OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent
Board Meeting Date	June 26, 2019
Subject	2019-2020 School Plan for Student Achievement (SPSA)

Action	Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Think College Now
Background	In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA): ● Title I, Part A ● After School Education and Safety (ASES)
Attachment	2019-2020 School Plan for Student Achievement (SPSA) for Think College Now

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2019-2020 School Plan for Student Achievement (SPSA)

School: Think College Now
CDS Code: 1612590100792
Principal: Madeline Noonan
Date of this revision: 4/25/2019

The School 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: Madeline Noonan
Address: 2825 International Boulevard
Oakland, CA 94601

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/25/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

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

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program (ASES)	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] School Improvement Grant (SIG)
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	[ ] Low-Performing Students Block Grant (LPSBG)

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School 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: _4/25/19_

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:

	Signature	Date
Principal	*Madeleine Noonan* — Madeline Noonan	5/17/19
SSC Chairperson	ALBERT HONG	4/25/19
Network Superintendent	*Sara Stone* — Sara Stone	5.22.19
Officer, State and Federal Programs	MILDRED OTIS	5/28/19

2019-20 SPSA ENGAGEMENT TIMELINE

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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/5/18	ILT	ILT engaged in a visioning exercise wherein we discussed what our "blue sky" ideal TCN looks like, sounds like, and feels like for staff, students, and families in terms of Culture, ELA, and Math
1/7/2019	All teachers	Our entire teaching staff engaged in a 3-year strategic planning process wherein we analyzed the past 5 years of historical data at TCN (e.g. Culture: URFs, Suspensions, CHKS survey), ELA (e.g. F&P and ELA SBAC), and Math (e.g. SBAC) including data for target subgroups such as African American students, male students, students with disabilities, and English Learners). We then engaged in a root cause analysis protocol and brainstormed potential key priorities and actions to take to enact the achievement and growth goals outlined in this SPSA
1/14/2019	All teachers, admin, and coaches	All staff gave input on 19-20 budget priorities
1/24/2019	SSC	SSC members gave input on 19-20 budget priorities and also voted on how to allocate Title I Parent and Title I Student Funding for 19-20
2/28/2019	SSC	A draft of the 3-year goals including goals for target subgroups was shared with SSC who gave input
March TBD	All teachers	All teachers ranked our key priorities and actions to take over the course of the next 3 years and in particular which ones for 19-20
April TBD	ILT	ILT synthesized staff input around our strategic plan's key priorities and actions
May TBD	All teachers	Staff reviewed a draft of the 3-year strategic plan and gave input

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$83,073.50
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	#REF!

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$81,507.11	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$34,866.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$1,566.39	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$221,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$105,548.00	TBD
School Improvement Grant (SIG #3180)	$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	$0.00	TBD
			Measure G (Measure G #9334)	$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$83,073.50**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$417,237.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$500,310.50**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Think College Now	**School ID:** 190

School Description

The urgency reflected in our school's name, Think College Now (TCN), arose from an immediate need. At the time of our founding, fewer 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 elementary and middle school students needed to be 'thinking college', and not waiting until high school to do so. In 2003, a team of parents, educators, and community organizations founded TCN in Oakland's Fruitvale neighborhood to close the achievement gap and give all students the chance to go to college and pursue their dreams. Twice named a California Distinguished School, TCN offers students a well-rounded, rigorous, diverse learning environment, and boasts a robust parent community. Our teachers work relentlessly with students and parents to set personalized goals and provide each child what they need as a learner. Through field trips, a state-of-the-art science lab, classroom workshops and student leadership roles, students are exposed to a wealth of opportunity. As our motto states: Juntos, si se puede. Together, yes we can!

School Mission and Vision

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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths

Suspension: 2 of the 3 suspensions were of AA, a significant decrease from last year. suspensions for SDC class significantly decreased (last year 31/39; this year 2/3)	More clarity around PBIS systems; more coaching for teachers in Tier 1 and Tier 2 behavioral supports; more Tier 2 behavioral supports consistently implemented (e.g., CICO for target students); more counseling services; higher functioning COST team.
Chronic Absence: Only 2 AA students chronically absent (one has moved to hayward and is attending a school there but is still on our roster).	Attendance team reaching out to families. Teachers doing more direct communication with families.
Math: -22 in grade 3 in SBAC Math. -40 in grade 4 According to TCN illuminate benchmark, grades 3 & 5 are on track to meet SBAC goals.	More teacher practice of looking at standards. Schoolwide focus on math goal via year-long math PD focus. Standards aligned curriculum K-5 (EngageNY).
ELA: -cycles of inquiry focused on ELA during PLCs -progress monitoring of F&P in grades K-2	-tightly planned and facilitated PLC cycles by admin/coach -5x/year goals conferences
-Intervention targeting newcomers and ELs via SIPPs and LLI -use of GLAD strategies to teach content	admin & coaches monitoring intervention data to determine groupings -teachers trained in GLAD
Priority Challenges	**Root Causes of Challenges**
Suspension: Need support for SDC class need continued training for all staff in trauma informed practices.	We need support from the district in knowing when and how to suspend for incidents of violence in the SDC class. We need increased training for the SDC teacher and EBAC staff in knowing how to effectively support and de-escalate our SDC students.
Chronic Absence: 94.1% attendance rate overall (overall goal = 96). Increase in AA students in "moderate" chronic absence from 10.53% to 26.67%	Families experiencing homelessness. Newcomers not coming as regularly. Kinder students not mandated to come. Learning curve of attendance team.
Literacy: 9 students proficient on ELA IAB	Teacher turnover (8/12 1st & 2nd year teachers). Lack of ELA focus (Math focus). Lack of close reading of complex texts.
Math: -94 in grade 5 on SBAC Math. According to TCN math benchmark, ~75% of 5th graders are "Far below."	Grade 5 students have had severe interruptions in their learning: kinder teacher died, two teachers on maternity/paternity, two first-year teachers in a row. Significant SEL needs in this cohort.
-increase in newcomers -lake of explicit teaching of language structure, grammar, etc. within the workshop model	limited knowledge and skills in how to best support newcomers -lack of systematic ELD and phonics

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	Increase students' positive behavioral interactions, resulting in a decrease in URFs by 10% per year, eliminating racional and gender disparity in URFs over time.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
URFs	All Students	-10pp	145	130	117
URFs	African-American Students	-7pp	43%	36%	28%
URFs	Males	-9pp	87%	78%	69%
Suspensions	Students with Disabilities	-20pp	27	20	16

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)					
School Goal:	**Increase proficiency on the ELA SBAC by 10% per year, & decrease the percentage of students in the "below" band by 10% per year, significantly decreasing SPED & EL disportionality over time.**				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+10pp	29%	39%	49%
ELA SBAC	Students with Disabilities	+10pp	4%	14%	24%
ELA SBAC	English Learners	+10pp	10%	20%	30%

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)					
School Goal:	**Increase proficiency on the Math SBAC by 10% per year, & decrease the percentage of students in the "below" band by 10% per year, significantly decreasing SPED & EL disportionality over time.**				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+10pp	24%	34%	44%
Math SBAC	Students with Disabilities	+10pp	0%	10%	20%
Math SBAC	English Learners	+10pp	13%	23%	33%

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)					
School Goal:	**Increase the percentage of ELs reclassifying as English proficient by 7% each year**				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	+7pp	20%	27%	34%

LTEL Reclassification	Long-Term English Learners	+0pp	0%	0%	0%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	Increase the percentage of students reading on/above grade level by 10% each year, as measured by F&P				
Measure	**Target Student Group**	**District Growth Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**
F&P	All students	+10pp	48%	58%	68%
F&P	Kindergarten	+10pp	29%	39%	49%
F&P	Students with Disabilities	+10pp	5%	15%	25%
F&P	English Learners	+10pp	30%	40%	50%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Think College Now	SPSA Year Reviewed: 2018-19	SPSA Link: [18-19 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)

18-19 Language & Literacy Priority:	**Literacy**		
June 2021 Language & Literacy Goal:	By May 2019, 30% of students will be at/above grade level according to SBAC.		
Theory of Action for Language & Literacy:	If teachers regularly analyze student work (and set goals with students) and differentiate instruction through small group instruction and conferring, then students will increase academic achievement.		
Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
SBAC ELA	Low-Income Students	-70.5	-66.4

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

-PLC COIs focused on literay, based on grade level needs, and facilitated and/or supported by an admin or coach
-5x/year goals conferences focused on SBA & IABs (3-5) and F&P (K-2)
-some teachers' goal-setting with students around reading goals

What evidence do you see that your practices are effective?

-students growing in F&P and IAB scores
-students know their independent reading levels
-teachers can identify student needs in reading

What are some possible implications for your 2019-20 SPSA?

-PD on and implementation of close reading within the workshop model in K-2
-use of GLAD strategies to teach content
-mapping standards and SBAC claims onto the TCRWP readers' workshop curriculum to ensure alignment in rigor and questioning
-school-wide reading challenges to cultivate a love of reading and learning
-teachers goal-setting with students around reading strategies and target standards

18-19 Standards-Based Instruction Priority:	**Mathematics**		
June 2021 Standards-Based Instruction Goal:	By the May of 2019, 35% of students will be proficient in math as measured by the SBAC.		
Theory of Action for Standards-Based Instruction:	If teachers regularly assess and define instructional practices that relate to the standards and focus on building procedural fluency through conceptual understanding then rigor will increase and all students will increase math achievement.		
Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
SBAC Math	Low-Income Students	-56.6	-73.3

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

-year-long school-wide PD focus on implementation of aligned K-5 EngageNY math curriculum
-PD cycle on internalization and planning using the EngageNY curriculum
-PD cycle on questioning and rigor

What evidence do you see that your practices are effective?

-use of GLAD strategies with math academic vocabulary
-creation of anchor charts that align with standards and strategies called for by the CCSS math shifts
-all teachers using EngageNY (aligned curriculum aligned with CCSS)

What are some possible implications for your 2019-20 SPSA?

-alignment of PD and PLC cycles to ensure coherence of input
-create year-long PD scope & sequence with measurable outcomes at the end of each cycle that can be observed / data can be gathered during walkthroughs
-pre- and post- cycle walkthroughs focused on the identified goal focused on teacher practice
-bi-weekly coaching and feedback focused on math and/or teaching practice that is transferable across content areas (e.g. questioning, feedback, academic discourse)
-peer observation and reflection time
-release time for planning / internalization of EngageNY
-visits to schools with strong math outcomes using EngageNY

18-19 Conditions for Student & Adult Learning Priority:	Attendance		
June 2021 Conditions for Student & Adult Learning Goal:	By the end of 18-19, the TCN attendance rate will be 96% for the year.		
Theory of Action for Conditions for Student & Adult Learning:	By using the PBIS core features of evaluation, progress monitoring, acknowledgement, and consequence/response student attendance will improve.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Attendance Rate	Low-Income Students	95.4%	94%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

-creation of attendance team with bi-weekly meetings
-daily phone calls to families when they are absent
-partnering with families to decrease chronic attendance via regular communication with target families
-bulletin board celebration classes with high attendance and students with high and improved attendance
-TCN Panther award to the class with the highest weekly attendance each week
-incentives for individual students with most improved attendance given at Panther Paw Assembly
-5th grade attendance groups targeting chronically absent students with an improved attendance competition with incentives

What evidence do you see that your practices are effective?
-chronic absences have decreased slightly -students are motivated by attendance incentives
What are some possible implications for your 2019-20 SPSA?
-combine attendance and COST teams, and hold regular meetings (bi-weekly or weekly based on need) -refine COST and behavioral wellness RTI approach that includes ensuring the implementation of Tier 1 classroom practices before submitting a COST referral, followed by a peer consult, followed by a CLT team consult, and then leading to a COST referral -continue individual and class incentives -continue bulletin board celebrating individual students and classes -attendance group competitions targeted chronically absent students -ID chronically absent students at end of this year as part of Tiering process for behavioral wellness -hold on 1:1 family meetings at BOY with students who have been historically chronically absent

18-19 Conditions for English Language Learners Priority:	EL Reclassification		
June 2021 Conditions for English Language Learners Goal:	30% of ELL students will be reclassified by the end of 2019		
Theory of Action for Conditions for English Language Learners:	If teachers use integrated ELD strategies from the framework and continue to refine our practice using in designated ELD.		
Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
English Learner Reclassification	All Students	17.0%	19.60%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
-implementation of GLAD strategies when teaching content -LLI intervention groups targeting students in grades 3-5 (especially newcomers) -SIPPS intervention groups targeting students in grades K-2 who are 2 years behind in reading as measured by F&P
What evidence do you see that your practices are effective?
-50% of teachers using GLAD strategies to integrate ELD into teaching content -50% of K-2 teachers teaching phonics in a systematic way
What are some possible implications for your 2019-20 SPSA?
-ensure all teachers trained in GLAD all teachers teach content through use of integrated ELD via GLAD strategies -systematic and aligned phonics instruction in K-2 via an identified curriculum e.g. SIPPS, F&P, or TWCRP PUOS for a designated number of minutes per grade level (e.g 40 minutes K/1 and 20 minutes in 2nd, daily) -release days for teachers to internalize phonics units, create integrated ELD units to teach content using GLAD strategies

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET
Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?
we increased the amt of 18-19 title I student funding for the .75 TSA salary for reading intervention. our estimate in spring of 2018 was different than the actual salary for the 19-20 school year

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Think College Now	**School ID:** 190

3: SCHOOL STRATEGIES & PRACTICES	Click here for guidance on SPSA practices

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"):	Culture (PBIS, Logical Consequences, and Restorative Justice)
School Theory of Action:	By implementing Tier 1 PBIS practices in all classrooms, creating a school-wide system for supporting students with Tier 2 behavioral needs, revamping COST using a tiered RTI approach to behavioral wellness, norming on logical consequences, and implementing restorative justice, we will decrease Level 3 and Level 4 behaviors that require URF documentation by 10% per year, eliminating racial and gender disportionality over time.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	3 Levels of Tier 1 PBIS systems implemented in all classroom: individual incentives, group incentives, and whole class incentives.	-TCN Culture PD at August Retreat (all staff) -TCN Culture 101 PD for new staff (return earlier in August) -4 week Culture PD & PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching & The Brain, and trauma-informed practice	-Culture walkthroughs (admin/coach & CLT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -improvement in focal students behavior and engagement found during PLC cyle
1-2	All teachers have a normed behavior management system in every classroom that includes a 5-step system of scaled logical consequences that with the same color levels across all grades in order to ensure equity and clarity for families around behavior communication	-TCN Culture PD at August Retreat (all staff) -TCN Culture 101 PD for new staff (return earlier in August) -4 week Culture PD & PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching & The Brain, and trauma-informed practice	-Culture walkthroughs (admin/coach & CLT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -improvement in focal students behavior and engagement found during PLC cyle
1-3	All teachers communicate a daily behavior grade/color according to the in-class behavior management system, e.g. as part of a weekly homework packet	-TCN Culture PD at August Retreat (all staff) -TCN Culture 101 PD for new staff (return earlier in August) -4 week Culture PD & PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching & The Brain, and trauma-informed practice	-Culture walkthroughs (admin/coach & CLT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -improvement in focal students behavior and engagement found during PLC cyle -Feedback from families at Parent Rep meetings

1-4	All staff give out Panther Paws in public spaces for positive displays of Core Values and Yellowcards for 3 minor behaviors: profanity, verbal conflicts, and physically unsafe behavior. -Teachers track yellowcards in a tracker	-TCN Culture PD at August Retreat (all staff) -TCN Culture 101 PD for new staff (return earlier in August) -4 week Culture PD & PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching & The Brain, and trauma-informed practice -yellowcards used in COST and/or CLT as 1) data point in a triangulated BRTI approach in conjunction with 2) Tiered in-class BRTI system and 3) URFs	-Culture walkthroughs (admin/coach & CLT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -improvement in focal students behavior and engagement found during PLC cyle -use of school-wide yellowcard tracker
1-5	Teachers utilize a tiered approach to behavioral RTI as part of a revamped COST referral system when they have a concern about a student	-time in Sept staff meeting to Tier students with a BRTI lens and consult with peers, CLT, and COST team around Tier 1 and 1 in-class interventions	-Culture walkthroughs (admin/coach & CLT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -improvement in focal students behavior and engagement found during PLC cyle -teachers are utilizing Tiered BRTI system when addressing and/or advocating for needs of ID'd students
1-6	Teachers utilize CSC lessons welcoming new students into the class, including Newcomers. Teachers communicate with bRTI team (RJCSM, counselors, admin) about students who are struggling to transition.	Leverage RJCSM, counselor, and counseling interns to support students experiencing transitions (e.g. Kinders struggling to adjust; newcomers)	-bi-weekly bRTI meetings via COST
1-7	To support our African-American & Latinx students teachers will utilize Culturally Responsive Teaching & the Brain practices and leverage relationship-building strategies with students and families.	-TCN Culture PD at August Retreat (all staff) -TCN Culture 101 PD for new staff (return earlier in August) -4 week Culture PD & PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching & The Brain, and trauma-informed practice -Move towards an Inclusion Model for our ICE SDC students, some of whom are foster youth	"-Culture walkthroughs (admin/coach & CLT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -improvement in focal students behavior and engagement found during PLC cyle"

| 1-8 | To support our low-income students, foster youth, and homeless students, teachers will utilize Culturally Responsive Teaching & the Brain practices and leverage relationship-building strategies with students and families. | -Partner with RJCSM & COST team to ensure students have appropriate supports
-PD on Tier 2 behavior supports for identified students | "-Culture walkthroughs (admin/coach & CLT) with feedback loop to teams and teachers
-1:1 coaching biweekly for all classroom teachers; use of action-step tracker
-improvement in focal students behavior and engagement found during PLC cyle" |

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**		
School Priority ("Big Rock"):	Mathematics: Standards-Based Instruction	
School Theory of Action:	If teachers implement the EngageNY math curriuclum with fidelity which targets each aspect of rigor called for by the CCSS shifts (fluency, conceptual development, and application), engage in professional learning (PD) that is coherently aligned to COIs within PLCs, and receive bi-weekly coaching and feedback focused on instructional and class culture practices, then we will increase students' Math SBAC proficiency by 10% per year, & decrease "below" by 10% per year, significantly decreasing SPED & EL disportionality over time.	
#	**TEACHING PRACTICES & PROGRAMS**	**LEADERSHIP PRACTICES**	**EVIDENCE OF IMPLEMENTATION**

2-1	Implementation of EngageNY with fidelity to address all 3 CCSS shifts daily: fluency, conceptual understanding, application. Teachers use GLAD and ELD supports to support ELs and students with IEPs.	-BOY PD on school-wide instructional routines including Fluency (e.g. Springs, Happy Counting) and Application (e.g. Read/Draw/Write; Number Talks) -creation of exemplar schedules that give 1-3 examples of how to teach all components/shifts in our instructional minutes -BOY PD focused on internalization (module & topic level) -PD cycles on rigor 1/tri -facilitate Peer Observations as part of PLCs, during 3rd prep, or via Friday coverage from STIP -guided visit to spotlight schools to observe highly effective implementation -release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization -1/month support from admin with module-level internalization during Wed collaboration time	-Instructional walkthroughs (admin/coach & ILT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -Math content PDs are facilitated in coherence and alignment with PLC COIs -internalization practices present and used by teams during collaborative planning
2-2	Normed internalization/planning process for each component of EngageNY, in particular Concept Development. Teachers explicitly plan differentiated supports in order support ELs, newcomers,, students with IEPs, and GATE students.	-BOY PD on school-wide instructional routines including Fluency (e.g. Springs, Happy Counting) and Application (e.g. Read/Draw/Write; Number Talks) -creation of exemplar schedules that give 1-3 examples of how to teach all components/shifts in our instructional minutes -BOY PD focused on internalization (module & topic level) -release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization -1/month support from admin with module-level internalization during Wed collaboration time	-Instructional walkthroughs (admin/coach & ILT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -internalization practices present and used by teams during collaborative planning

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-3	Use of Zearn in a blended learning model to support smaller, flexible student groupings that includes: -using the coherence map to target students' ZPD in coherence w/ current module/topic -flexible student grouping (e.g. hetereogenous vs. homogenous) for the concept development portion via a station model or a back-to-back model -data talks (1:1, small group, whole class) focused on Zearn data -goal setting with Zearn data with regular incentives tied to completion/other ID'd targets	-BOY Zearn training led by 18-19 Zearn implementers -bi-weekly live coaching during math	-Instructional walkthroughs (admin/coach & ILT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -Math content PDs are facilitated in coherence and alignment with PLC COIs
2-4	Teachers will encourage productive struggle supported by peer-to-peer academic discourse	-Peer observations -using teacher video during PD for spotlight practices -coaching on rolling out academic discourse and peer-to-peer coaching	-Instructional walkthroughs (admin/coach & ILT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -Math content PDs are facilitated in coherence and alignment with PLC COIs
2-5	Teachers partner with parent leaders on monthly workshops in a "Train the Trainer" model wherein we leverage "Parents As Partners" so that parents can train other parents on key skills in order to support their children at home and children in classrooms	-leverage SSC and Parent Reps to create scope & sequence of parent workshops. -pay teachers EC hours to train parent reps on a monthly basis, focused on a different key skill/month so that parents can disseminate knowledge and training among other parents	-weekly Parent Rep meetings -monthly SSC meetings -feedback from parents and families via google form survey after trainings

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum			
School Priority ("Big Rock"):	Literacy		
School Theory of Action:	If teachers integrate content-based ELD via GLAD strategies and facilitate the Close Reading of Complex Tests in grades 2-5 and Interactive Read Aloud of Complex Texts in grades K-1 during Readers Workshop for 4 days/week, then we will increase proficiency on the ELA SBAC by 10% per year, & decrease "below" by 10% per year, significantly decreasing SPED & EL disportionality over time.		
#	**TEACHING PRACTICES & PROGRAMS**	**LEADERSHIP PRACTICES**	**EVIDENCE OF IMPLEMENTATION**

3-1	teachers map standards onto TCRWP RUOS, including use of SBAC claims. Teachers explicitly plan differentiated supports in order support ELs, newcomers,, students with IEPs, and GATE students	-stipend teachers for planning release (e.g. over summer; BOY) -guided visit to spotlight schools to observe highly effective implementation -release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization -1/month support from admin with module-level internalization during Wed collaboration time	-unit plans/internalization -mini lesson plans and conferring checklists/note-takes -walkthroughs (ILT/admin) with lens on standards
3-2	Teachers give normed and agreed upon assessments to both drive instructional practice, small groups and a triangulated approach to RTI that results in cycles of reading Intervention	-Intervention groups determined by a triangulated, data-driven approach to academic RTI following each major assesment cycle (3-6x per year) based 3 of the following asessments: F&P, SIPPS, WTW, ELA SBAC, ELPAC) -create academic RTI system that includes -during Sept Staff meeting or PLC, facilitate teachers' tiering of students and corresponding Tier 1 and Tier 2 in-class interventions to support students and convey guidelines for frequency	-use of triangulated RTI grid by interventionist/admin/coach team -SST system is utilized and followed by teachers, SST coordinator, and admin -interventions received are tracked over time to determine appropriate supports for students who are in intervention over time
3-3	Teachers utilize complex texts within the readers workshop model via Interactive Read Aloud in K/1 and Close Reading in 2-5.	-PD cycle and coherent PLC COI on Close Reading via text dependent question road maps, differentiated between K/1-2 and and 2-3/5	-Instructional walkthroughs (admin/coach & ILT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -reading PDs are facilitated in coherence and alignment with PLC COIs -internalization practices present and used by teams during collaborative planning

3-4	Teachers implement a data-driven approach to the workshop model when using the TCRWP RUOS and WUOS including: -Guided reading 3x/week for students who are far below (F&P levels A-K, depending on the grade level) -1:1 conferring and goal setting 4x/week for students for students who are approaching -Strategy groups for students who are on or above reading level 2x/week	-plan and execute 1:1 goals conferences 5x/year with every teacher to analyze data (F&P and IAB) and create action plans for target students -facilitate a DDI approach to PLC COIs using formative reading data (e.g. running records, F&P, conferring notes, written response to close reading of complex text) that includes the planning of small groupcorrective instruction based on student misconceptions and/or reading needs -lab sites facilitated by literacy coach/admin	-Instructional walkthroughs (admin/coach & ILT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -reading PDs are facilitated in coherence and alignment with PLC COIs
3-5	K-2 implements systematic, aligned phonics program. Teachers explicitly plan differentiated supports in order support ELs, newcomers, students with IEPs, and GATE students	-stipend teachers for planning release (e.g. over summer; BOY) -guided visit to spotlight schools to observe highly effective implementation -release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization -1/month support from admin with module-level internalization during Wed collaboration time -create exemplar schedule options that meet the designated number of phonics instruction -when 3-5 is engaging in Close Reading PD & PLC COI, K-2 engages in phonics PD and COI	-Instructional walkthroughs (admin/coach & ILT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -reading PDs are facilitated in coherence and alignment with PLC COIs

3-6	Staff cultivate and model a love of learning, reading, and writing and a growth mindset in these areas	-TCN Culture PD at August Retreat (all staff) -TCN Culture 101 PD for new staff (return earlier in August) -4 week Culture PD & PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching & The Brain, and trauma-informed practice -school wide reading challenges -content is integrated into ELA via GLAD strategies that support ELD -teachers are stipended to plan integrated, thematic, vertically aligned Sci and SS units that are culturally relevent -create K-5 rituals around RW & WW celebrations (buddy classrooms, families, parades, competitions, anthologies of published pieces, publishing parties, etc) -units and lessons on growth mindset are shared at BOY and teachers are given time to review, adjust, and plan how to explicitly teach these concepts in the first month of school -SEL calendar is created by CLT with monthly foci throughout the year and weekly foci for the first 6 weeks of school including: each core value, growth mindset, stamina, how to solve conflicts, how to ask for help, how to calm down, etc. -first PD and PLC COI focused on culture (e.g. behavior, relationships, trauma-informed practice) builds teachers' capacity to support SEL skills that result in a love of learning) -begin new rituals: e.g. daily "Call out" on the yard; school-wide cheers and chants, weekly passing of the "Panther Pup" to staff members modeling core values) that excite students and staff and build community	-students are excited each morning; staff model that excitement and encourage and hold students to living the Core Values -student surveys and 1:1 interactions
3-7	Teachers refer students identified as having needs to the ASP Extended Learning Program	Monitor ASP Extended Learning Program & Roster to ensure students in need of supports are enrolled	ASP Attendance

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	EL Reclassification		
School Theory of Action:	If K-5 teachers embed ELD into the teaching of content via GLAD strategies, and K-2 teachers implement systemic daily phonics instruction for 20-40 minutes, then our percentage of students who reclassify as English Proficient will increase by 7% per year.		
#	**TEACHING PRACTICES & PROGRAMS**	**LEADERSHIP PRACTICES**	**EVIDENCE OF IMPLEMENTATION**
4-1	K-2 implements systematic, aligned phonics program. Teachers explicitly plan differentiated supports in order support ELs, newcomers, students with IEPs, and GATE students	-stipend teachers for planning release (e.g. over summer; BOY) -guided visit to spotlight schools to observe highly effective implementation -release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization -1/month support from admin with module-level internalization during Wed collaboration time -create exemplar schedule options that meet the designated number of phonics instruction -when 3-5 is engaging in Close Reading PD & PLC COI, K-2 engages in phonics PD and COI	-Instructional walkthroughs (admin/coach & ILT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -reading PDs are facilitated in coherence and alignment with PLC COIs -internalization practices present and used by teams during collaborative planning

4-2	Integrate ELD into the teaching of content via GLAD strategies via intentionally planned science and social studies units that align with RUOS, WUOS, and NGSS FOSS Kits	-create exemplar schedule options that meet the designated number of minutes for teaching of content (e.g. science and social studies) via integrated ELD through GLAD strategies -ensure all teachers are trained in GLAD; leverage on-site Gladiator to train new teachers -compensate identified teachers to develop GLAD units in science and social studies that align to the ROUS and WUOS over the summer -facilitate teachers' engagement in peer observation, co-teaching, and feedback focused on execution of GLAD strategies -facilitate school visits for identified teachers to observe the implementation of integrated ELD via GLAD strategies -plan a PD Cycle focused on teaching content via integrated ELD through GLAD strategies that includes planning time and "make and take" sessions for teachers -with this ELD PD COI, dive into the ELD standards and progression K-5 to develop teachers knowledge of the standards	-Instructional walkthroughs (admin/coach & ILT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -reading PDs are facilitated in coherence and alignment with PLC COIs -internalization practices present and used by teams during collaborative planning
4-3	Partner with families of EL students to communicate progress, goal-set, and prepare for ELPAC in February	-support teachers in hosting targeting family workshops at each grade level -support RJCSM in targeting famiiles for attendance at workshops -leverage Interventionists and RJCSM to gather resources for families to support ELPAC preparation at home -dedicate a winter staff meeting to begin ELPAC preparation; leverage a long-time TCN teacher to lead this work and share best practices	-Instructional walkthroughs (admin/coach & ILT) with feedback loop to teams and teachers -1:1 coaching biweekly for all classroom teachers; use of action-step tracker -reading PDs are facilitated in coherence and alignment with PLC COIs -internalization practices present and used by teams during collaborative planning

4-4	Extended learning opportunities: Teachers will partner with parents via workshops to train families in best practices in reading and math instruction in order to best support their students & support in teachers' classrooms	-Leverage SSC and Parent Rep to plan "Parents As Partners" workshop series -Use Title I Parent money to stipend teachers	-Workshop agendas -Parent rep meetings -Parents present in classrooms in the morning for "tutoring" with students

PROPOSED 2019-20 SCHOOL SITE BUDGET   **Site Number:** 190   **School:** Think College Now

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSA PRACTICE	BUDGET ACTION NUMBER
$105,548.00	After School Education & Safety (ASES)	ASES	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Monitor ASP Extended Learning Program & Roster to ensure students in need of supports are enrolled	190-1
$5,325.00	General Purpose Discretionary	Subs	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		-stipend teachers for planning release (e.g. over summer; BOY) -guided visit to spotlight schools to observe highly effective implementation -release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization -1/month support from admin with module-level internalization during Wed collaboration time -create exemplar schedule options that meet the designated number of phonics instruction -when 3-5 is engaging in Close Reading PD & PLC COI, K-2 engages in phonics PD and COI	190-2
$23,000.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	190-3
$3,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	190-4
$3,641.51	General Purpose Discretionary	Noon supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	4495	Noon Supervisor	0.13	-TCN Culture PD at August Retreat (all staff) -TCN Culture 101 PD for new staff (return earlier in August) -4 week Culture PD & PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching & The Brain, and trauma-informed practice -Move towards an Inclusion Model for our ICE SDC students, some whom are foster youth	190-5

$7,000.00	LCFF Concentration	Extended Contract	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		-stipend teachers for planning release (e.g. over summer; BOY) -release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization	190-6
$18,000.00	LCFF Concentration	Counseling Interns	Goal 5: Students are engaged in school every day.	5739	Mental Health Provider		n/a		Leverage RJCSM, counselor, and counseling interns to support students experiencing transitions (e.g. Kinders struggling to adjust; newcomers)	190-7
$49,734.23	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4724	STIP Teacher	1.00	-facilitate Peer Observations as part of PLCs, during 3rd prep, or via Friday coverage from STIP	190-8
$59,944.18	LCFF Supplemental	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.50	-Peer observations -using teacher video during PD for spotlight practices -coaching on rolling out academic discourse and peer-to-peer coaching	190-9
$32,466.42	LCFF Supplemental	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.40	-Peer observations -using teacher video during PD for spotlight practices -coaching on rolling out academic discourse and peer-to-peer coaching	190-10
$1,237.80	LCFF Supplemental	Extended Contract	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		-Intervention groups determined by a triangulated, data-driven approach to academic RTI following each major assesment cycle (3-6x per year) based 3 of the following asessments: F&P, SIPPS, WTW, ELA SBAC, ELPAC) -create academic RTI system that includes -during Sept Staff meeting or PLC, facilitate teachers' tiering of students and corresponding Tier 1 and Tier 2 in-class interventions to support students and convey guidelines for frequency	190-11
$180.00	LCFF Supplemental	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	190-12

$65,000.00	LCFF Supplemental	Restorative Justice Community Schools Manager	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		Leverage RJCSM, counselor, and counseling interns to support students experiencing transitions (e.g. Kinders struggling to adjust; newcomers)	190-13
$13,039.37	LCFF Supplemental	EEIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3161	Teacher Education Enhancement	0.15	-stipend teachers for planning release (e.g. over summer; BOY) -guided visit to spotlight schools to observe highly effective implementation -release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization -1/month support from admin with module-level internalization during Wed collaboration time	190-14
$20,572.00	Measure G	Library Sr. Clerk	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.40	Teachers utilize complex texts within the readers workshop model via Interactive Read Aloud in K/1 and Close Reading in 2-5.	190-15
$872.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Teachers utilize complex texts within the readers workshop model via Interactive Read Aloud in K/1 and Close Reading in 2-5.	190-16
$74,514.00	Title I: Basic	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	7084	n/a	0.60	-Peer observations -using teacher video during PD for spotlight practices -coaching on rolling out academic discourse and peer-to-peer coaching	190-17
$6,907.90	Title I: Basic	Extended Contract	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		-stipend teachers for planning release (e.g. over summer; BOY) -guided visit to spotlight schools to observe highly effective implementation -release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization -1/month support from admin with module-level internalization during Wed collaboration time	190-18
$85.00	Title I: Basic	Surplus	n/a	4399	Surplus		n/a		n/a	190-19

$1,476.70	Title I: Parent Participation	Extended Contract	Goal 6: Parents and families are engaged in school activities.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		-Leverage SSC and Parent Rep to plan "Parents As Partners" workshop series -Use Title I Parent money to stipend teachers	190-20
$89.00	Title I: Parent Participation	Surplus	n/a	4399	Surplus		n/a		n/a	190-21

THINK COLLEGE NOW PARENT INVOLVEMENT POLICY 2018-2019

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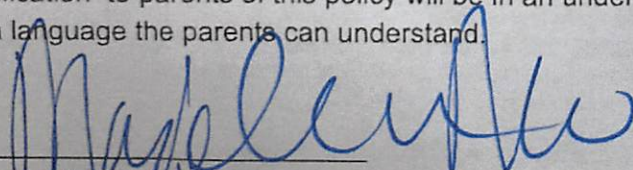
GOAL: To engage and create family partnerships – to build links between home and school culture – to support student achievement.

- **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. Filling, 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]

- **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.

- **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 and Open House Accountability Celebrations-** 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.

This policy was adopted by the TCN School Site Council (SSC) on 10/08/18 and will be in effect for the 18-19 school year. The school will distribute this policy to all parents. It will be available to the local community. The notification to parents of this policy will be in an understable uniform format and to the extent possible provided in a language the parents can understand.

_____
Principal's Signature

10/08/18
Date

Think College Now
Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:
I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

_____

Student signature

Parent/Guardian or Family Member Pledge:
I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

_____

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

_____
Teacher signature

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

Signed on this _____ day of _____, 20_____.

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

2018-2019
School Site Council Membership Roster – Elementary

School Name: **Think College Now! TCN**

Chairperson :	Albert Hong
Vice Chairperson:	Pricilla Wilson
Secretary:	Natalie Wiliford

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Madeline Noonan	X			
Claudia Hernandez			X	
Natalie Wiliford		X		
Nikita Ramanujan		X		
Emma Tadlock Goldsmith		X		
Pricilla Wilson				X
Teresa Diaz				X
Carmen Perez				X
James Narvaez				X
Albert Hong				X

Meeting Schedule (day/month/time)	Last Thursday of the month: 3:30 PM - 4:30 PM

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