

Board Office Use: Legislative File Info.	
File ID Number	20-1501
Introduction Date	8/26/20
Enactment Number	20-1257
Enactment Date	8/26/2020 If



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

# Memo

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Think College Now



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Think College Now  
**CDS Code:** 1612590100792  
**Principal:** Karen Schreiner  
**Date of this revision:** 2/27/2020

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:** Karen Schreiner

**Position:** Principal

**Address:** 2825 International Boulevard  
Oakland, CA 94601

**Telephone:** 510-532-5500

**Email:** karen.schreiner@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 2/27/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

# 2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Think College Now

Site Number: 190

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant         |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)   | <input type="checkbox"/> 21st Century Community Learning Centers     |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant  | <input type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          | <input type="checkbox"/> 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:

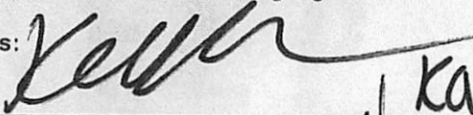
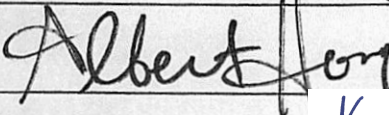

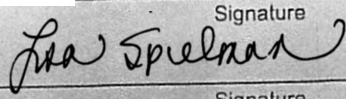
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material 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: 2/27/20

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:

	Karen Schreiner	Signature
	Albert Hong	Signature
	K. Arnold	Signature
	Lisa Spielman	Signature

Principal

SSC Chairperson

Kathleen Arnold

Network Superintendent

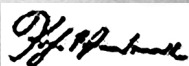
Lisa Spielman

Director, Strategic Resource Planning



8/27/2020

Jody London  
President, Board of Education



8/27/2020

Kyla Johnson-Trammell  
Superintendent and  
Secretary, Board of Education

3/18/20  
Date  
5/20/20  
Date  
June 5, 2020  
Date  
6/30/2020  
Date

## 2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$97,660.00
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	\$409,942.00

### 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)	\$95,604.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$18,252.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,056.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$252,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$41,580.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$97,660.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$312,282.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$409,942.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>



**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****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****Focus Area:****Priority Strengths****Root Causes of Strengths**

<i>College/Career Readiness</i>	Math: increased proficiency on Math SBAC by 9%; decreased students scoring below by 12%. Improved in DFS by +29.7 points. ELA: increased proficiency on ELA SBAC by +7%; decreased students scoring below by 5%. Improved n DFS by +15.6 points.	Year-long math focus in PD. Coaching and PD for teachers in ELA via 1:1 coaching and PLCs
<i>Focal Student Supports</i>	-AA students: URFs decreased by 71%; decreased disproportionality by 7% -ICE SDC students with IEPs: suspensions decreased by 55%. 5150s were eliminated. -ELs: Increased ELs proficiency on ELA SBAC by +6%; decreased ELs scoring Below on ELA SBAC by -6%. Increased ELs proficiency on Math SBAC by 7%; decreased ELs scoring Below on Math SBAC by -19% B. -Students with IEPs: Increased proficiency on ELA SBAC; decreased students scoring Below on ELA SBAC by 4%. Increased SPED proficiency on Math SBAC by 8%; decreased SPED students scoring Below on Math SBAC by 19%.	Implented Check In/Check out; hired more staff of color; strengthened Tier 1 and Tier 2 RJ practices; formed Culture Leadership Team; partnered with Seneca for staff-wide PD; partnered with The Teaching Well for staff-wide PD and Mindful Mentoring. Year-long math focus in PD. Coaching and PD for teachers in ELA via 1:1 coaching and PLCs
<i>Student/Family Supports</i>	URFs decreased by 11% Suspensions decreased by 55% 5150s eliminated	Implented Check In/Check out; hired more staff of color; strengthened Tier 1 and Tier 2 RJ practices; formed Culture Leadership Team; partnered with Seneca for staff-wide PD; partnered with The Teaching Well for staff-wide PD and Mindful Mentoring
<i>Staff Supports</i>	Team Barometer and The Teaching Well Research Reports indicate that students feel healthy and supported. Teachers feel connected to TCN and each other. Staff is flexible and supportive of each other.	Staff are aligned in vision and mission. We have clear communication streams and regular facetime with each other. We are responsive to staff concerns and challenges.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>

<i>College/Career Readiness</i>	Math: 40% of students scored below/far below on Math SBAC ELA: 44% of students scored below/far below on ELA SBAC	Teachers need more PD on supporting students conceptual understanding and productive struggle in math. Teachers need more PD on supporting math fact fluency. Teachers need more PD on close reading of complex texts. Students far below grade level need intervention. Newcomer students need intervention.
<i>Focal Student Supports</i>	AA students: URFs remain disproportional by race (11% of students are AA; yet 32% of URFs are for AA students) ICE SDC students with IEPs: made up 100% of suspensions (5) Newcomers: 74% reading below grade level (F&P) ELs: 44% of students reading below grade level	Staff need more PD in trauma-informed practice; need to increase hiring of staff who reflect our students' identities. Staff need more PD, resources, and intervention to support Newcomers. Staff need to deepen GLAD practice
<i>Student/Family Supports</i>	AA students: URFs remain disproportional by race (11% of students are AA; yet 32% of URFs are for AA students) ICE SDC students with IEPs: make up 100% of suspensions in 19-20 (5)	-In order to increase our Culturally Responsive Practices, and decrease disproportionality of office referrals and suspensions for African-American students, staff need more PD in trauma-informed practice including de-escalation strategies. -Pay teachers Extended Contract for Parent Workshops to improve outcomes for students -Need to increase hiring of staff who reflect our students' identities.
<i>Staff Supports</i>	Staff has named needing more resources (intervention, coaching, supplies) in order to best do their jobs. Staff has named needing more support for Newcomers as a challenge.	Many new out-of-classroom staff to onboard; unclear roles among out-of-classroom staff; shift in school leadership; decreased intervention services

## 1C: 20-21 STUDENT GOALS & TARGETS

### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

<b>School Goal for May 2023:</b>	Increase proficiency on the ELA and Math SBAC by 10% per year, & decrease the percentage of students in the “below” band by 10% per year, significantly decreasing SPED & EL disproportionality over time.
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<b>Instructional Focus Goal:</b> All students experience success in the early years.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	16.7%	n/a	75.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	28.3%	n/a	75.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	36.0%	n/a	56.0%
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	38.8%	n/a	59.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	33.0%	n/a	53.0%
CAST (Science)	All Students	TBD	6.8%	n/a	27.0%

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

School Goal for May 2023:		Increase proficiency on the ELA and Math SBAC by 10% per year, & decrease the percentage of students in the “below” band by 10% per year, significantly decreasing SPED & EL disproportionality over time.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	8%	n/a	28%
SBAC ELA	English Learners	+20 points DF3	16%	n/a	36%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	38%	n/a	58%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					

SBAC Math	Students with Disabilities	+20 points DF3	8%	n/a	28%
SBAC Math	English Learners	+20 points DF3	20%	n/a	40%
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	13%	n/a	43%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0%	n/a	0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Decrease URFs by 10% per year, eliminating racial and gender disproportionality over time.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	75.0%	n/a	85.0%
Suspensions	All Students	-2pp	1.8%	n/a	0.0%
Suspensions	African-American Students	-2pp	10.0%	n/a	5.0%
Suspensions	Students with Disabilities	-2pp	12.5%	n/a	3.0%
Chronic Absence	All Students	-2pp	40.7%	n/a	21.0%
Chronic Absence	African-American Students	-2pp	46.5%	n/a	27.0%

<b>Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.</b>					
<b>School Goal for May 2023:</b>		Increase feelings of students' connectedness to school and staff, as measured by the annual K-5 TCN survey.			
Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
"I can name an adult at school who cares about me"	All Teachers	n/a	2.6%	n/a	2.9%

"I feel important at school"	All Teachers	n/a	2.5%	n/a	2.8%
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#### 1D: IDENTIFIED NEED

**Instructions:** 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: RESOURCE INEQUITIES

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Though there are certainly many inequities faced by our students and school, we do try to stay focused on what's in our locus of control. We pride ourselves at TCN on developing exceptional PD for teachers in order to develop them and ensure that teaching is a sustainable and fulfilling profession for our team. However, one major inequity we face is the lack of additional funding for to support the students in our Intensive Counseling Enriched Special Day Class (ICE SDC). Though this is a small number of students (7), our students have incredibly high needs and - as a school that centers equity - we are working towards an inclusion model in order to decrease the equity gap these students are experiencing as a result of the school to prison pipeline. In order to effectively support an inclusion model, however, we need more funding in order to support an inclusion model.

#### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

**Instructions:** 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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Think College Now	SPSA Year Reviewed: 2019-20      SPSA Link: <a href="#">19-20 SPSA</a>
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: <b>Literacy</b>	
<b>Theory of Change:</b>	If teachers facilitate the Close Reading of Complex Texts 3 days/week, and if K-2 teachers teach systematic phonics 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 disproportionality over time.
<b>Related School Goal:</b>	Increase proficiency on the ELA SBAC by 10% per year, & decrease the percentage of students in the “below” band by 10% per year,
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
-PLC COIs focused on literacy, 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) -all teachers' goal-setting with students around reading goals -7/12 teachers participated in a PD cycle focused on close reading of complex texts -K-3 teachers all teaching systematic phonics via SIPPS	
<b>What evidence do you see that your practices are effective?</b>	
-students growing in F&P, IAB, and SBAC scores -students know their independent reading levels -teachers can identify student needs in reading during goals conferences	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
-PD on and implementation of close reading within the workshop model in K-2 -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	
19-20 Standards-Based Instruction Priority: <b>Mathematics: Standards-Based Instruction</b>	
<b>Theory of Change:</b>	If teachers implement the EngageNY math curriculum 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 disproportionality over time.
<b>Related School Goal:</b>	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 disproportionality over time.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	

-PD cycle on questioning and rigor	
<b>What evidence do you see that your practices are effective?</b>	
-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)	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
-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 -peer observation and reflection time -release time for planning / internalization of EngageNY	
<b>19-20 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Culture (Trauma-Informed Practice, Logical Consequences, and Restorative Justice)</b>
<b>Theory of Change:</b>	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 disproportionality over time.
<b>Related School Goal:</b>	Decrease URFs by 10% per year, eliminating racial and gender disproportionality over time.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
-deepening of COST practices and expansion of COST team -implementation of Check In/Check Out for students with Tier 2 behavioral needs -trained RSP in creation of BIP -coaching by Seneca UE Coach around best practices in response to behavior	
<b>What evidence do you see that your practices are effective?</b>	
-URFs decreased -Suspensions decreased	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	

-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 -target mentorship and boys group for highest-need students	
<b>19-20 Conditions for English Language Learners</b> <b>Priority:</b> EL Reclassification	
<b>Theory of Change:</b>	If K-5 teachers utilize systematic and integrated ELD into the teaching of science and social students content via GLAD strategies, then our percentage of students who reclassify as English Proficient will increase by 7% per year.
<b>Related School Goal:</b>	Increase the percentage of students reclassifying as English Proficient by 7% per year, eliminating disproportionality for Newcomers over time.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
-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	
<b>What evidence do you see that your practices are effective?</b>	
-50% of teachers using GLAD strategies to integrate ELD into teaching content -50% of K-2 teachers teaching phonics in a systematic way	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
-ensure all teachers trained in GLAD -all teachers teach content through use of integrated and systematic ELD via GLAD strategies -release days for teachers to internalize phonics units, create integrated ELD units to teach content using GLAD strategies	
<b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b>	
<b>Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?</b>	
-we shifting funding in order to fully fund our .8FTE TSA for Reading Intervention through Title 1, as opposed to .6 through Title 1 and .2 through other means (e.g. supplemental). Our SSC voted on this due to the significant increase in Title 1 Fall Revisions.	



## 2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

**School:** Think College Now

**School ID:** 190

### 3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

#### District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

<b>School Priority ("Big Rock"):</b>	Culture (Trauma-Informed Practice, Logical Consequences, and Restorative Justice): Decrease URFs by 10% per year
<b>School Theory of Change:</b>	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 disproportionality over time.
<b>Related Goal(s):</b>	All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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 cycle	
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 cycle	

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	<ul style="list-style-type: none"> <li>-TCN Culture PD at August Retreat (all staff)</li> <li>-TCN Culture 101 PD for new staff (return earlier in August)</li> <li>-4 week Culture PD &amp; PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching &amp; The Brain, and trauma-informed practice</li> </ul>	<ul style="list-style-type: none"> <li>-Culture walkthroughs (admin/coach &amp; CLT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-improvement in focal students behavior and engagement found during PLC cycle</li> <li>-Feedback from families at Parent Rep meetings</li> </ul>	
1-4	All staff give out Panther Paws in public spaces for positive displays of Core Values	<ul style="list-style-type: none"> <li>-TCN Culture PD at August Retreat (all staff)</li> <li>-TCN Culture 101 PD for new staff (return earlier in August)</li> <li>-4 week Culture PD &amp; PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching &amp; The Brain, and trauma-informed practice</li> <li>-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</li> </ul>	<ul style="list-style-type: none"> <li>-Culture walkthroughs (admin/coach &amp; CLT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-improvement in focal students behavior and engagement found during PLC cycle</li> <li>-use of school-wide yellowcard tracker</li> </ul>	
1-5	Teachers implemented tiered MTSS as part of a revamped COST referral system when they have a concern about a student	<ul style="list-style-type: none"> <li>-time in Sept staff meeting to Tier students with a BRTI lens</li> <li>-leverage monthly staff meetings to consult with peers, CLT, and COST team around Tier 1 and 1 in-class interventions</li> </ul>	<ul style="list-style-type: none"> <li>-Culture walkthroughs (admin/coach &amp; CLT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-improvement in focal students behavior and engagement found during PLC cycle</li> <li>-teachers are utilizing Tiered BRTI system when addressing and/or advocating for needs of ID'd students</li> </ul>	

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.	<ul style="list-style-type: none"> <li>-Leverage RJCSM, counselor, and counseling interns to support students experiencing transitions (e.g. Kinders struggling to adjust; newcomers)</li> <li>-Implement Newcomer Intake Protocol with key stakeholders to gather key family information, connect families to resources, supporting newcomers through adjusting to school, and hold a Newcomer Intake SST</li> </ul>	-bi-weekly bRTI meetings via COST	
1-7	To support our African-American, Latinx students, 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.	<ul style="list-style-type: none"> <li>-TCN Culture PD at August Retreat (all staff)</li> <li>-TCN Culture 101 PD for new staff (return earlier in August)</li> <li>-4 week Culture PD &amp; PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching &amp; The Brain, and trauma-informed practice</li> <li>-Move towards an Inclusion Model for our ICE SDC students, some of whom are foster youth</li> <li>-Partner with RJCSM &amp; COST team to ensure students have appropriate supports</li> <li>-PD on Tier 2 behavior supports for identified students</li> </ul>	<ul style="list-style-type: none"> <li>-Culture walkthroughs (admin/coach &amp; CLT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-improvement in focal students behavior and engagement found during PLC cycle"</li> </ul>	

District Strategy: Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>	
<b>School Priority ("Big Rock"):</b>	Mathematics: Standards-Based Instruction
<b>School Theory of Change:</b>	If teachers implement the EngageNY math curriculum 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 disproportionality over time.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Teachers will implement EngageNY with fidelity to address all 3 CCSS shifts daily: fluency, conceptual understanding, application. All teachers are trained in GLAD and will use ELD supports (e.g. TPR, pictorial input charts, cognitive content dictionaries, etc.) to support ELs and students with IEPs.	<ul style="list-style-type: none"> <li>-BOY PD on school-wide instructional routines including Fluency (e.g. Springs, Happy Counting) and Application (e.g. Read/Draw/Write; Number Talks)</li> <li>-creation of exemplar schedules that give 1-3 examples of how to teach all components/shifts in our instructional minutes</li> <li>-BOY PD focused on internalization (module &amp; topic level)</li> <li>-PD cycles on rigor 1/tri</li> <li>-facilitate Peer Observations as part of PLCs, during 3rd prep, or via Friday coverage from STIP</li> <li>-guided visit to spotlight schools to observe highly effective implementation</li> <li>-release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization</li> <li>-1/month support from admin with module-level internalization during Wed collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>-Instructional walkthroughs (admin/coach &amp; ILT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-Math content PDs are facilitated in coherence and alignment with PLC COIs</li> <li>-internalization practices present and used by teams during collaborative planning</li> </ul>	

2-2	<p>Teachers will use a 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.</p>	<ul style="list-style-type: none"> <li>-BOY PD on school-wide instructional routines including Fluency (e.g. Springs, Happy Counting) and Application (e.g. Read/Draw/Write; Number Talks)</li> <li>-creation of exemplar schedules that give 1-3 examples of how to teach all components/shifts in our instructional minutes</li> <li>-BOY PD focused on internalization (module &amp; topic level)</li> <li>-release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization</li> <li>-1/month support from admin with module-level internalization during Wed collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>-Instructional walkthroughs (admin/coach &amp; ILT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-internalization practices present and used by teams during collaborative planning</li> </ul>	
2-3	<p>Teachers will use a blended learning model, using Zearn, to support smaller, flexible student groupings that includes:</p> <ul style="list-style-type: none"> <li>-using the coherence map to target students' ZPD in coherence w/ current module/topic</li> <li>-flexible student grouping (e.g. heterogeneous vs. homogenous) for the concept development portion via a station model or a back-to-back model</li> <li>-data talks (1:1, small group, whole class) focused on Zearn data</li> <li>-goal setting with Zearn data with regular incentives tied to completion/other ID'd targets</li> </ul>	<ul style="list-style-type: none"> <li>-BOY Zearn training led by 18-19 Zearn implementers</li> <li>-bi-weekly live coaching during math</li> </ul>	<ul style="list-style-type: none"> <li>-Instructional walkthroughs (admin/coach &amp; ILT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-Math content PDs are facilitated in coherence and alignment with PLC COIs</li> </ul>	

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**

<b>School Priority ("Big Rock"):</b>	Literacy			
<b>School Theory of Change:</b>	If teachers facilitate the Close Reading of Complex Texts 3 days/week, and if K-2 teachers teach systematic phonics 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 disproportionality over time.			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>



3-1	Teachers map standards onto TCRWP RUOS, including use of SBAC claims. Teachers explicitly plan differentiated supports (e.g. small group shared reading, small group corrective instruction, ELD via explicit vocabulary instruction) in order support ELs, newcomers, students with IEPs, and GATE students	<ul style="list-style-type: none"> <li>-stipend teachers for planning release (e.g. over summer; BOY)</li> <li>-guided visit to spotlight schools to observe highly effective implementation</li> <li>-release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization</li> <li>-1/month support from admin with module-level internalization during Wed collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>-unit plans/internalization</li> <li>-mini lesson plans and conferring checklists/note-takes</li> <li>-walkthroughs (ILT/admin) with lens on standards</li> </ul>	Math: 40% of students scored below/far below on Math SBAC ELA: 44% of students scored below/far below on ELA SBAC
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	<ul style="list-style-type: none"> <li>-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 asesments: F&amp;P, SIPPS, WTW, ELA SBAC, ELPAC)</li> <li>-create academic RTI system that includes</li> <li>-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</li> </ul>	<ul style="list-style-type: none"> <li>-use of triangulated RTI grid by interventionist/admin/coach team</li> <li>-SST system is utilized and followed by teachers, SST coordinator, and admin</li> <li>-interventions received are tracked over time to determine appropriate supports for students who are in intervention over time</li> </ul>	Math: 40% of students scored below/far below on Math SBAC ELA: 44% of students scored below/far below on ELA SBAC
3-3	Teachers utilize complex texts within the readers workshop model via Close Reading	<ul style="list-style-type: none"> <li>-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</li> </ul>	<ul style="list-style-type: none"> <li>-Instructional walkthroughs (admin/coach &amp; ILT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-reading PDs are facilitated in coherence and alignment with PLC COIs</li> <li>-internalization practices present and used by teams during collaborative planning</li> </ul>	Math: 40% of students scored below/far below on Math SBAC ELA: 44% of students scored below/far below on ELA SBAC

3-4	<p>Teachers implement a data-driven approach (e.g. by analyzing student data during PLCs) to the workshop model when using the TCRWP RUOS and WUOS including:</p> <ul style="list-style-type: none"> <li>-Guided reading 3x/week for students who are far below (F&amp;P levels A-K, depending on the grade level)</li> <li>-1:1 conferring and goal setting 4x/week for students for students who are approaching</li> <li>-Strategy groups for students who are on or above reading level 2x/week</li> </ul>	<ul style="list-style-type: none"> <li>-plan and execute 1:1 goals conferences 5x/year with every teacher to analyze data (F&amp;P and IAB) and create action plans for target students</li> <li>-facilitate a DDI approach to PLC COIs using formative reading data (e.g. running records, F&amp;P, conferring notes, written response to close reading of complex text) that includes the planning of small group corrective instruction based on student misconceptions and/or reading needs</li> <li>-lab sites facilitated by literacy coach/admin</li> </ul>	<ul style="list-style-type: none"> <li>-Instructional walkthroughs (admin/coach &amp; ILT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-reading PDs are facilitated in coherence and alignment with PLC COIs</li> </ul>	<p>Math: 40% of students scored below/far below on Math SBAC</p> <p>ELA: 44% of students scored below/far below on ELA SBAC</p>
3-5	<p>K-2 implements systematic, aligned phonics program via SIPPS. Teachers explicitly plan differentiated supports (e.g. small group re-teach, visual supports) in order support ELs, newcomers, students with IEPs, and GATE students</p>	<ul style="list-style-type: none"> <li>-stipend teachers for planning release (e.g. over summer; BOY)</li> <li>-guided visit to spotlight schools to observe highly effective implementation</li> <li>-release days throughout year (1-2/tri) shift away from assessment and towards data analysis, action planning, and module internalization</li> <li>-1/month support from admin with module-level internalization during Wed collaboration time</li> <li>-create exemplar schedule options that meet the designated number of phonics instruction</li> <li>-when 3-5 is engaging in Close Reading PD &amp; PLC COI, K-2 engages in phonics PD and COI</li> </ul>	<ul style="list-style-type: none"> <li>-Instructional walkthroughs (admin/coach &amp; ILT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-reading PDs are facilitated in coherence and alignment with PLC COIs</li> </ul>	<p>Math: 40% of students scored below/far below on Math SBAC</p> <p>ELA: 44% of students scored below/far below on ELA SBAC</p>

3-6	Staff cultivate and model a love of learning, reading, and writing and a growth mindset in these areas	<ul style="list-style-type: none"> <li>-4 week Culture PD &amp; PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching &amp; The Brain, and trauma-informed practice</li> <li>-school wide reading challenges</li> <li>-content is integrated into ELA via GLAD strategies that support ELD</li> <li>-teachers are stipended to plan integrated, thematic, vertically aligned Sci and SS units that are culturally relevant</li> <li>-create K-5 rituals around RW &amp; WW celebrations (buddy classrooms, families, parades, competitions, anthologies of published pieces, publishing parties, etc)</li> <li>-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</li> <li>-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.</li> <li>-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)</li> <li>-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</li> </ul>	<ul style="list-style-type: none"> <li>-students are excited each morning; staff model that excitement and encourage and hold students to living the Core Values</li> <li>-student surveys and 1:1 interactions</li> </ul>	Math: 40% of students scored below/far below on Math SBAC ELA: 44% of students scored below/far below on ELA SBAC
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	

*District Strategy:* Building **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Professional Development
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<b>School Theory of Change:</b>		By engaging in professional development cycles on school culture including trauma-informed practice, de-escalation, logical consequences, and restorative justice, we will increase teachers capacity to build strong relationships and defuse escalations thereby decreasing Level 3 and Level 4 behaviors that require URF documentation by 10% per year, eliminating racial and gender disproportionality over time.		
<b>Related Goal(s):</b>		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers utilize a tiered approach to behavioral RTI as part of a revamped COST referral system when they have a concern about a student	<ul style="list-style-type: none"> <li>-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</li> <li>-School Leadership team meets to norm on priorities and create an organizational chart with workflow; communicates this to staff at August Retreat</li> </ul>	<ul style="list-style-type: none"> <li>-Culture walkthroughs (admin/coach &amp; CLT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-improvement in focal students behavior and engagement found during PLC cyle</li> <li>-teachers are utilizing Tiered BRTI system when addressing and/or advocating for needs of ID'd students</li> </ul>	
4-2	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.	<ul style="list-style-type: none"> <li>-Leverage RJCSM, counselor, and counseling interns to support students experiencing transitions (e.g. Kinders struggling to adjust; newcomers)</li> <li>-Implement Newcomer Intake Protocol with key stakeholders to gather key family information, connect families to resources, supporting newcomers through adjusting to school, and hold a Newcomer Intake SST</li> </ul>	-bi-weekly bRTI meetings via COST	

4-3	To support our African-American, Latinx students, 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.	<ul style="list-style-type: none"> <li>-TCN Culture PD at August Retreat (all staff)</li> <li>-TCN Culture 101 PD for new staff (return earlier in August)</li> <li>-4 week Culture PD &amp; PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching &amp; The Brain, and trauma-informed practice</li> <li>-Move towards an Inclusion Model for our ICE SDC students, some of whom are foster youth</li> <li>-Partner with RJCSM &amp; COST team to ensure students have appropriate supports</li> <li>-PD on Tier 2 behavior supports for identified students</li> </ul>	<ul style="list-style-type: none"> <li>-Culture walkthroughs (admin/coach &amp; CLT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-improvement in focal students behavior and engagement found during PLC cycle"</li> </ul>	
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
<b>School Priority ("Big Rock"):</b>	English Language Development			
<b>School Theory of Change:</b>	If K-5 teachers utilize systematic and integrated ELD into the teaching of science and social students content via GLAD strategies, then our percentage of students who reclassify as English Proficient will increase by 7% per year.			
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	<p>Teachers 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</p>	<ul style="list-style-type: none"> <li>-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</li> <li>-ensure all teachers are trained in GLAD; leverage on-site Gladiator to train new teachers</li> <li>-compensate identified teachers to develop GLAD units in science and social studies that align to the ROUS and WUOS over the summer</li> <li>-facilitate teachers' engagement in peer observation, co-teaching, and feedback focused on execution of GLAD strategies</li> <li>-facilitate school visits for identified teachers to observe the implementation of integrated ELD via GLAD strategies</li> <li>-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</li> <li>-with this ELD PD COI, dive into the ELD standards and progression K-5 to develop teachers knowledge of the standards</li> </ul>	<ul style="list-style-type: none"> <li>-Instructional walkthroughs (admin/coach &amp; ILT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-reading PDs are facilitated in coherence and alignment with PLC COIs</li> <li>-internalization practices present and used by teams during collaborative planning</li> </ul>	
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5-2	Teachers partner with families of EL students to communicate progress, goal-set, and prepare for ELPAC in February	<ul style="list-style-type: none"> <li>-support teachers in hosting targeting family workshops at each grade level</li> <li>-support RJCSM in targeting families for attendance at workshops</li> <li>-leverage Interventionists and RJCSM to gather resources for families to support ELPAC preparation at home</li> <li>-dedicate a winter staff meeting to begin ELPAC preparation; leverage a long-time TCN teacher to lead this work and share best practices</li> </ul>	<ul style="list-style-type: none"> <li>-Instructional walkthroughs (admin/coach &amp; ILT) with feedback loop to teams and teachers</li> <li>-1:1 coaching biweekly for all classroom teachers; use of action-step tracker</li> <li>-reading PDs are facilitated in coherence and alignment with PLC COIs</li> <li>-internalization practices present and used by teams during collaborative planning</li> </ul>	Math: 40% of students scored below/far below on Math SBAC ELA: 44% of students scored below/far below on ELA SBAC
5-3	Teachers analyze language data of Newcomer students in order to form leveled language groups for in-class teacher-delivered tier 2 intervention (including sharing of students across classes based on data)			
5-4	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	<ul style="list-style-type: none"> <li>-Leverage SSC and Parent Rep to plan "Parents As Partners" workshop series</li> <li>-Use Title I Parent money to compensate teachers for extended contract hours</li> </ul>	<ul style="list-style-type: none"> <li>-Workshop agendas</li> <li>-Parent rep meetings</li> <li>-Parents present in classrooms in the morning for "tutoring" with students</li> </ul>	Math: 40% of students scored below/far below on Math SBAC ELA: 44% of students scored below/far below on ELA SBAC
5-5	Teachers collaborate with new Newcomer TSA to implement data-driven push-in Tier 2 ELD and language level group pull-out intervention	-Leadership will collaborate		

**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number: 190**
**School: Think College Now**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Paper and basic office supplies which all staff and teachers have access to. Students need basic supplies in order to access content so that academic outcomes are improved.	\$15,252	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will implement EngageNY with fidelity to address all 3 CCSS shifts daily: fluency, conceptual understanding, application. All teachers are trained in GLAD and will use ELD supports (e.g. TPR, pictorial input charts, cognitive content dictionaries, etc.) to support ELs and students with IEPs.	190-1
Copier maintenance which all staff and teachers use for making copies of instructional materials, printing assessments, reports, etc, which are necessary in order for students to access content so that academic outcomes are improved	\$3,000	General Purpose Discretionary	4320	Copier/Duplication Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Staff cultivate and model a love of learning, reading, and writing and a growth mindset in these areas	190-2
Extended Contract to pay for additional work required by leadership team members: ILT & Culture Leadership Team to plan PD and analyze student data, which is necessary in to improve student academic outcomes and decrease discipline data	\$9,359	LCFF Concentration	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement a data-driven approach (e.g. by analyzing student data during PLCs) 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	190-3
Teachers will be released to internalize and plan units centered on reading complex grade level content texts in science or social studies which is necessary in order for students to access grade level content so that academic outcomes are improved	\$9,223	LCFF Concentration	1154	Certificated Teachers: Substitutes for Release Time	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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	190-4
2 Noon Supervisors will work 2 hours per day to support positive school culture and climate at recess and lunch, reinforcing school-wide behavioral expectations via the PBIS model, which is necessary in order for students to decrease discipline data	\$3,784	LCFF Concentration	2905	Other Classified Salaries	4495	Noon Supervisor	0.13	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	All staff give out Panther Paws in public spaces for positive displays of Core Values	190-5
2 Counseling Interns who serve on our COST team and deliver individual and small group support to students identified in the COST process which is necessary to support students with Tier 2 and Tier 3 SEL and behavioral needs in engaging successfully in school.	\$18,000	LCFF Concentration	5739	Mental Health Provider	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers implemented tiered MTSS as part of a revamped COST referral system when they have a concern about a student	190-6

Increase the Prep Teachers FTE to .8FTE so that teachers have 3 preps per week one of which is a PLC dedicated to analyzing student data which is necessary in order for students misconceptions to be addressed so that academic outcomes are improved	\$14,270	LCFF Supplemental	1105	Certificated Teachers' Salaries	3161	Teacher Education Enhancement	0.15	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement a data-driven approach (e.g. by analyzing student data during PLCs) 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	190-7
STIP Teacher will implement enrichment with students, oversee positive culture and climate at recess and lunch, meet with students for literacy intervention who are identified in the academic RTI process, and support with operations at the school including drafting weekly Home-School Letters and Weekly Staff Newsletter	\$58,971	LCFF Supplemental	1105	Certificated Teachers' Salaries	4724	STIP Teacher	1.00	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	K-2 implements systematic, aligned phonics program via SIPPS. Teachers explicitly plan differentiated supports (e.g. small group re-teach, visual supports) in order support ELs, newcomers, students with IEPs, and GATE students	190-8
TSA (Literacy Coach/Staff Developer) will observe, coach teachers, provide feedback, and facilitate "lab sites" with teachers and grade level partners in order to improve teacher practice which is necessary in order to improve academic outcomes for students	\$4,798	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7221	TSA 10 Pay	0.05	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers 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	190-9
Extended Contract to pay for additional work required by leadership team members including additional unit planning and internalization, which is necessary in order to have vertically aligned science and social studies units so that all students are accessing high-quality curriculum	\$9,630	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers 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	190-10
RJCSM will support RJ work at all MTSS levels, oversee COST, and support our Attendance Growth Goals	\$75,690	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7796	Program Mgr Community School	0.75	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	-Leverage RJCSM, counselor, and counseling interns to support students experiencing transitions (e.g. Kinders struggling to adjust; newcomers) -Implement Newcomer Intake Protocol with key stakeholders to gather key family information, connect families to resources, supporting newcomers through adjusting to school, and hold a Newcomer Intake SST	190-11

Academic Mentor (16 hours/week) works with identified students in target subgroups (e.g. Black students, Newcomers) who need additional support to meet with 2-4 times per week for intervention	\$11,096	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	-Intervention groups determined by a triangulated, data-driven approach to academic RTI following each major assessment cycle (3-6x per year) based 3 of the following assessments: 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	190-12
Teacher classroom supplies that include chart paper, sticky notes, composition books, and books for classroom libraries that promote a love of learning	\$56,169	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Staff cultivate and model a love of learning, reading, and writing and a growth mindset in these areas	190-13
Our Library Tech will meet with classes weekly to support literacy instruction via Read Aloud and Informational Writing based on reading/research students have done	\$35,497	Measure G: Library	2205	Classified Support Salaries	7589	Library Technician	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Staff cultivate and model a love of learning, reading, and writing and a growth mindset in these areas	190-14
Library chromebooks which will allow students to research in the library during their choice time (e.g. opt-in during recess) and during weekly Library time	\$4,340	Measure G: Library	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff cultivate and model a love of learning, reading, and writing and a growth mindset in these areas	190-15
TSA (Literacy Coach/Staff Developer) will observe, coach teachers, provide feedback, and facilitate "lab sites" with teachers and grade level partners in order to improve teacher practice which is necessary in order to improve academic outcomes for students	\$91,161	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7221	TSA 10 Pay	0.95	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers 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	190-16
Extended Contract to pay for teachers to attend after-hours events and workshops with families that contribute to a positive school culture and climate for families	\$1,191	Title I: Basic	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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	190-17
Parents as Partners Workshops wherein staff will train Parents on key literacy and technology skills in order to support their child with their academic success at home.	\$2,056	Title I: Parent Participation	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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	190-18

Chromebooks which will support distance learning if we have a hybrid model; and which will replace our 190 aging-out chromebooks	\$6,425	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will implement EngageNY with fidelity to address all 3 CCSS shifts daily: fluency, conceptual understanding, application. All teachers are trained in GLAD and will use ELD supports (e.g. TPR, pictorial input charts, cognitive content dictionaries, etc.) to support ELs and students with IEPs.	190-19
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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy**



**TCN Elementary School agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Providing on-site adult education on how to encourage student and family success.
- Providing access to the Family Resource Center (FRC) which is staffed by a staff member.
- Every Monday (or Tuesday if it is a 3-day weekend) we send out a Home-School Letter which contains valuable information on how to support and understand their child's development.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Providing workshops on an as-needed basis. These workshops are held in partnership with other community organizations such as the Centro Legal de la Raza, Native American Health Center and Alameda Department of Nutrition.

### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.



- Holding SSC meetings on a monthly basis.

The school communicates to families about the school's Title I, Part A programs by:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Every Monday (or Tuesday if it is a 3-day weekend) we send out a Home-School Letter. It is imperative that parents read it each week and return the folder every Wednesday.

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- 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 can help support teachers as well.
- FRC - Parents are welcome to volunteer in the family resource center assisting the administrative staff with various tasks such as filing translation making phone calls, making copies, and distributing (especially on Mondays).
- Cafeteria - In the cafeteria volunteers run and maintain the Salad Bar.

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- TCN holds parent workshops as needed throughout the year to support parents learning at-home strategies and materials to support learning.

**OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- TCN holds trainings for parents at a needs-basis when needs are lifted up.
- We engage parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- TCN listens to and acknowledges parent concerns and opinions as an important part of our home-school partnership.
- Principal and Assistant Principal have weekly office hours from 9:00-9:30 AM every Tuesday dedicated to hearing parent concerns or suggestions.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- TCN holds SSC Meeting regularly every month at the same time and same place.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- When TCN holds a parent meeting we always provide translation and in an accessible location.

The school provides support for parent and family engagement activities requested by parents by:

- Principal and Assistant Principal have weekly office hours from 9:00-9:30 AM every Tuesday dedicated to hearing parent concerns or suggestions.
- Every Monday (or Tuesday if it is a 3-day weekend) we send out a Home-School Letter. This letter contains important information on parent and family engagement activities.

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- TCN provides workshops on an as-needed basis. These workshops are held in partnership with other community organizations such as the 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 are provided free of charge.

**Adoption**

This policy was adopted by the Think College Now School Site Council on 09/26/2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

**The school will distribute this policy to all parents on or before September 30, 2019.**

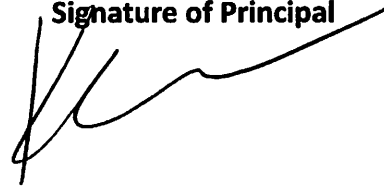
**Name of Principal**

Karen Schreiner

**Date**

9/26/19

**Signature of Principal**



*Please attach the School-Parent Compact to this document.*



## School-Parent Compact



### Think College Now (TCN) Elementary School 2019-2020

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#### School Responsibilities:

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - Incorporating Strong Instruction around Complex Text including Access to Complex Text for Language Learners
  - Building out rigorous STANDARDS-BASED formative and interim assessment practices
  - Refining Differentiation and Tiered intervention for early literacy and language skills
  - Incorporating hands-on science investigations for students weekly
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and monthly parent-leader meetings.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - Parents and Families participate in conferences to review elementary report cards.
  - Hold Back to School and Open House nights to provide opportunities for parents to visit their child's classroom, receive information on curriculum, conferences or communication with their child's teacher.

- Every Monday (or Tuesday if it is a 3-day weekend) we send out a Home-School Letter. It is imperative that parents read it each week and return the folder every Wednesday.

**4) Provide parents reasonable access to staff.**

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops.
- Principal and Assistant Principal have weekly office hours from 9:00-9:30 AM every Tuesday dedicated to hearing parent concerns or suggestions.

**5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

- Parents are encouraged to 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 can help support teachers as well.
- Whenever TCN holds a meeting with parents we always provide translation and childcare in an accessible location.

**6) Provide parents with materials and training to help them improve the academic achievement of their children.**

- TCN holds parent workshops several times a year to support parents learning at-home strategies and materials to support learning.
- Teachers send home materials for parents to use such as books, flashcards, etc. to support learning.
- Parent-teacher conferences to outline goals and action plans.

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and hold monthly "Cafecitos" for parent-leader meetings.
- Principal and Assistant Principal have weekly office hours from 9:00-9:30 AM every Tuesday dedicated to hearing parent concerns or suggestions.

## **Teacher Responsibilities:**

- Communicate clear expectations for performance to both students and parents.
- Reinforce expectations and policies communicated in the Handbook.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Contact parents/families with students' progress and needs.

## **Parent Responsibilities:**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by supporting homework completion and structuring their after school time.
- Support strong attendance at school.
- Send my child to school everyday in a clean uniform/attire.
- I will provide a quiet place where my child will complete his/her homework. We will check to see that our child completes his/her homework every night.
- I will actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child

This Compact was adopted by the Think College Now (TCN) on 09/26/2019, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019.

**Signature of Principal**

**Date**



## Strategic Resource Planning

**2019-2020**

### **School Site Council Membership Roster – Elementary**

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

Chairperson : Albert Hong

Vice Chairperson: Carmen Perez

Secretary: Emma Tadlock-Goldsmith

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Karen Schreiner	X			
Emma Tadlock-Goldsmith		X		
Michaela Kline		X		
Nikita Ramanujun		X		
Ali Santanello			X	
Albert Hong				X
Carmen Perez				X
Teresa Diaz				X
Claudia Hernandez				X
Jael Lainez-Munoz				X

Meeting Schedule  
(day/month/time)

**Last Thursday of the month - 4:00-5:00 pm**

#### **SSC Legal Requirements (EC Sections 65000-65001):**

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal  
3 Classroom Teachers  
1 Other Staff

**AND**

5 Parents/Community  
Members