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy, Literacy Across the Curriculum, Writing with Evidence, and Academic Discussions through Leveled Literacy Intervention small group instruction, teacher coaching, and professional development.</p> <p>The TSA will:</p> <p>Use the Leveled Literacy Intervention (LLI) program to facilitate interventions for struggling readers in Kindergarten, 1st, and 2nd grade daily.</p> <p>Set goals for students and meet with families and teachers every 6-12 weeks.</p> <p>Coach teachers through individual meetings or push-in in the classrooms.</p> <p>Define and monitor grade-level expectations and facilitate 'Reading Team' meetings every 6 weeks with teachers and administration.</p>	<p>Reading partners works with striving students who are identified and by teachers, TSA, and administrators.</p> <p>GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade.</p> <p>TSAs use LLI for striving students in K-5.</p> <p>Experience Corps members work with students</p> <p>The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.</p>	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0153	0.24	190-10	190

\$22,021.21	LCFF Supplemental	The science teacher will see every K-5 class twice per week in the science lab to conduct hands-on science activities.	Time for collaboration and planning. Access to curriculum and online resources. .8FTE TSA, .45FTE TSA, 1.0FTE AP to support implementation of program and coaching for teachers.	A3.4: Teacher Professional Development focused on Literacy	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0112	0.35	190-11	190
\$31,751.40	LCFF Supplemental	Release teachers for coaching, TGDS meetings, professional development and planning.	Principal/ILT will ensure that all TCN instructional expectations are followed-through upon using the TGDS evaluation system, walk-throughs, goals conferences, etc. Principal, AP, TSAs, and TGDS alternate observers will provide coaching cycles with teachers around Readers Workshop and literacy.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.65	190-12	190
\$163.33	LCFF Supplemental	Teachers will have access to materials to use in the classroom and to provide for all students.	Time during August retreat and buy-back days to update classrooms. Teachers have access to materials and books as needed. All teachers have the UoS post-its and online access.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	190-13	190
\$18,314.96	Measure G (School Libraries)	The library clerk will facilitate the checking in and out of books for all students; she will inventory the library; she will organize library displays to showcase books.	Access to Books Library: Each classroom has weekly access to the school library to check-out high interest books. Book shopping: Teachers have book shopping expectations and systems in each classroom. Book shopping happens during times other than workshop. Classrooms have library monitors as jobs (think science lab assistants). Teachers encourage students who are transitioning to levels with big jumps to use 'transitional baggies'.	A3.2: Reading Intervention	n/a	LIBRARY CLERK	LIBCLK0018	0.4	190-14	190
\$2,442.42	Measure G (School Libraries)	Release teachers for coaching, TGDS meetings, professional development and planning.	Principal/ILT will ensure that all TCN instructional expectations are followed-through upon using the TGDS evaluation system, walk-throughs, goals conferences, etc. Principal, AP, TSAs, and TGDS alternate observers will provide coaching cycles with teachers around Readers Workshop and literacy.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.05	190-15	190
\$242.63	Measure G (School Libraries)	To purchase books for the library	Access to Books Library: Each classroom has weekly access to the school library to check-out high interest books. Book shopping: Teachers have book shopping expectations and systems in each classroom. Book shopping happens during times other than workshop. Classrooms have library monitors as jobs (think science lab assistants). Teachers encourage students who are transitioning to levels with big jumps to use 'transitional baggies'.	A2.1: Implementation of CCSS & NGSS	4200	n/a	n/a	n/a	190-16	190
\$14,654.49	Measure G (TGDS)	Release teachers for coaching, TGDS meetings, professional development and planning.	Principal/ILT will ensure that all TCN instructional expectations are followed-through upon using the TGDS evaluation system, walk-throughs, goals conferences, etc. Principal, AP, TSAs, and TGDS alternate observers will provide coaching cycles with teachers around Readers Workshop and literacy.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.3	190-17	190
\$24.91	Measure G (TGDS)	Teachers will have access to materials to use in the classroom and to provide for all students.	Time during August retreat and buy-back days to update classrooms. Teachers have access to materials and books as needed. All teachers have the UoS post-its and online access.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	190-18	190
\$400.00	Measure G (TGDS)	Teachers will participate in extra time during August, June, and throughout the year to reflect, learn, and plan.	Time during August retreat to create long term plans using approved curriculum. Access to approved curricular programs and materials.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	190-19	190

\$17,190.45	Program Investment	<p>The assistant principal will serve as an instructional leader to coordinate and facilitate:</p> <ul style="list-style-type: none"> <li>-assessment and data collection, reporting, and analysis</li> <li>-district and state testing</li> <li>-scheduling of specials, preps, instructional expectations</li> <li>-curriculum and materials needs</li> <li>-COST (coordination of services team)</li> <li>-TGDS evaluations for half the school caseload</li> <li>-interventions for striving students</li> </ul>	<p>Principal/ILT will ensure that all TCN instructional expectations are followed-through upon through walk-throughs, schedule development, and other accountability structures.</p> <p>Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.</p> <p>Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding.</p>	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	ASSISTANT PRINCIPAL ELEMENTARY	10APRE0057	0.16	190-20	190
\$4,111.28	Program Investment	<p>Use TSA to significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy, Literacy Across the Curriculum, Writing with Evidence, and Academic Discussions through Leveled Literacy Intervention small group instruction, teacher coaching, and professional development.</p> <p>The TSA will:</p> <ul style="list-style-type: none"> <li>Use the Leveled Literacy Intervention (LLI) program to facilitate interventions for struggling readers in Kindergarten, 1st, and 2nd grade daily.</li> <li>Set goals for students and meet with families and teachers every 6-12 weeks.</li> <li>Coach teachers through individual meetings or push-in in the classrooms.</li> <li>Define and monitor grade-level expectations and facilitate 'Reading Team' meetings every 6 weeks with teachers and administration.</li> </ul>	<p>Reading partners works with striving students who are identified and by teachers, TSA, and administrators.</p> <p>GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade.</p> <p>TsAs use LLI for striving students in K-5.</p> <p>Experience Corps members work with students</p> <p>The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.</p>	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0028	0.048	190-21	190
\$1,147.88	Program Investment		<p>Leverage family and community supports. Activate resources to address the unmet, nonacademic needs that hinder ELLs' ability to thrive in school.</p> <p>Ensure there is a welcoming and nurturing environment that builds inclusiveness and encourages risk-taking.</p>	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV9999	0.023	190-22	190
\$275.39	Program Investment	Teachers will have access to materials to use in the classroom and to provide for all students.	<p>Time during August retreat and buy-back days to update classrooms.</p> <p>Teachers have access to materials and books as needed.</p> <p>All teachers have the UoS post-its and online access.</p>	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	190-23	190

\$61,677.01	Title I Basic	Use TSA to significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy, Literacy Across the Curriculum, Writing with Evidence, and Academic Discussions through Leveled Literacy Intervention small group instruction, teacher coaching, and professional development. The TSA will: Use the Leveled Literacy Intervention (LLI) program to facilitate interventions for struggling readers in Kindergarten, 1st, and 2nd grade daily; Set goals for students and meet with families and teachers every 6-12 weeks; Coach teachers through individual meetings or push-in in the classrooms; and Define and monitor grade-level expectations and facilitate 'Reading Team' meetings every 6 weeks with teachers and administration.	Reading partners works with striving students who are identified and by teachers, TSA, and administrators. GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade. TSAs use LLI for striving students in K-5. Experience Corps members work with students The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.	A3.2: Reading Intervention	4399	n/a	n/a	n/a	190-24	190
\$1,581.03	Title I Parent Participation	Surplus to be allocated by SSC in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	190-25	190

Student Name: \_\_\_\_\_



## FAMILY/SCHOOL COMPACT 2015-2016



As a Think College Now parent/caregiver, I/We \_\_\_\_\_ agree to:  
Parent(s)/Guardian(s) Names(s)

### Provide Home Academic Support:

- Provide my child with a quiet space for homework and ensure that he/she has all necessary materials
- Monitor and support the completion of homework assignments
- Ensure that my child is reading every night
- Frequently discuss school work and activities with my child
- Ensure that my child has a library card and provide opportunities weekly to visit library

### Provide School Support:

- Support and adhere to the school discipline and conflict resolution policy
- Promptly respond to messages from my child's school
- Follow through with school recommended actions
- Ensure that everyday my child comes to school rested
- Ensure my child eats breakfast everyday at home or at the school breakfast program
- Ensure that my child only brings nutritious/healthy foods to school
- Review this agreement with my child
- Ensure that my child does not bring electronic devices to school (including cell phones: must get written permission for emergency use of cell phones)

### Participate:

- Actively collaborate and communicate with teachers to meet my child's learning needs. This includes reading communications sent by the teacher and the school (i.e., the weekly Home-School letter and folders sent by the teacher).
- Ensure that I/we fill out school surveys which help TCN obtain more funds from grants and outside agencies
- Attend mandatory all-school meetings. This includes: Parent—teacher conferences three times a year, teacher workshops 2 times a year, Back to School Night, and Open House /Year-End Celebration,
- Participate in all report card conferences with classroom teachers
- if necessary, meet with educators away from the school campus at my home or another site
- Make positive contributions of my time, resources, or skills to the school community
- Come to a meeting to discuss how to support homework at home
- Every student must wear TCN uniform daily. Monday – Thursday: beige bottom, white or burgundy top, TCN t-shirt, or college shirt. Fridays – beige bottom, white top, or any bottom with TCN or college logo top. Parent responsibility to communicate needs regarding uniforms (school will support).
- Take advantage of resources/support/workshops/classes that are offered through the Family Resource Center

My signature below represents my understanding and full commitment to the above agreements.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent/Guardian Signature

# FAMILY INVOLVEMENT PLAN 2015-2016

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**VISION:** Think College Now's students will have the tools to successfully choose their life's path and desired occupation with an equitable opportunity to attend college and pursue their dreams. In order to achieve our vision, we must value and encourage family involvement as one of our top priorities.

**GOAL:** To engage and create family partnerships – to build links between home and school culture – to support student achievement.

- **Volunteering-**Parents are encouraged to volunteer in a variety of ways. All volunteers that work with children must have a TB test (The fee can be paid by TCN-contact the FRC to set it up). Volunteer opportunities include:
  - **Classroom-** Parents can volunteer in the classroom by assisting the teacher (helping with projects, preparing student supplies, or helping students with assignments). Before school hours, parents can also come in and read to students. After school hours, parents can work at home to support teachers as well. Talk to your teacher if you want to help!
  - **FRC-** Parents are welcome to volunteer in the family resource center assisting the administrative staff with various tasks. Filing, translation, making phone calls, making copies, and distributing (especially Mondays) are all tasks that have been completed by parent volunteers in the past.
  - **Cafeteria-** In the cafeteria volunteers run and maintain the Salad Bar.
- **Parent voice-**Listening to and acknowledging parent concerns and opinions is an important part of our home-school partnership. There are various ways for parents to communicate with other parents, teachers, staff and the principal:
  - **Teachers-** Teachers want to work with you to support their students. ***Any classroom issue should always go directly to the teacher (not to other parents)***. They often can speak to parents before or after school. Parents may also make an appointment with any teacher by leaving a note in the appropriate office mailbox, or by phone or e-mail.
  - **Parent Representatives-**Each classroom has 2 parent representatives. The parent representatives and treasurers have a monthly meeting.
  - **Principal and Assistant Principal-** The principal and assistant principal have weekly office hours from 9:00-9:30 am every Tuesday dedicated to parent concerns or suggestions.
- **Procedure for concerns or suggestions:**
  - **Classroom Concerns:** Please go directly to your child's classroom teacher. If you are not satisfied, visit the principal or assistant principal at their office hours or make an appt.
  - **All other suggestions (i.e., school-wide)**
    - Drop into the Family Resource Center and speak to an FRC staff member
    - Speak to your class rep or discuss your concern during the class meeting
    - Leave a note in the principal's box or in the appropriate teacher or staff member's box
    - Speak to the principal during his office hours or make a appointment
- **School Committees-**Parents are encouraged to be members, officials and participants in decisions relating to the education of their children:
  - **SSC (School Site council)-** The SSC has the power to vote on how some of the school budget will be spent. It also votes and decides on school related issues. This committee is composed of an equal amount of teachers, parents, and staff. Both teachers and parents hold official positions. [Held the last Wednesday of the month at 4:15pm]
  - **ELAC (English language advisory council)** This committee discusses the implementation of English language education, school climate, attendance and homework over long periods of vacation. All parent and budgetary decisions are discussed here before presented to the SSC. All TCN parents are invited to join the ELAC council. [Held the last Wednesday of the month at 8:45am]



- **Parent Education-** Parents are a child's first teachers. TCN supports and provides on-site adult education. Parents are empowered to reach their own educational goals. Parent education is essential for student success and for family success.
  - **Parent workshops-** A variety of parent workshops are provided at TCN on an as-needed basis. Some of our community partners are Centro Legal de la Raza, Native American Health Center and Alameda Department of Nutrition. The Family Resource Center works with different community resource groups to provide workshops ranging from UC Berkeley: college-going culture (financial aid, community college, etc), Champions for Change (Nutrition and Health) to OUSD Adult Education-professional development (computer training, literacy, etc) and much more. Translation and childcare for all workshops and meetings will be provided free of charge.
- **Family Resource Center (FRC)-** The FRC does outreach for students and their families. With the help from a grant received from the Zellerbach Foundation, we were able to develop and strengthen our family resource center. The family resource center is a comfortable, safe space where families can come in search of guidance for the home and various forms of school and community resources. The FRC is also the hub for parent representatives and volunteers.
- **Holistic Counseling Program-** TCN's counseling program is an integral part of our students' daily educational experience, and the program is designed to produce positive changes in student behavior and student learning. Students and families benefit from an array of direct services provided on site at Think College Now Elementary School. We provide families with individual, group and family counseling services as well as in-depth case management and referral services. Our program is integrated into the school and works as a group to provide services to enhance academic achievement and the social and emotional growth of our student.
- **Family Involvement Policy and Compact-** Each parent must sign the family compact to complete enrollment. As we have told families who enter our school, we expect more from ourselves, from the staff, the parents and the students. That is the only way we can achieve our lofty goals... together. As TCN grows, so do our families; we look forward to providing any support needed to maintain our family involvement as priority in our students' education.
- **Back-to-School Night [9/10/15]** These events are opportunities for parents to visit their child's classroom, receive information on curriculum, academic assessment and student progress, proficiency levels, and the process for having conferences or communication with their child's teacher.
- **Home-School Letter-** Every Monday (or Tuesday if it is a 3-day weekend), TCN families receive valuable information to strengthen our family-school communication. It is imperative that you read it each week and return the folder every Wednesday. See Home-School folder section of the family handbook for more details.
- **Accessibility:** We 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. In addition, we provide childcare as needed.

Adoption of Parent Involvement Policy on September 10<sup>th</sup>, 2015



\_\_\_\_\_  
(Site Leader Signature)

September 10, 2015

\_\_\_\_\_  
(Date)



## School Site Council Membership Roster – Elementary

**School Name:** Think College Now

**School Year:** 2015-16

<b>Chairperson :</b> Abellanira Santos	<b>Vice Chairperson:</b> Melissa Ramirez-Medina
<b>Secretary:</b> Rosa Gutierrez	<b>*LCAP Parent Advisory Nominee:</b> Abellanira Santos
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

**Place "X" in Appropriate Members Column**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Allison Henkel	X			
Rosa Gutierrez		X		
Kyle Smith		X		
Emma Coufal		X		
Madeline Noonan			X	
Abellanira Santos				X
Melissa Ramirez-Medina				X
Arelia Gonzazlez				X
Maria de la luz Beliz				X
Claudia Arzola				X

<b>Meeting Schedule</b> (day/month/time)	2nd Tuesday of each month
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
3-Classroom Teachers  
1-Other Staff  
**And**  
5-Parent /Community

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/15