

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

Legislative File ID No: 18-1284
Introduction Date: 6/27/18
Enactment No.: 18-1092
Enactment Date: 6/27/18
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June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Edna Brewer Middle 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)
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Edna Brewer Middle School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2018-2019 Single Plan for Student Achievement (SPSA)

School:	Edna Brewer Middle School	Legislative File ID No:	18-1284
CDS Code:	1612596057061	Introduction Date:	6/27/18
Principal:	Aubrey Layne	Enactment No.:	18-1092
Date of this revision:	4/20/2018	Enactment Date:	6/27/18 er

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact: Aubrey Layne	Position: Principal
Address: 3748 13th Avenue	Telephone: 510-531-6600
Oakland, CA 94610	Email: aubrey.layne@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Edna Brewer Middle School

Site Number: 210

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. 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.
3. 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.
4. 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).
5. 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: 5/15/18

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

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

<u>Aubrey Layne</u> Aubrey Layne, School Principal	 Signature	<u>5/15/18</u> Date
<u>Kira Dahlgen Lancaster</u> Print name of SSC Chairperson	 Signature	<u>5/15/18</u> Date
<u>Mark Triplett</u> Mark Triplett, Network Superintendent	 Signature	<u>5/23/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	 Signature	<u>5-31-18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Edna Brewer Middle School

Site Number: 210

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/17/2018	Instructional Leadership Team	Conducted ILT work to craft different aspects of the school goals. Conducted ILT work session to review and amend SPSA's content.
1/31/2018	Instructional Leadership Team	ILT split up into groups and worked on needs assessment
2/14/2018	Instructional Leadership Team	ILT split up into groups and continued work on needs assessment and started work on priorities and practices
12/19/2017, 1/16/2018, 3/20/2018, 4/17/2018	SSC & SELLS combined	Shared rationale and overview of the school site plan. SSC members asked questions and made recommendations.
2/13/2018	Family Head Meeting	Shared rationale and overview of the school site plan.
1/22/2018, 1/31/2018, 2/12/2018, 4/16/2018	Department Meeting	Shared rationale and overview of the school site plan. Teachers reviewed and made recommendations.
3/2/2018	Student Council (6-8)	Convened feedback session with students around activities to increase student engagement.

2018-2019 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 ... General Purpose Discretionary #0000	\$389,917.50	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$369,592.52	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$140,691.59	TBD
TOTAL:	\$900,201.61	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$160,798.46	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$4,538.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$165,336.46	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Edna Brewer Middle School

School ID: 210

School Description

Edna Brewer is an inclusive school community where social and emotional learning are prioritized. We are proud to be one of the most diverse schools in Oakland with students from every corner of the city representing many different cultural backgrounds. Our rigorous academic program is led by teachers who are collaborative, innovative and characterized as “warm demanders”. Our teachers lead the way in implementing Common Core and Blended Learning, while using technology and small groups. We prioritize physical health, featuring a rigorous PE program. 99-minute block periods are broken up by recess and lunch so that students have opportunities for movement and socializing. Edna Brewer offers robust enrichment activities in Music, Art and Drama—three programs that we continue to expand from year to year with the support of an incredible PTSA and a staff that is dedicated to the arts. In addition, our active PTSA supports students’ academic and extracurricular needs and fosters open communication between parents and Edna Brewer’s dedicated teachers and staff. In 2014-2015, our PTSA raised over \$100,000 to fund peer tutoring, field trips, science supplies, classroom supplies, school beautification, the PRIDE Store and much more! Restorative Justice is our successful social and emotional learning program, designed to put the focus on student voice. It emphasizes community, discipline and empathy. We are proud of our thriving school community, we care about children and learning, and we strive to offer a balanced educational experience in a positive and inclusive environment. Join us for a school tour and Go Panthers!

School Mission and Vision

An Edna Brewer graduate will be an academically successful, healthy and positive community member, whose resilience enables her/him to thrive in high school, college and career.

Family & Student Engagement

1. Most students like their school and their teachers.
2. The three pillars: Academics, Community, and Total Health are all supported through ACT awards and schoolwide assemblies.
3. Teachers and administrators acknowledge student achievement with honor rolls, and student of the month breakfast.
4. Many teachers avail themselves to students to build relationship with them or to host lunch time activities or social clubs.
5. Sports and other activities are available for students to enroll in. There are various opportunities for students to express their creative and interest.
1. When student-adult relationships are damaged, adults are not sufficiently skilled in RJ practices to mend and resolve damaged relationships.
2. Teachers are not always willing to give up instructional time for community building and SEL practices.
3. Students do not always have a variety of options to express academic outcomes in core classes. We are not always using multiple modalities to deliver lessons.
4. Advisory is not used to teach explicit SEL and community building practices.
5. Students don’t always feel they have a voice.
1. Time and limited access to RJ training and resources inhibit adults from embracing and implementing RJ practices.
2. Cross department collaboration is not strong; not really using consultancy model enough to learning from each other, particularly in multi-modal lesson delivery.
3. Time and other priorities get in the way of adults shining a spotlight on excellent practice when it pertains to involving students.
4. Philosophical differences among staff around what authentic student engagement looks like exist.
5. Learning isn’t always made relevant to real life scenarios or applications.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>1. Students are expected to engage in daily reading during schoolwide SSR period.</p> <p>2. Every SSR classroom has a library that is supported by parent volunteer and the school library is open and available 90% of school time (including lunch and breaks)</p> <p>3. Teachers and students use schoolwide annotation marks for Close Reading in all subject content area. This occurs in ELA classes. ELA and History teachers collaborate and align on common terms for writing.</p> <p>4. Professional Development within the department focuses on collaborative cycles of inquiry by grade level in order to align the department on Common Core standards.</p> <p>5. The ELA department will launch 30 Books by June and create culture and excitement around this year long goal. Appreciations and recognition will occur throughout the entire school year by incorporating "Star Readers" into ACT Awards or SOM Awards.</p> <p>6. LLI has helped teachers with guided reading practices and differentiation.</p>	<p>1. Teachers and students do goal setting for SRI, but do not engage in in-depth analysis of reading needs.</p> <p>2. Only 1 out of 6 teachers conducts regular conferences with students during SSR. A lot of "fake reading" happening during SSR.</p> <p>3. Classroom libraries vary in quality class to class. They are especially lacking in quality in non ELA classrooms. Students are not trained about how to choose books/ when to check them out in different libraries.</p> <p>4. Small group instruction for reading only is happening in Strategic classes, which only impact a portion of our struggling readers.</p> <p>5. Many students who need reading intervention are in Math intervention or other electives and do not receive targeted reading support.</p> <p>6. Alignment among department is a struggle since some teams are using varying parts of EL education and other teams are using older, site based curriculum. Same lack of alignment about value of SRI, and what data to use and analyze.</p>	<p>1. Teachers need training on best practices for SSR, and time to analyze reading behaviors not just SRI scores which do not tell us enough fine grained data about what students need.</p> <p>2. Lack of school Wide teacher buy in for SSR. Lack of training for whole staff due to other whole school priorities. Non ELA teachers do not feel comfortable teaching an SSR class and there is not a clear school wide SSR protocol for teachers to follow.</p> <p>3. Teachers do not have time to maintain their libraries to provide kids with high interest books.</p> <p>4. Missing aligned vision among colleagues in the ELA department. Teacher turn over and new leadership.</p> <p>5. Data from F&P/ LLI/ Lightsail is not analyzed on a regular basis. Too many initiatives in ELA.</p> <p>6. There is difference of opinion in how advisory time should be used, as well as concerns pertaining to contractual hours and obligations.</p>

<p>LANGUAGE & LITERACY <i>(continued)</i></p>	<p>7. ELA teachers share the same students as SSR teachers. Provides an opportunity to support teachers with SSR best practice of teacher-student conferring, ways of differentiating silent reading time, and general support for teaching SSR class and reading.</p> <p>8. School invested in Lightsail to give students ebooks at ZPD.</p> <p>9. ELA teachers collaborated with Mills to engage in a Lesson Study inquiry both in the Fall and Spring.</p>	<p>7. EL Educatiaon and other curriculum needs to be adapted to meet the needs of our ELs.</p> <p>8. Staff members are not using LLI consistently, LLI is only happening in two out of 6 Strategic classes.</p>	<p>7. The roll out of EL curriculum two years ago has created a situation where teams are at different stages. No training on best practices to do this like having more visuals, anchor charts, academic discussion, small group work.</p> <p>8. Time to follow up about LLI instruction is not adequate as there is also a new EL curriculum to learn. Balancing intervention and core instruction is a difficult load especially for new ELA teachers.</p> <p>9. There isn't a strong emphasis on data analysis. SRI data alone does not demonstrate the whole of student's knowledge.</p> <p>10. There was a lack of time in the summer for new staff training on LLI and intervention class.</p>
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<p style="text-align: center;">STANDARDS-BASED INSTRUCTION <i>(including core content beyond language & literacy)</i></p>	<p>Science: The entire science department has been involved in early implementation of NGSS for 4 years in preparation for the full adoption by the state of California in the 2018-19 school year. Students have been receiving instruction in the new standards through all grades, and teachers have been involved in writing the curriculum currently being used and receive training every summer. Science Dept. head is on the Core Leadership team for OUSD's participation in the Early Implementation Initiative. Students are working on arguing from evidence, and engineering is a part of every unit. Because the new standards are skills based in addition to content, students are able to use multiple strategies to show understanding which helps with differentiation for ELLs and SDC and SPED students</p> <p>Math:</p> <ol style="list-style-type: none"> 1. Each grade level pair of math teachers is very closely aligned with one another (almost same lesson in either class on any given day). 2. There has been minimal teacher turn over in the math department over the last 3 - 4 years. 3. SBAC scores for students at or above grade level have improved over the last three years as follows: 37.5% in 14-15, 39.3% in 15-16, 44.5% in 16-17. 	<p>Science - Curriculum was written by OUSD science teacher leaders and specialists. We had curriculum writing workshops for the first 3 years, and curriculum revision workshops in the summer, both of which were paid for with the Early Implementation grant. That's not progressing</p> <p>Math</p> <ol style="list-style-type: none"> 1. More than half of our students are still not at grade level as measured by the SBAC. 2. We have an "upside down bell curve" as measured by the SMI. Most students fall into the categories of above or below grade level, but there are not many students in the middle. 	<p>Science - Grants ran out and the district will not cover the cost of curriculum development, but they're looking to adopt a curriculum that will ultimately cost more. The implication is that we are supported by the district as long as someone else is paying for it, but there's not an understanding of the long term return on the investment.</p> <p>Math</p> <ol style="list-style-type: none"> 1. Not having enough time to work with special educators, instructional aides, and paraprofessionals may lead to less individualized lessons and curricula, which in turn, lead to our upside down bell curve. 2. A conceptual understanding of mathematical concepts is key to students successfully solving problems that are new to them. We are currently researching how to develop lessons that push students to conceptualize topics, but much more work must be done.
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<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;"><i>(Culture & Climate, including Measure G1)</i></p>	<ol style="list-style-type: none"> 1. There is a grade level admin to work with students and adults in each grade. 2. Grade level admin is in constant communication with parents, teachers, COST and RJ teams. 3. COST and RJ Teams share information. 4. RJ Team works closely with grade level admin supporting specific students and subgroups. 5. Mentors are assigned to tier 2 and 3 students. 6. RJ Wednesdays across the school and PACT lessons foster positive classroom culture. 7. Initiated Boys Group 16-17 school year in response to AAM and students with IEPs suspension rate. 8. Expanded partnership with EBAYC mentors to include activities during lunch. 9. Developed after school choral program. 10. RJ Team trained 45+ peer Restorative Justice leaders to assist with conflict mediation and bring a positive presence onto campus. 11. Tier 1 focused community building occurs during Pact and advisory classes on weekly basis. 12. Staff is receiving CRT/Bias training throughout the year. 13. Incoming 6th graders are being introduced, trained, and practiced into Restorative Justice Practices and Principles. 	<ol style="list-style-type: none"> 1. A significant number of our suspensions are for students with IEPs and AAM students. 2. We have not done enough SEL work around empathy and conflict with students and their families. 3. Though we have a strong electronic use policy, social media use outside school hours keeps student conflict brewing. Peer pressure can be a contributing factor in behaviors that lead to suspension. 4. Some students seemingly do not comprehend the implications of their actions (Ex. Big Five for Expulsion). 	<ol style="list-style-type: none"> 1. Some teachers lack skills and knowledge in developing relationships with AAM students and students with IEPs. 2. Some students lack the critically thinking and coping skills to understand the implications of their actions. 3. In middle school, emphasis on social standing causes students to value image and social currency over empathy and community. 4. Adulthood: AAM students are often treated as adults. This stems from societal biases and perceptions. 5. A strong relationship between home and school is sometime missing, and when it gets damage we don't always salvage it. 6. Over 60% of students with suspensions are AAM, which include students with IEPs 7. Some students/parents lack trust in staff and/or system of education 8. Some students/parents lack knowledge in systems, rules, regulations, protocols of school.
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<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p><i>(SELLS Needs Assessment)</i></p>	<p><i>Enter SELLS Needs Assessment strengths when available.</i></p> <p><i>At Edna Brewer Middle School, we test between 60- 90 students each year on the Celdt (now ELLPAC). Our long term language learners have been supported by Strategic English (Strat) classes and after school tutoring under our Promotion For All program.</i></p>	<p><i>Enter SELLS Needs Assessment challenges when available.</i></p> <p><i>Our ELD work is folded into ELA classes and strategic reading classes. Language development is seen as the job of ELA teachers. Collective responsibility for language instruction is not taken on across departments. Despite ELLs as our lowest achieving subgroup on the SBAC, we have not provided training on best practices for language learning across content areas. We have not yet started ELL shadowing work or Focal Student Work with our language learners.</i></p>	<p><i>Enter SELLS Needs Assessment root cause analysis when available.</i></p> <ol style="list-style-type: none"> 1. Training has not been provided to all teachers who have strategic classes on how to implement specific intervention programs into their courses for language learners. 2. School communicates with parents of ELL students for reclassification, but there is not consistent communication throughout the school year to parents who speak a language other than English. Our school's online communication platform, Schoology, is not always translated into multiple languages. 3. Professional Development for general education and special education teachers of ELLs is lacking. We need strategic PD for teachers of long term English Language Learners as well as sfor students with IEPs who need language development. 4. Combining elements of Social Emotional Learning with ELD interventions would be very important to improve engagement with our long term English Language Learners.
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<p style="text-align: center;">ARTS, MUSIC & WORLD LANGUAGES</p> <p style="text-align: center;"><i>(Measure G1)</i></p>	<ol style="list-style-type: none"> 1. We have two stellar music teachers that work during the school day as well as several after school music programs, that have led to a robust music program. 2. Students are able to participate in different student groups on campus (Peer RJ, Student Council, Student Leadership). 3. Admin Team works closely with students to plan and implement community building initiatives that are responsive to our school climate. 4. We have an Art Teacher now who teaches art to 6th, 7th, and 8th graders. We used G1 funding to create this full time position. In the past, we had an independent contractor teaching the art program. We also have a VAPA grant funded after- school art class. We display student art work throughout the school. 5. G1 funding also supports the afterschool chorus which helps make our music program offerings more diverse. 6. We have partnered with EBAYC, and have 3 EBAYC mentors engage in lunchtime activities such as board games, sports, building community, etc. 	<ol style="list-style-type: none"> 1. Students who need ELA or Math support are enrolled in intervention classes and are not able to access an elective class. 2. Students in SPED programs do not always get access to art, music, and world language elective classes, sometimes due to socioemotional issues, lack of push in support, etc. 3. Student leadership groups do not meet regularly with school admins. 4. Some elective classes are not balanced in terms of gender. 5. If you were unable to take Spanish as a 6th grader, there is no other way of entering Spanish in the 7th or 8th grade. 6. Students want to take more than one elective, but due to our scheduling constraints, cannot take more than one. 7. We need EBAYC staff at lunch to be more inclusive, and be able to reach out to more students, as they currently tend to service the same handful of students at the board games. 	<ol style="list-style-type: none"> 1. Edna Brewer, some would say, is a microcosm of Oakland. The diversity, based on the demographic breakdown reported earlier in the proposal, mimics that of the city's population. With such diversity comes, unfortunately, a disparity in parent engagement at school. The PTSA board consists primarily of parents of our Caucasian and Asian student. These parents are also of the middle to higher socioeconomic backgrounds. A major priority for our school is to increase involvement of parents of African-American and Latino backgrounds. 2. Due to our current scheduling, if a student takes an intervention class, there isn't another available opening for a second elective. There isn't a high rate of "graduation" for students at the end of the semester so that they can move out of intervention and into another elective. 3. SpEd students have various IEP requirements and needs in terms of their content classes, scheduling, etc that become a barrier to them accessing art, music, etc.
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Edna Brewer Middle School

School ID: 210

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Reading	Increase by 5 percentage points the percent of students reading at or above grade level as measured by SRI.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	All Students	64.00%	69.00%	74.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SSR walkthroughs, notes from conferring with students during SSR, F&P data for Strat students, ELA, History, and Science assessments, ELA PLC agendas that examine student work from backwards planned units.				
Theory of Action for Language & Literacy Priority:	If teachers in all subject areas focus on reading support in SSR of students far below grade level, and teachers of ELA, History, and Science align on best practices for reading non fiction in tier 1 instruction (particularly to support students with disabilities), and ELA teachers teach targeted reading skills in students ZPD during Strat class (particularly to support economically disadvantaged students), then we will accelerate students' reading scores out of far below grade level.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	All SSR teachers will use strategies for engaging students in SSR including conferring with focal students on a regular (biweekly) basis.	ELA teachers will support and problem solve case by case scenarios by making SSR class a regular check in during weekly family meetings. We will have at least one full staff PD around building understanding and skills for supporting independent reading for all students including ELLs, newcomers, homeless and foster youth, Gate students across grade levels and subject areas.		Notes from reading conferences, observation of SSR classes, Teacher feedback, SRI scores, Lightsail data, F&P data	
1-2	ELA Teachers will use LLI and Lightsail in intervention class to support struggling readers including ELLs, newcomers, homeless and foster youth.	ELA teachers will engage in professional development around LLI and Lightsail independent reading reading instruction specifically focusing on Fountas and Pinnel's "System of Strategic Actions" for reading framework.		SRI score increases for students who are below/ far below grade level, Lightsail data increase, Students able to verbalize their reading goals and site strategies from F&P framework	

1-3	ELA Teachers will confer with students to assess individual needs (particularly newcomer students and students with disabilities) in order to support the EL Education curriculum.	Literacy coach pushing in to confer with students during EL Ed lessons. Department time to plan and do cycles on inquiry around modified EL Ed lessons	Notes from reading conferences, SRI score increases for students who are below/ far below grade level, Students able to verbalize their reading goals and site strategies from F&P framework
1-4	ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction using Notice and Note Nonfiction. (particularly designed to increase motivation for foster students, homeless students, economically disadvantaged students, and students with disabilities)	PD focus on N&N nonfiction. Department heads in Science and History also take on best practices for nonfiction reading instruction	SRI score increases for students who are below/ far below grade level, unit assessments for ELA, History, Science
1-5	Engage families to encourage reading at home with 20 minutes of reading each night and a family literacy night in February.	Literacy coach will work with PTSA to organize family literacy night. Teachers will emphasize nightly reading.	Feedback and attendance of Family literacy night, increase in SRI scores.
1-6	Professional Development for teachers around standards aligned instruction, SBAC rigor, and backwards planning UBD	Literacy coach planning of PLC work time and partner planning time, time at the retreat for planning	Use of mid unit and end of unit assessments that are planned ahead of time, increase in standards aligned instruction, increase in end of unit assessment mastery, increase in SRI scores

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Science & Mathematics	Science - By May, all science teachers will be using 3D NGSS instruction that is inquiry based, hands-on rich, and teaches skills as well as content Math - Increase by 5 percentage points (annually) the percent of students performing at or above grade level as measured by SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	CAST	All Students	n/a	TBD	TBD
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Science - District science has developed a walkthrough tool for observing student indicators of high quality instruction. Math - We can look at a variety of assessments throughout the year including but not limited to teacher created unit exams, district created benchmark exams, and in class observation data.				

Theory of Action for Standards-Based Instruction Priority:		<p>Science - Science teacher leader attends monthly PD and delivers the PD at department meeting. District will replicate the lesson study process to sites for in house lesson study to begin Fall 2018.</p> <p>Math - If our core academic program supports students in making sense of problems and persevere in problem solving, then this will lead to students' development of their problem solving strategies. More developed problem solving strategies will then, in turn, result in a better understanding of content in general. We aim to guide students to generate their own questions about mathematical scenarios and be motivated to work with the standards-based content. We believe that if our core academic program carefully considers mathematical access points (particularly to support economically disadvantaged students), what information is given at what time, provides appropriate scaffolding (particularly for students with disabilities), and employs small group work strategies, it will support the ultimate goal of student independence while problem solving.</p>	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	<p>Science - Teachers will use district curriculum as a basis for instruction, adding and refining lessons as needed. Instruction will cover disciplinary core ideas, but also update use of Scientific Method to the Science and Engineering Practices and help students use the Cross Cutting Concepts as a lens for teaching how scientists view the world.</p> <p>Math - Math teachers will collaboratively design research lessons and participate in lesson study twice per year.</p>	<p>Science - the science teacher leader will remain active in the Core Leadership for the Early Implementation of NGSS through an outside grant and pass the learning from participation on to teachers. Teachers will spend several PD sessions reviewing student work samples and reflecting on improving science instruction</p> <p>Math - Mr. Corwin and Courtney Ortega facilitate the lesson study process.</p>	<p>Science -</p> <p>Math - Teachers walk away from the lesson study process with a new understanding of the standards and practices addressed. Teachers will also have a new lesson to add to our curriculum.</p>
2-2	<p>Science -</p> <p>Math - Teachers will deliver math lessons that activate students' prior knowledge, but will not "frontload" content that students should be discovering on their own. This includes differentiating instruction for students with disabilities and creating accessible content for students who may be economically disadvantaged.</p>	<p>Science -</p> <p>Math - Mr. Corwin supports the balance of prior knowledge and "frontloading" by facilitating cycles of inquiry on the matter.</p>	<p>Science -</p> <p>Math - Students are better able to solve problems that they have had no exposure to. We should see critical thinking scores for the SBAC math test increase.</p>

2-3	Science - Math - Math teachers will observe their peers through the lens of their own professional goals and/or department priorities.	Science - Math - Mr. Corwin works with all math teachers to substitute one full block period to allow for peer observation. (2-3 times per school year)	Science - Math - Teachers incorporate new ideas learned from their peer into their own classrooms.
2-4	Science - Math - Math teachers will collaborate with special education teachers to better support students with disabilities.	Science - Math - Mr. Corwin will plan some department meetings to incorporate special education experts.	Science - Math - Math lessons are more individualized and better differentiated to meet the needs of all learners.

CONDITIONS FOR STUDENT & ADULT LEARNING (including Measure G1)	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Suspensions	Reduce suspensions of African American male students and students with IEPs by 3 percentage points.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Suspension Rate	African American Males	11.3%	10.6%	9.8%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Number of occurrences in regards to misbehavior as well as documented behavior interventions and use of intervention resources.				
Theory of Action for Conditions for Student & Adult Learning Priority:	If we explicitly teach and implement strong RJ practices and community values, and work with teachers to implement SEL practices along with content, then students would have stronger connection to school and incidences of behaviors that lead to suspension would go down.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Reach out to as many families as possible early in the year, in order to establish baseline of parent-child interactions. Report issues to admin, cost team, and RJ team as they come up.	Identify community resources that families can get involved with in order to assist with conflict in parent-child interactions. Provide information to families in need as needed.		Interviews and surveys administered to families in need. We will know that it is working, because families will indicate as much in the data.	
3-2	Create targeted units and lessons that address responses to conflict and empathy for use in class.	Create learning nights for parents around empathy and conflict; perhaps seek a trainer/lecturer with experience in this area.		Interviews and surveys administered to students and families before and after learning experiences (units and nights). We will know that it is working, because families will indicate as much in the data.	

3-3	Create targeted units and lessons that allow students to examine the use of social media in society and the problems with that for use in class.	Create learning nights for parents to provide them tools and resources for better monitoring of their students social media footprint; perhaps seek a trainer/lecturer with experience in this area.Keep track of the amount of conflicts are created by social media, in order to understand how wide spread the problem is in order to develop action plans for a solution.	The first year that the school keeps track of this data will likely be a baseline year. Each year after will either decrease in number of social media conflicts or increase in number of social media conflicts which will signal that we need a change in policy around this area or not.
3-4	Implement culturally responsive teaching practices throughout units and lessons. Students should be exposed to major authors, scientists, mathematicians, and historical figures that look like them and represent aspects of their cultures. Continue to implement teambuilding strategies and Restorative Justice Practices throughout the year.	Study data around students with special needs and African-American students receiving suspensions and identify reasons why these demographics are found in the wrong more often. Identify and implement new policies to address the underlying issues to help prevent exclusionary discipline being used on these demographics at the rate that they currently are.	If this is working, we will see the numbers and percentages of suspension for AA and students with IEP, decrease.
3-5		Create policy around students reflecting on impact of actions, whenever they make mistakes that impact others. Collect data around offenses and reflections.	The first year would be a baseline year, the data should indicate whether or not numbers of occurrences decrease throughout the year. We should also conduct surveys at the beginning of the year as well as toward the end of the year to indicate growth.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Academic Differentiation	Increase by 5 percentage points (annually) the percent of ELL students performing at or above grade level as measured by SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	English Learners	4.3%	9.3%	14.3%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Leading indicators for academic achievement to monitor throughout the school year include the SRI, core academic grades, and reclassification percentages.				
Theory of Action for English Language Learners Priority:	If we provide English Language Learners with specific interventions in language development, consistently throughout the school year, and teachers with training on how to provide interventions on language development, we will increase student achievement for ELL students.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Teachers across content areas will use content language objectives.	PD and coaching on content language objectives	CLOs on boards, integration of language objectives into lessons, increase in reclassification and unit assessment mastery
4-2	Teachers will confer with one focal ELL student through out the school year about their ELL snapshots	Literacy coach will provide training on snapshot conferences, principal will set aside time in the calendar for this work	increase in reclassification for ELLs
4-3	Teachers will build awareness of needs of ELL students through school wide ELL shadowing days	Literacy coach will work with ELLMA department and 8th grade ELA teachers to plan shadowing day. Principal will provide subs needed for non ELA teachers to be released in order to participate in shadowing. Literacy coach will design PD to examine ELL snapshots.	Action plan for ELL students as a result of shadowing day, increase in number of reclassified students.

ARTS, MUSIC & WORLD LANGUAGES <i>(Measure G1)</i>	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Equity	We will reduce the number of students earning < 2.0 academic GPA to 10% or less of all students, as measured by semester GPA data.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
Academic GPA	All Students	TBD	TBD	Number of students earning <2.0 academic GPA	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?					
Theory of Action for Arts, Music & World Languages Priority:	If teachers provide a variety of art, music, drama, world language and positive school culture options, students feel connected to school, which results in improving student engagement and achievement for all subgroups, including ELLs and students with IEPs.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
5-1	Employ an Integrated Learning Approach for designing units that engage all students by using all modalities, through art, music and theatre	School leaders will support differentiated PDs for teachers to incorporate into their instruction. Focusing on building background knowledge and background schema at the beginning of units. Admin Team, PLCs, teachers in the ILSP (Ben-Israel, Johnstone)	An increase in academic GPA, lower disciplinary referrals and suspensions, and positive CHKS survey
5-2	Utilize TSA to work with colleagues to implement Warm Demander approach to discipline	Engage in consistent messaging on this as an expectation for all teachers and provide PD Time for refresher on setting up cooperative structures TSA, Admin Team, Teachers	An increase in academic GPA, lower disciplinary referrals and suspensions, and positive CHKS survey
5-3	Continue to implement After School Chorus	Establish MOU with Oakland Youth Chorus to ensure program is funded Teachers and CBO	Positive CHKS survey
5-4	Utilize TSA to support students by working with them to increase their voice	Establish opportunities for students to be empowered and frequently meet with admin: Peer RJ, Student Council, Student Leadership TSA, Admin Team, Teachers	An increase in academic GPA, lower disciplinary referrals and suspensions, and positive CHKS survey
5-5	Plan and perform Schoolwide Musical that integrates all sections of art on campus	School leaders will support initiative by ensuring necessary resources are available Teachers and CBO	Positive CHKS survey
5-6	Increase offerings by employing an Art teacher	Work with stakeholders to plan and implement a well resourced, robust curriculum for all students All staff	Positive CHKS survey
5-7	Increase enrollment and invest in Woodshop class	School leaders will support initiative by ensuring necessary resources are available Teacher	Positive CHKS survey
5-8	Work with TSA to increase structure, cognitive support, and accountability in classroom discussion activities	Training for teachers to align on foundational classroom discussion practices (clear protocols, cognitive supports, explicit accountability) 1st Marking Period, All-Staff PD, Reinforced in Departments	An increase in academic GPA, lower disciplinary referrals and suspensions, and positive CHKS survey

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 210

School: Edna Brewer Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$140,691.59	After School Education & Safety (ASES)	Contract with afterschool provider	Equity	A1.6 After School Programs	5825				210-1
\$74,302.20	General Purpose Discretionary	Teacher stipends	Academic Differentiation	A2.10 Extended Time for Teachers	1120				210-2
\$24,767.40	General Purpose Discretionary	Clerical OT	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	2420				210-3
\$70,943.92	General Purpose Discretionary	Supplies	Equity	A1.1 Pathway Programs	4310				210-4
\$10,000.00	General Purpose Discretionary	Refreshments- for Students of the Month Celebrations, Parent Engagement activities, etc.	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	4311				210-5
\$15,000.00	General Purpose Discretionary	Mileage and conferences- pay for teacher conferences, workshops, professional development	Adult learning, support collaboration	A2.5 Teacher Professional Development for CCSS & NGSS	5200				210-6
\$5,000.00	General Purpose Discretionary	Memberships/Scholarships- pay for teachers to enroll in educational programs, classes, workshops, professional development	Academic Differentiation	A3.4 Teacher Professional Development focused on Literacy	5300				210-7
\$8,000.00	General Purpose Discretionary	Copier maintenance contract-	Academic Differentiation	A5.1 School Culture & Climate (Safe & Supportive Schools)	5610				210-8
\$1,000.00	General Purpose Discretionary	Printing charges- duplicating	Building positivity and community among staff, students, and families	A2.1 Implementation of the CCSS & NGSS	5716				210-9

\$1,000.00	General Purpose Discretionary	Interprogram - Postage	Support families and foster healthy communication between home and school	A3.3 Family Engagement focused on Literacy Development	5724				210-10
\$114,900.00	General Purpose Discretionary	Contract for 2 Restorative Justice support staff and 1 Technology Coordinator	Equity	A2.2 Social Emotional Learning	5825				210-11
\$5,000.00	General Purpose Discretionary	External work order services. Allocated for payment for buses used for various fieldtrips/outings	Equity	A2.2 Social Emotional Learning	5826				210-12
\$1,800.00	General Purpose Discretionary	Admissions fees. Allocated for payment of fees associated with entry to various field trips/outings	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	5829				210-13
\$5,000.00	General Purpose Discretionary	Licensing Agreements. Online subscriptions/contracts, such as Schoology which provides opportunities for home-school communication.	Equity	A6.5 Academic Parent-Teacher Communication & Workshops	5846				210-14
\$53,203.98	General Purpose Discretionary	Reception support of school community	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	2405	RECEPTIONIST	RECEPT0010	1.00	210-15
\$68,209.42	LCFF Supplemental	Teacher stipends to support academic acceleration	Equity	A2.10 Extended Time for Teachers	1120				210-16
\$20,070.91	LCFF Supplemental	Supplies to support academic acceleration	Academic Differentiation	A2.9 Targeted School Improvement Support	4310				210-17
\$17,031.37	LCFF Supplemental	Psychologist Services	Equity	A5.2 Health and Wellness (Mental & Physical Health)	5734				210-18
\$50,000.00	LCFF Supplemental	Restorative Justice Coordinator: Work to ensure Brewer's community is efficiently and effectively implement RJ strategies and ideals to foster a safe and positive school environment	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	5736				210-19

\$17,540.20	LCFF Supplemental	Computer science teacher to create schedule space for elective class to allow for more or smaller sections and opportunities	Equity	A1.1 Pathway Programs	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2615	0.25	210-20
\$19,752.45	LCFF Supplemental	English teacher to implement EL curriculum in accordance with Common Core Standards/ Expectations	Reading	A1.1 Pathway Programs	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1902	0.30	210-21
\$45,286.40	LCFF Supplemental	Salary of STIP teacher to provide coverage for class observations	Academic Differentiation	A2.9 Targeted School Improvement Support	1105	TEACHER STIP	TCSTIP0390	1.00	210-22
\$64,492.21	LCFF Supplemental	Science teacher to implement science curriculum in accordance with NGSS expectations	Science & Mathematics	A1.3 A-G Completion	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0982	1.00	210-23
\$67,209.56	LCFF Supplemental	Science teacher to implement science curriculum in accordance with NGSS expectations	Science & Mathematics	A1.3 A-G Completion	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0733	1.00	210-24
\$10,650.08	Measure G1	Contracts to promote and support increase emphasis on structured lunchtime activities	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				210-25
\$97,497.55	Measure G1	Art teacher to create schedule space for elective class to allow for more or smaller sections and opportunities	Equity	A1.1 Pathway Programs	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2614	1.00	210-26
\$68,024.63	Title I: Basic	Psychologist Services	Equity	A5.2 Health and Wellness (Mental & Physical Health)	5734				210-27
\$13,168.30	Title I: Basic	English teacher to utilize intervention strategies to accelerate learning	Reading	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1902	0.20	210-28
\$13,197.50	Title I: Basic	English teacher to utilize intervention strategies to accelerate learning	Reading	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1153	0.20	210-29
\$14,724.93	Title I: Basic	Math teacher to utilize intervention strategies to accelerate learning	Science & Mathematics	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1719	0.20	210-30

\$14,945.72	Title I: Basic	Math teacher to utilize intervention strategies to accelerate learning	Science & Mathematics	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0985	0.20	210-31
\$3,051.18	Title I: Parent Participation	Contracts and Stipends to support parent education and engagement	Equity	A6.3 Professional Learning for School Site Councils	5825				210-32

Title I School Parental Involvement Policy 2017-18

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

Involvement of Parents in the Title I Program

EDNA BREWER MIDDLE agrees to implement the following statutory requirements:

Will convene an annual Title I meeting to perform the following:

1. Inform parents of their school's participation in the Title I Program.
2. Explain the requirements of the Title I Program.
3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
4. The parents' right to participate in the development of the Edna Brewer's Title I Plan.

We will do this by:

1. We will hold at least one meetings in the 2017-18 school year. In that meeting, parents will be offered information about opportunities to participate in the development of the Edna Brewer's Title I Plan.
2. Inform parents via phone/email blast, Schoology
3. Collect email/contact info of parents interested in being involved and create a mailing list to keep parents updated
4. Convene meetings of parents to provide input and ideas

Offer a flexible number of meetings for parents.

1. We announce Title I meetings through Brewer Blast, PTSA parent group, SSC meetings and Schoology.
2. We are offering a meeting throughout the year to solicit parent input.
3. Provide translation, food and childcare
4. Flyers, Marquee

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

1. We will engage student council members in Title-I conversations
2. Provide regularly scheduled parent meetings throughout the year
3. Provide time for discussion and brainstorming

Provides parents of Title I students with timely information about Title I programs.

1. Handouts at Title-I meetings
2. Handouts are available in the main office.
3. Via phone/email blast

Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

1. Parents receive data analysis and matrix of student outcomes at Title-I meetings.
2. Back to School Night
3. New Student Orientation
4. Parent communication at start of school year

Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

1. Parents may visit teachers during office hours or request a parent-teacher conference

School-Parent Compact

Edna Brewer Middle has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

Building Parent Capacity for Involvement

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

Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the

achievement of their children.

1. The Common Core/State of California's academic content standards
2. The Common Core/State of California's student academic achievement standards
3. The Common Core/State of California's and Oakland Unified School District's academic assessments, including alternate assessments
4. Academic proficiency levels students are expected to achieve
5. How to monitor their child's progress

We will do this by:

- *Weekly progress reports provided to parents via schoology
- *Information disseminated at PTSA meetings
- *Back to School Night and new student orientation

Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

We will do this by:

- *Letters home to struggling students about tutoring, Schoology messaging, ELD class
- *Promotion For All (PFA), Homework Club
- *Organize parent education events

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

We will do this by:

- *Provide professional development training to teachers
- *Parent Schoology workshop
- *Spanish speaking parent group (PTSA) holds meetings in conjunction with PTSA meetings
- *ILL awards- Parent Outreach night for overlooked families

Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

We will do this by:

- *ILL awards night to engage overlooked families culture night
- *Back to school night
- *Schoology parent workshop
- *Organize cultural parent group in response to requests by parents for greater involvement

Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

We will do this by:

- *Messages and information via Schoology translated into multiple languages.
- *Schoology workshop
- *Spanish speaking parent engagement group meetings

Provides support, during regular meetings, for parental activities requested by Title I Program parents.

We will do this by:

- *Respond in a timely manner to parental requests and implement programs and services when possible

Accessibility

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

We will do this by:

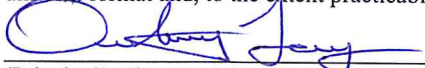
- * Spanish speaking parent engagement group meetings
- * Materials and information translated into multiple languages

Adoption

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

This policy was adopted by the Edna Brewer Middle School Site Council on December 19th 2017 and will be in effect for the 2017-18 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The Edna Brewer Middle School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

 12/19/17

(Principal's Signature) (Date)

Edna Brewer Middle School Compact 2017-2018

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Will bring class materials each day.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents/guardians and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

Print Student Name

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing.
- Make sure that my child reads every day for at least 20 minutes a day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Monitor social media and video games usage.
- Respect the school, staff, students, and families.

Parent signature

Print Parent Name

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

Print Teacher Name

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 2017.

