



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Montera Middle School

2016-17 Measure G1 Commission Presentation



Presented by Darren L Avent

Presented to Measure G1 Commission

6 June 2017

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School Site Vision

Montera Middle School aims to provide all students with a supportive environment and rigorous curriculum through which they develop into inquiring, knowledgeable, and caring lifelong learners utilizing their creative talents to help build a better and more peaceful world through intercultural understanding and respect.

School Data



on June 1, 2016 Montera Middle School along with Skyline High School's application for the International Baccalaureate Middle Years Program or MYP was accepted. This gives Montera Middle School five years to complete the eight requirements needed to be an authorized International Baccalaureate World School. Two of these requirements have a direct impact on the master schedule and the number of FTEs we are requesting. Under the International Baccalaureate program there are eight subject groups. The eight groups are language and literature (ELA), individuals and societies (social studies), language acquisition (foreign language), sciences, art and music, mathematics, PE, and design (electives). The other factor is professional development of staff and collaboration between the two campuses.



Overarching Vision for G1 Funds

One of the biggest requirements of the International Baccalaureate Middle Years Program is the fact that language acquisition (foreign language) is taught to every student every year and every student must have a minimum of 50 hours of Art and Music. For the 16 – 17 school year Montera had one, Spanish, foreign language teacher. To achieve the IB requirements and based on the enrollment projected numbers the school would need to add four more foreign language teachers. For the 16 – 17 school year Montera had one music teacher and one art teacher. Based on the projected numbers the school would need to add one music and two art teachers. The school's plan is to use G1 to add a music teacher and supplement the music program to support the school's vision of becoming Oakland's first International Baccalaureate World School.

Grounded: School Wide Root-Cause Analysis

Based on self assessment and IB requirements, language acquisition (foreign language) must be taught to every student every year and every student must have a minimum of 50 hours of Art and Music. For the 16 – 17 school year Montera had one, Spanish, foreign language teacher. To achieve the IB requirements and based on the enrollment projected numbers the school would need to add four more foreign language teachers. For the 16 – 17 school year Montera had one music teacher and one art teacher. Based on the projected numbers the school would need to add one music and two art teachers. The school’s plan is to use G1 to add a music teacher and supplement the music program to support the school’s vision of becoming Oakland’s first International Baccalaureate World School.



2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
\$89338.79	To add Chorus and OrFF classes as electives to fulfill International Baccalaureate requirements.	All Montera students will receive a minimum 50 hours' music.
\$24,115.11	3 classes, one for each grade, to support and empower girls of color.	Develop a safe and positive culture for Montera girls of color.
\$3784.17	Funds used for art supplies	Supplies for Art Program

EVERY STUDENT THRIVES!



**OAKLAND UNIFIED
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School:	Montera	Principal	Darren Avent
School Address	5555 Ascott Drive	Principal Email:	Darren.avent@ousd.org
School Phone	510-531-6070	Principal Phone:	908-405-8664
2017-18 Enrollment (6-8)	772	Anticipated Grant Amount*	\$92,563

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
427	368	49.87%	6%	8%	4%	96%

Student Body Ethnic Composition

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
40.38%	0.38%	8.43%	19.12%	1.13%	1.01%	22.14%	7.30%

Measure G1 Lead Team (can be a pre-existing team such as ILT)

Name	Role
Elizabeth Rosenberg	ILT – Math Department Chair
Stephanie Berger	ILT- PBIS Lead
Anisa Rasheed	ILT-AP
Bret Erickson	ILT- Science Department Chair
Erica Saephan	ILT- Guidance Counselor
Julienne Cruz	ILT- Math

Kevin Jennings	ILT- Electives
Latoya Williams	ILT- AP
Robert Brewer	ILT- Science
Tina Harambe	ILT- PBIS/Restorative Justice
Zubin Hu	ILT- Math
Mark Sneed	SSC- Teacher
Ammon Torrence	SSC- Teacher
Doug Hamilton	SSC - Parent
Esther Watkins GULLI	SSC - Parent
Margaret Baker	SSC- Teacher
Mark Sneed	SSC- Teacher
Rebekah Evenson	SSC – Parent/Co-Chair
Sheron Campbell	SSC - Parent
Steven Graham	SSC - Parent
Susy Hovland	SSC – Parent/Chair
Gayle Schooley	SSC- Teacher
Daniel James	SSC – Student Rep

School Vision:

Montera Middle School aims to provide all students with a supportive environment and rigorous curriculum through which they develop into inquiring, knowledgeable, and caring lifelong learners utilizing their creative talents to help build a better and more peaceful world through intercultural understanding and respect.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Basic	Access and Equitable Opportunity	Basic
Instructional Program	Basic	Instructional Program	Basic
Staffing	Basic	Staffing	Basic
Facilities	Basic	Facilities	Basic
Equipment and Materials	Basic	Equipment and Materials	Basic
Teacher Professional Learning	Basic	Teacher Professional Learning	Basic
World Language (Rubric)			
Content and Course Offerings	Developing		
Communication	Developing		
Real world learning and Global competence	Emerging		

Measure G1 Data Analysis

On June 1, 2016 Montera Middle School along with Skyline High School’s application for the International Baccalaureate Middle Years Program or MYP was accepted. This gives Montera Middle School five years to complete the eight requirements needed to be an authorized International Baccalaureate World School. Two of these requirements have a direct impact on the master schedule and the number of FTEs we are requesting. Under the International Baccalaureate program there are eight subject groups. The eight groups are language and literature (ELA), individuals and societies (social studies), language acquisition (foreign language), sciences, art and music, mathematics, PE, and design (electives). The other factor is professional development of staff and collaboration between the two campuses.

Two of the biggest requirements of the International Baccalaureate Middle Years Program is the fact that language acquisition (foreign language) is taught to every student every year and every student must have a minimum of 50 hours of Art and Music. For the 16 – 17 school year Montera had one, Spanish, foreign language teacher. To achieve the IB requirements and based on the enrollment projected numbers the school would need to add four more foreign language teachers. For the 16 – 17 school year Montera had one music teacher and one art teacher. Based on the projected numbers the school would need to add one music and two art teachers. The school’s plan is to use G1 to add a music teacher and supplement the music program to support the school’s vision of becoming Oakland’s first International Baccalaureate World School.

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		Safe and Positive School Culture (SPF/SPSA)	
2016-17 Enrollment Data (projection vs. 20 day)	775	SPF - Suspension	Orange
ES Outreach Strategy Actions	Tours for ES every Tuesday and Friday during options period. Incoming 6 th graders day in June.	SPF - Chronic Absence	Yellow
Programs to support ES students transition to MS	Bridge program before school starts for incoming students.	CHKS data	Green

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date
SSC	March 16, 2017

Staff Engagement Meeting(s)	
Staff Group	Date
Whole Staff	March 15, 2017

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6–8
 - Improve student retention during the transition from elementary to middle school
 - Create a more positive and safe middle school learning environment
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.

3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric

For the 16 – 17 school year Montera had one music teacher and one art teacher. Because International Baccalaureate considers art and music as an international language all students must take at minimum 50 hours of each, Montera must add teachers to these programs. Based on the projected numbers the school would need to add one music and art teacher. The goal is to use G1 to add to the music program.

Budget	2017-18 Activities	Anticipated Outcome
\$89338.79	To add Chorus and OrFF classes as electives to fulfill International Baccalaureate requirements.	All Montera students will receive a minimum 50 hours music.

2. Art Program

Programmatic Narrative Based on Rubric

For the 16 – 17 school year Montera had one music teacher and one art teacher. Because International Baccalaureate considers art and music as an international language all students must take at minimum 50 hours of each. Based on the projected numbers the school would need to add one music and art teacher. Montera will redirect funding for Art teacher, but will remaining to support Girls Empowerment program and or Art supplies.

Budget	2017-18 Activities	Anticipated Outcome
\$3224	2nd priority to use remaining funds of used for art supplies	Add to funds school use for art.

3. World Language Program

Programmatic Narrative Based on Rubric

One of the biggest requirements of the International Baccalaureate Middle Years Program is the fact that language acquisition (foreign language) is taught to every student every year. For the 16 – 17 school year Montera had one, Spanish, foreign language teacher. To achieve the IB requirements for 17-18 school year and based on the enrollment projected numbers the school would need to add four more foreign language teachers. G1 funding will not be used to support the World Language Program.

Budget	2017-18 Activities	Anticipated Outcome

2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Montera has a Bridge program that starts the week before school starts. At Bridge students learn team building, restorative practices and about Montera. There is also cyber safety training for parents during the Bridge program. G1 funding will not be used.

Budget	2017-18 Activity	Anticipated Outcome

3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

To improve the school culture Montera has added the African American Girls and Young Women Achievement Program. The program gives female students of color a place where they can find equitable support and new pathways to success. The program follows the highly-successful African American Male Achievement Program in OUSD, filling an important need for the girls and young women of color in the district. The plan is to have 3 classes, one for each grade level to support female students of color.

Budget	2017-18 Activity	Anticipated Outcome
\$24,115.11	Priority #1 for remaining funds will be to hire .23 FTE girls empowerment teacher. Teacher will teach 3 classes, one for each grade, to support and empower girls of color.	Develop a safe and positive culture for Montera girls of color.

2016-2017 Norms:

- **Start and End on Time**
- **Assume Positive Intent**
- **One Speaker**
- **Be Reflective and Solution Oriented**

Facilitator: Admin team	Recorder:
	Time Keeper:

Time		Topic	Facilitator
3:45-4:45	60 min	IB Policies discussion - there is an IB template that is used <ul style="list-style-type: none"> ● Academic honesty <ul style="list-style-type: none"> ○ Was sent to whole staff. Revisions are being made now. ● Assessment <ul style="list-style-type: none"> ○ Will lead to a common grading practice ○ Needs to be authentic ● Inclusion <ul style="list-style-type: none"> ○ Avent will email Rynhoud & Arnold ● Language <ul style="list-style-type: none"> ○ Avent will email Mayorga 	Avent
4:45-5:00	15 min	Based on self assements on G1 planning and hiring for 2017-18 School Year <ul style="list-style-type: none"> ● One Spanish teacher accepted the position - has experience in the district. Worked at an elementary school. ● Long is interviewing this week for Mandarin 	Avent
		Other: Next Year: <ul style="list-style-type: none"> ● Oakland PAL - groups of 50 7th/8th graders to visit police department and do a tour ● GREAT anti-bullying program for 6th 	

		<p>graders - one hour per week for 13 weeks</p> <ul style="list-style-type: none"> ● Discipline matrix - whole staff needs to get together and be on the same page ● Non-negotiables ● What do we do to get our students in class? Too many students not going to class on time. Everyone needs to be on the same page. ● Consistency and knowledge that students need to know - how do we communicate the expectations so that all students are aware? ● How do we connect staff to each other so that there is more of a sense of belonging? <ul style="list-style-type: none"> ○ Matrix for Staff? ○ Morning Meetings - Coffee? ○ Themes for morning meetings ○ Retreat? No money. ● Students appreciate routine, structure, expectations, discipline... ● Everything has to be taught and re-taught ● Uniform? Need student voice. Parents want uniforms. ● Dress code - remind teachers and need procedures 	
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Attendance: Avent, Arnold, Hu, Rasheed, Mayorga, Saephan, Schooley, Brewer, Rynhoud

Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement