

LEGISLATIVE FILE

File ID No. 10-1112

Introduction Date 6/1/2010

Enactment No. 16-1151

Enactment Date 6-23-10

By 8-9

OAKLAND UNIFIED SCHOOL DISTRICT

June 9, 2010

TO: Board of Education

FROM: Tony Smith, Superintendent
Brad Stam, Chief Academic Officer
William Nownes, Interim Director, State and Federal Compliance

RE: 2010/2011 Single Plan for Student Achievement

ACTION REQUESTED:

The Board of Education is requested to approve the Single Plan for student achievement for **Montclair Elementary School**.

BACKGROUND:

In accordance with Education Code 52021, the School Site Council annually reviews the school plan, including proposed expenditures allocated to the school, based on the individual educational needs of each student, specifying improvement strategies necessary to achieve improvement in English/Language Arts, Reading, English Language Development, Mathematics, classroom and school climate and environments. In alignment with the district's improvement plans, the School Site Council operating programs funded through the Consolidated Application, developed, approved and submitted the 2010-2011 Single Plan for Student Achievement to the Board of Education for approval. Also submitted is the school's Parent Involvement Policy and SSC membership roster.

DISCUSSION:

The Single Plan for Student Achievement includes a data analysis in the areas of English/Reading/Language Arts (including ELD) and Mathematics to assist in the development of the Academic Plan. Schools that have been designated as Program Improvement by the provisions of NCLB legislation have included additional components in their plans.

FISCAL IMPACT:

The attached list indicates which of the following funding sources are included in **Montclair Elementary School** SPSA contained in the district's Consolidated Application for State and Federal Funds: Title I, EIA/SCE, (Economic Impact Aid/State Compensatory Education) (EIA/LEP, (Economic Impact Aid/Limited English Proficiency)

RECOMMENDATION:

The Board of Education is requested to approve the Single Site Plan application for **Montclair Elementary School**.

File I.D. #	School	Funding Sources
10-1096	Metwest High School	Title I, EIA/SCE, EIA/LEP
10-1098	Mandela High School	Title I, EIA/SCE, EIA/LEP
10-1100	Hillcrest Elementary School	EIA/LEP
10-1102	Hoover Elementary School	Title I, EIA/SCE, EIA/LEP
10-1104	Henry J. Kaiser Elementary School	EIA/LEP
10-1106	La Escuelita Elementary School	Title I, EIA/SCE, EIA/LEP
10-1108	Lincoln Elementary School	Title I, EIA/SCE, EIA/LEP
10-1110	Joaquin Miller Elementary School	EIA/LEP
✓ 10-1112	Montclair Elementary School	EIA/LEP

**Single
Plan for
Student
Achievement**

2010–2011

School Name: Montclair Elementary

CDS Code: 01-61259-6002083

OAKLAND UNIFIED SCHOOL DISTRICT
2010-2011 School Year
Single Plan for Student Achievement Assurance Page

Montclair Elementary School

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

☐ Title I (School-wide Project)

☐ EIA/State Compensatory Education (SCE)

☒ EIA/LEP

☐ School Improvement/Library Block Grant (SLIBG)

☐ Program Improvement (PI) Current Year status: _____

☐ Gifted and Talented Education (GATE)

☐ English Language Acquisition Program (ELAP)

- This School Plan has been reviewed by the school staff and the School Site Council (SSC). It is approved to be submitted to the OUSD State Administrator and Board of Education for approval and implementation in the 2010-2011 school year.
- It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the SPSA throughout the 2010-2011 School Year.
- If appropriate, the ELAC reviewed English Learners data, priority needs, and suggested improvement strategies on N/A.
- The School Site Council developed the 2010-11 *Single Site Plan for Student Achievement* through a process of meeting to analyze student data, set priorities, and finalize action steps on 2/16/10 and 3/16/10.
- ***Single Site Plan for Student Achievement 10-11 was approved by the School Site Council on April 2, 2010.***

(Please remember to keep copies of the flyer, sign-in sheets, minutes, and handouts from this meeting in your 2009-2010 SSC files.)

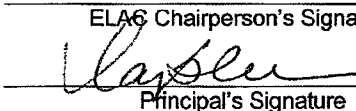

SSC Chairperson's Signature

4/20/10

Shelley Kelly

Date

SSC Chairperson's Name (printed)
N/A

ELAC Chairperson's Signature

Principal's Signature

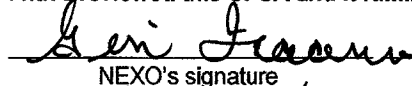
Date
4/20/10

ELAC Chairperson's Name (printed)
Nancy Bloom

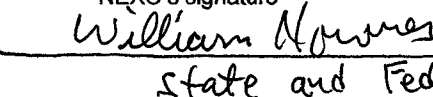
Date

Principal's Name (printed)

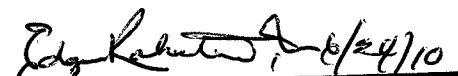
I have reviewed this SPSA and it fulfills all compliance and program requirements-

 5-14-10
NEXO's signature Date

Geris Isaacson
NEXO's name (printed)

 5/12/10
State and Federal William Howmes

CERTIFIED:

 5/24/10
Edgar Rakestraw, Jr., Secretary
Board of Education

2010-2011 SPSA Checklist

<input checked="" type="checkbox"/>	Assurances Page (Same as last year)
<input type="checkbox"/>	Section 1: Site Plan Narrative (Same format; modified from last year)
<input checked="" type="checkbox"/>	Section 2: Needs Assessment and Data Review (<i>Same format; modified from last year</i>)
<input checked="" type="checkbox"/>	Section 3: District Goals and School Targets (<i>Use from Critical Practices plan</i>)
<input checked="" type="checkbox"/>	New Section: Critical Practices Plan
<input checked="" type="checkbox"/>	Section 4: Academic Action Plan and Budget (<i>Same format; modified from last year</i>)
<input checked="" type="checkbox"/>	Section 5: School Climate Action Plan and Budget
<input checked="" type="checkbox"/>	Section 6: <i>Monitoring Plan</i>
<input checked="" type="checkbox"/>	Appendix A: School Site Council Membership
<input checked="" type="checkbox"/>	Appendix B: Home School Compact and Parent Involvement Policy
<input checked="" type="checkbox"/>	For PI and SAIT schools:
<input type="checkbox"/>	Appendix C: Academic Program Survey
<input type="checkbox"/>	Appendix D: Description of LEA Support for PI Schools (will be provided by central office)
<input type="checkbox"/>	Appendix E: (PI 4 Schools Only) Restructuring Plan
<input type="checkbox"/>	
<input type="checkbox"/>	

SECTION 1: Site Plan Narrative

Montclair Elementary School is a diverse K-5 school located in Oakland’s charming Montclair Village. Our experienced, nurturing staff stresses high academic achievement, cultural responsiveness and creative artistic expression. At Montclair School, we strive to educate the whole child using rigorous academic curriculum coupled with a stimulating visual and performing arts program. Our students learn personal and social responsibility, self-motivation and cooperation. They are well prepared for academic and personal success.

The development of our **Integrated Collaborative Curriculum** grew out of our need and desire to improve student achievement at all grade levels in English Language Arts and Mathematics, coupled with our concern that some of our students were not performing proficiently and that some of our student subgroups were testing significantly below the majority of our school. Specifically, an analysis of our STAR testing data from 2007 showed the following:

Group	English-Language Arts: Percent at or Above Proficient	Mathematics: Percent at or Above Proficient
Hispanic or Latino	58.3	58.3
Socioeconomically Disadvantaged	35.7	42.9
Students with Disabilities	40.0	53.3
Schoolwide	80.7	84.3

While the majority of our students test at or above proficient in English-Language Arts and mathematics, we continually and aggressively strive to find additional practices of both traditional and non-traditional means to ensure that every student at Montclair achieves his or her highest potential. **Our primary educational mission is to build a strong foundation of skills and experiences for every one of our children that will empower them to achieve success in all of their endeavors.**

We stress high academic achievement, cultural responsiveness and creative artistic expression. Teachers are empowered in numerous ways to ensure that each student’s capacity is recognized, appreciated and supported within an individual approach. We employ a number of specific programs to achieve this goal.

Teacher Collaboration: Each month, every teacher at Montclair collaborates an entire school day (6-1/2 hours) with the other teachers in their specific grade level to plan and develop curriculum materials and resources that meet, enhance and extend standards, to develop lessons and common assessments to drive instruction, to expand remedial support for both At-Risk students and English Language Learners as well as promote extended opportunities to challenge high achievers.

Individualized Intervention: Acknowledging that the classroom teacher is the expert in identifying and addressing educational challenges and needs for his or her own students, our STIP Substitute, a fully credentialed, highly qualified teacher, relieves the classroom teacher for fifty minutes each week, enabling the classroom teacher to provide individual as well as small group instruction that is direct, specific, targeted and specialized for the students who need additional support. 12% of our students regularly receive this differentiated instruction. Students who remain in the classroom are instructed with Second Step, a social emotional curriculum, which provides a consistent and common language among the school that contributes to a safe and inclusive environment throughout the school.

Partnership to Narrow the Achievement Gap: Between February and May of the 2008-09 school year, 43 students (11% of the total school population) in second through fifth grades were performing below basic proficiency and were selected to receive Sylvan instructional support. These selected students remained in their assigned grade level classrooms for core classroom instruction in the morning and spent 4 hours per week in the afternoon with Sylvan teaching staff for individual intervention instruction. Analysis of CST Data from May 2009 showed that the participating students showed an average improvement of 1.4 years of academic growth, per student, in the targeted subject area, closing even further the achievement gap between students.

With such successful student achievement outcomes from this unique program, Montclair continues to contract with Sylvan for the 2009-10 school year, beginning in December 2009. A result of this successful comprehensive practice is that fewer students need true remediation, allowing this program to focus now on supporting and strengthening the foundation skills of our borderline students. Analyzing 2008-09 CST data, 40 students have been selected to participate in the Sylvan program for this year. Of these students, only 5 students are performing below basic proficiency in Mathematics and only 7 in English Language Arts. We anticipate continuing this program in the 2010/2011 school year.

Frontloading Intervention: Recognizing that reading proficiency is a common key to future academic success at all grade levels and in all subject areas, Montclair employs a frontloading intervention program to support our remedial readers and English Language Learners. A fully credentialed teacher on special assignment provides weekly frontloading intervention support for small groups of no more than three children on reading skills and reading fluency. These children are identified by teacher referral, benchmark assessments, teacher-created assessments and informal observation. Between the 2007-08 and the 2008-09 school years, English learners showed a **5.5% increase** in proficiency in English-Language Arts and a **3.6% increase** in proficiency in Mathematics. All English Language learners made at least one full year's growth on the CELDT test.

Focus on Science: Marine Activities Resources & Education (MARE) an inquiry-based hands-on approach to investigation science curriculum, provides an integrated school-wide focus on aquatic habitats, allowing each grade level to explore and research a different part of the ocean while integrating science, language arts, music, visual arts, and mathematics as part of the process. MARE fosters higher-order thinking skills through student inquiry, investigation and exploration.

Another key component in our focus to further science exploration is our fifth grade girls' participation in **TechBridge**, a weekly after school program to foster a greater understanding of technology, science and engineering in girls from 5th through 12th grade. This program, available to all 5th grade girls at Montclair, promotes concentration on hands-on projects, career exploration, leadership development and teamwork. A greater understanding and appreciation of science by these girls leads to a greater confidence in their own intelligence. Over 90% of our 5th grade girls participate in TechBridge.

Montclair's concerted focus on science in the past several years has resulted in a greater percentage of fifth grade students achieving advanced proficiency in science as documented by CST data. **Since 2007, our fifth grade students have increased their CST proficiency in Science by 45 percentage points, rising from 21% in 2007 to 66% in 2009.**

Personal Advocacy: Montclair is committed to providing students with tools and strategies to enable them to advocate for themselves and to be strong and active participants in their educational experience and environment. Recognizing that students can't access core curriculum and learn these skills if they don't feel safe, our staff psychologist works closely with the teachers, families and Principal Bloom to identify issues that arise and addresses them in a non-confrontational and reassuring manner. Through classroom visits and individual pull-outs, students learn to understand appropriate behavior and responses to allow all students to have access to a safe and nurturing environment in which to learn and grow. The principles of the Second Step social emotional curriculum are reinforced, supporting a consistent and common language. Parents also meet regularly with our staff psychologist with questions about their child's behavior and to learn about relevant parenting techniques.

Recognizing that it does, indeed, "take a village" to raise and educate our children, Montclair Elementary School prides itself on our strong parental and extended family involvement. Beginning with our outreach efforts to incoming Kindergarten families and continuing through help for our rising fifth graders and their families making a smooth transition to middle school, we work together to provide the best educational environment possible for our students. Kindergarten readiness begins with school tours the fall before the children attend school. Once the student is assigned to Montclair School, the kinder teachers host an open house event for families, the PTA sponsors a new parent mixer and "Play Dates in the Park" are arranged the three Wednesday afternoons prior to the opening of school to encourage friendship, not only among the students, but families as well. We have found these events help ease the transition from preschool to kindergarten for all members of the family. When new families are assigned for other grade levels, we put the volunteers of

Match.edu to work where veteran families from our school community volunteer to mentor new families with similar interests and family makeup. This program has proven very valuable in helping new families feel welcome and a part of our community of learners.

Overall, Montclair Elementary School’s API has grown 67 points in five years; for the second year continuous year we have met or exceeded our stated goals and targets.. Following is a summary of CST data that is relevant to the curriculum elements described above.

Group	Year	ELA: Percent At or Above Proficient	Mathematics: Percent at or Above Proficient	Science: Percent Advanced		Schoolwide API	
Hispanic or Latino	2009	71.4	71.4	--		2009	957
	2008	58.3	58.3	--		2008	922
Socioeconomically Disadvantaged	2009	53.3	66.7	--		2007	932
	2008	35.7	42.9	--		2006	932
Students with Disabilities	2009	54.5	63.6	--		2005	890
	2008	40.0	53.3	--			
Schoolwide (5 th grade only for Science)	2009	88.2	90.4	66			
	2008	80.7	84.3	51			

One of the mottos that drives the community at Montclair is “We are not raising test scores, we are raising people.” We do so through a diverse combination of rigorous academics, exceptional and innovative enrichment programs and a strong sense of community. Our goal is to produce children with higher order thinking skills who will grow up to be good neighbors, citizens, employees, leaders and creators. We strive to create an environment where all students are eager to learn, parents want to participate and teachers want to teach.

Nine enrichment programs are integrated into the regular school day throughout the year: Art, Computers, Drama, Library, Music, Kinder Spanish, Physical Education, Yoga and an Infused Motor Curriculum Program. All grade levels in the school are included, as developmentally appropriate. **Monthly assemblies** are strategically planned to heighten student awareness of different cultures and to introduce students to a variety of topics and performing arts in an educational and fun manner. **Field trips** are taken by all classes throughout the school year to extend the learning environment beyond the classroom walls. All field trips are carefully designed to meet curriculum standards. This year marks the second year that our school has celebrated **United Nations Day**, a whole school event that is coordinated by parents, teachers and students working together to celebrate the cultural diversity of all of our students.

At Montclair, teachers, students, and parents of many diverse backgrounds recognize that working together year-round to create an active community of enrichment and participation helps create a culture and climate that promotes a sense of belonging, fosters strong, positive relationships among students, school staff, parents and the greater community. We continue to monitor and assess all of our programs through an ongoing review of their alignment with state instructional standards, student, teacher and parent evaluations, and ongoing collaboration between Montclair community members. Parents are encouraged to volunteer at Montclair and their contributions of time and effort are greatly appreciated by students and teachers alike. Our parent volunteer coordinator estimates that parents volunteer approximately 23,000 hours of their time to our school each year. Parents who invest their time, energy and self into the school environment are excellent role models for their children, perpetuating a culture and climate that rewards and appreciates involved community members. A parent actively involved in the school community broadcasts the message of the importance of education in a child’s life.

While Montclair’s API Scores continue to show improvement and indicate achievement at high levels, we also look at our children’s activity levels, interest in the world around them and the overall climate and sense of community at our school to measure success in enriching our school community. Regular, timely attendance at school is essential for every student’s academic success. New for the 2009/2010 school year is our P.A.S.S. program (Perfect Attendance Super Stars). Students with perfect attendance are recognized monthly in the classroom and receive certificates and other small tokens at a celebratory assembly each quarter. At the end of the academic year, students who have maintained perfect attendance and/or academic excellence will participate in a larger celebration that includes family members.

Our SSC, PTA, COMPOST, FOCUS and Dad's Club are integral parts of our school community. Our students have daily opportunities to witness their families participating in and supporting their education through volunteer opportunities in the classroom and around the campus. We believe the strong bond between the school, our families and the surrounding community coupled with organized noon-time sports activities contributes to our minimal discipline problems and safe learning environment. Two years ago a wonderful new addition to our playground was a new play structure for the upper grades in addition to our new ball room. . We have seen a 75% decrease in playground altercations and an 80% increase in the use of cooperative playground equipment. Our daily attendance rates are at 95% and our on-time rates are at 98.2%. No student has been formally suspended from school in the past seven years. We continue to see high levels of involvement from our students, our parents and teachers and our local community. Working together with the students, the California Native garden was expanded, updated and renewed by parent volunteers in the 2008/2009 school year. An outdoor classroom is in the works, as is advanced physical education equipment. We firmly believe that learning is fun and that families need to play together. Traditionally, together with our PTA and Dad's Club, we support Winter Sing, a variety show, family science night, outdoor movie night, a school wide Green Living event and pancake breakfast, Metrathon and Family Fun Day.

In 2007, OUSD Use Your Voice Survey data showed that 87% of Montclair parents thought that our curriculum was rigorous, 89% of our parents felt included in our community, and 79% of our parents felt that our community was open and inviting. In 2009, those numbers grew to 94%, 95%, and 95%, respectively. In Our PTA membership rates of involved parents have risen by 45% over the past 5 years. Parental participation in our Back to School Night and Open House events has risen 10% over the past 3 years, with 95% of our parents now attending. The parent-teacher-principal grade level meetings held each fall to communicate standards, expectations and student support have risen from 40% of parents participating to 80% in 2009. In addition, 97% of our parents are active participants in parent teacher conferences held at the end of each grading period, up from 75% three years ago. We see positive results in this data, and strive for continual improvement. We will maintain our practice of ongoing review of our programs and data to continue to improve the climate and culture of our community.

Simply said, Montclair Elementary School is an extraordinary place to grow and learn.

SECTION 2: Needs Assessment and Data Review

At Montclair Elementary School we routinely look at our student achievement data as a vehicle to strengthen teaching and learning. Teachers review data monthly at grade level collaboration meetings as well as whole school following each benchmark assessment. Following are our findings and areas of concern together with our plan to minimize and hopefully eliminate these difficulties.

Writing as a school wide focus: Quality, interesting writing continues to be a challenging subject for many of our students. We have implemented Six Trait Writing as a means of strengthening student performance in this area.

Our data show that at the Spring, 2010 benchmark assessment in writing:

- 2nd – 68% at or above benchmark – Up from 41% last year
- 3rd – 78% at or above benchmark – Up from 48 % last year
- 4th – 83% at or above benchmark – Up from 57% last year
- 5th – 84% at or above benchmark - Up from 63% last year
-

While we are very pleased in this growth, our teaching, leadership and organizational practices with regard to Six Trait Writing will continue to be

- Consistent Implementation of curriculum in every classroom
- Grade level and across grade level articulation so the foundation is set and built upon
- Develop and use rubrics to standardize scoring
- Utilize teacher expertise for professional development, as well as teaming with other schools to maximize learning experiences and collaboration on best practices for teachers

Slippage from proficient and advanced: We are pleased with the decreased rate of slippage from proficient and advanced on the 2009 CST (Cohort matched data) experienced by all grades.

In English Language Arts:

- 3rd: 0% - There was no slippage for this cohort with 87% of students proficient or advanced in 2009
- 4th: 0% - There was no slippage for this cohort with 96% of our 4th graders proficient or above in 2009
- 5th: 5% - This is a decrease from 89% in 2008. 84% of our 5th graders proficient or above in 2009

In Math:

- 3rd: 7% - This is a decrease from 92% in 2008. 85% of our 3rd graders scored proficient or above in 2009.
- 4th: 0% - There was no slippage for this cohort with 94% of our 4th graders scored proficient or above in 2009.
- 5th: 0% - There was no slippage for this cohort with 91% of our 5th graders scored proficient or above in 2009.

Overall subgroup performance – percentage at or above proficient in Math on 2009 CST

• School wide	87%	Up 6.5% from 2008
• African American	64%	Up 1.0% from 2008
• Asian	90%	Up 13.8% from 2008
• Hispanic	71%	Up 13.1% from 2008
• White	95%	Up 4.5% from 2008
• Socioeconomically Disadvantaged	53%	Up 17.6% from 2008
• English Learners	63%	Up 2.5% from 2008
• Students with disabilities	55%	Up 21.2% from 2008

Overall subgroup performance – percentage at or above proficient in ELA on 2009 CST

• School wide	90%	Up 4.6% from 2008
• African American	69%	Down 4.8% from 2008
• Asian	93%	Up 3.4% from 2008
• Hispanic	71%	Up 13.1% from 2008
• White	98%	Up 6.0% from 2008
• Socioeconomically Disadvantaged	67%	Up 23.8% from 2008
• English Learners	88%	Up 7.5% from 2008
• Students with disabilities	64%	Up 5.3% from 2008

While we did make substantial progress moving students from far below basic and basic into proficient or advanced, we are still struggling with our African American learners in math. The overall increase in student achievement contributed to a 35 point gain in our API, from 932 to 957 in 2009. During the 2008/2009 school year we did implement a number of strategies and programs directed at reversing this outcome that we continued into the 2009/2010 school year. One of the most exciting changes is the way we utilize our STIP sub. In the past she has been used for intensive intervention with small groups of students. After much faculty discussion and reflection it became apparent to us that the best person to work with struggling students is the classroom teacher who knows the child, their strengths and challenges and can best target areas of needs. Rather than have students pulled out to work in small intervention groups with the STIP sub, she now goes into the classroom and teaches the Second Step lesson for ½ hour and OTTER time (Our Time To Enjoy Reading) the second ½ hour while the classroom teacher pulls two (or more at the lower grades) groups of struggling students for intensive intervention in specific areas of needs. This allows more students to be served, better quality instruction with the credentialed teacher and more consistent implementation of Second Step school wide. All parties report increased student performance and teacher satisfaction.

In addition, we have been able to add Sylvan Learning Systems as a partner in student learning. Three days per week, 43 students in grades 2 – 5 receive one hour of direct instruction using the Sylvan curriculum in small groups of not more than 5 students in math and language arts. We have seen a direct impact on student achievement with the average student making a 1.4 year academic growth in the tutored subject in 2008/2009 school year and 2.6 years academic growth in the 2009/2010 school year as measured on pre and post tests. More importantly, the anecdotal evidence is clear – students feel more confident in their skills and more positive in their approach to learning.

In addition to the above programs, in analyzing the data, we discovered that we need to also: Improve use of data to inform instruction

- Use item analysis
- Monitor benchmark assessments regularly
- Analyze subgroup performance

Differentiated instruction

- Individualize goal setting with students
- Meet each student where they are
- Continue to provide support for low performers
- Continue to challenge advanced students

Accelerated, targeted intervention

- Personalize differentiated instruction
- Continue intervention with teacher/STIP sub
- Targeted intervention, based on data
- Small group instruction opportunities utilizing Sylvan Learning Systems

Needs based allocation of resources

- Provide focused professional development
- Programs – Six Traits Writing
- Fund STIP sub and TSA

Family outreach

- Match.edu
- PTA meetings
- FOCUS (Families of Color Uniting for Success) meetings
- Work with PTA to make website more inclusive
- Encourage Use Your Voice Survey
- *The Mirror*, monthly PTA newsletter
- *Otter Tales*, quarterly student newspaper
- Family Math Nights
- Parent workshops

Teaching practices: Grade level collaboration

- Continue using and strengthening Professional Learning Communities
- Examine student work at each grade level
- Implement regular common assessments at all grade levels
- Use item analysis to create appropriate learning groups to maximize resources and expertise

Individual teachers will

- Identify, by name, at least 2 students to avoid slippage
- Identify 3 students to move from strategic to proficient
- Monitor their progress through weekly assessments, benchmark assessments, informal observation and teacher created assessments
- Set & review goals at Academic Conferences monthly
- Work with identified students during IWT and weekly intervention group time
- Refer students for Sylvan and/or summer school where appropriate
- Coordinate with TSA to assure students in primary grades receive ELA remediation
- Closely monitor and assess progress of ESL students in ELA and math
- Coordinate with TSA to assure ELD targets are met
- Monitor progress of redesignated students

Leadership practices: Grade levels

- Respect grade level collaboration time
- Cover classes if necessary
- Meet with grade level teams 1 hour each month

Individual teachers

- Meet with each teacher to discuss individual students and basis for selection, plans to move/support them
- Monitor progress of same
- Review benchmark assessments by teacher and grade levels

Intervention opportunities

- Respect STIP sub intervention time, ie: don't pull to sub
- Ensure teachers have necessary resources for intervention
- Monitor progress of students working with teacher during IWT and intervention time
- Monitor progress of students working with TSA
- Facilitate contract with Sylvan
- Monitor Sylvan program; work with Sylvan director closely to assure student needs are met
- Purchase Learning A-Z, and RAZ Reading for teachers that what it

Professional Development

- Focus on needs of teachers, ie: strategies to support student academic growth
- Recognize and utilize teacher expertise
- Coordinate with other schools to maximize professional development opportunities
- Six Trait Writing program
- Jr. Great Books
- Culturally responsive engagement strategies
- Learning A-Z
- Caring School Communities
- MARE
- Positive Classroom Discipline

Organizational practices: Grade levels

- Respect grade level and end of month collaboration time
- Make sure there are subs scheduled
- Provide data from Edusoft for each grade level

Individual teachers

- Support teachers in running and using item analysis data for each teacher
- Respect teacher time – begin professional development on time
- Coordinate with other schools to maximize professional development opportunities
- Honor appointments
- Provide regular feed back through observations

Differentiated instruction and allocation of resources

- Implement Jr. Great Books in all classes
- Organize JGB professional development opportunities and materials
- Provide professional development on using resources for challenge opportunities within each class
- Utilize teacher expertise

GATE Program (Otter Tales Newspaper)

- Coordinate with parent volunteers to organize & run program
 - Structure of newspaper
 - Publication dates & themes
 - Weekly student learning goals & outcomes
 - Field trips
- Facilitate coordination with community partners: SF Chronicle, New York Times, Hills Newspaper Group
- Schedule and hold parent meeting
- Schedule and hold student meeting
- Use GATE monies for professional development opportunities & conferences
- Provide clear explanations and resources for lower grade teachers to support their student contributions to newspaper

After School programs to support academic achievement

- Continue afterschool tutoring in algebra, math and science
- Continue TechBridge program
- Recruit teachers for “Homework Club”

After School Enrichment programs

- Coordinate with teachers to use classroom space
- Recognize that all work and no play does not grow well rounded citizens
- Incorporate teacher talents for programs to foster a connection to students outside the classroom

SECTION 3: District Goals and School Targets

ACCELERATED ACADEMIC ACHIEVEMENT AND COLLEGE READINESS

Target #1: Currently 90% of our students achieve at proficient or above in math. Target will be 92%
Target #2: Currently 87% of our students achieve at proficient or above in ELA. Target will be 90%
Target #3: 100% of EL students will advance 1 proficiency level per year on CELDT. We met this is 2007/2008, 2008/2009 & 2009/2010. This will continue for 2010/2011.
Target #4: Average daily attendance for 09/10 is 98.54%. Target is 99% for 2010/2011.
Target #5: Grade 5 Science achievement at proficient or above was 76% in 08/09. Target will be 80% for 10/11
Target #6: Grade 4 writing proficiency was 75% in 08/09. Target will be 82% in 10/11.

CULTURAL RESPONSIVENESS, EMOTIONAL SECURITY AND CLEAN, HEALTHY, SAFE LEARNING ENVIRONMENT

Target #7: 98.5 % of our parents will feel welcomed and included in school activities in 09/10. We will continue our zero suspension rate for the 8 th year into 2010/2011
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SECTION 4: Academic Action Plan and Budgeting for 2010-2011
ACCELERATED ACADEMIC ACHIEVEMENT AND COLLEGE READINESS

- Target #1: 92% of students overall and in each subgroup score proficient or above in math
 Target #2: 90% of students overall and in each subgroup score proficient or above in ELA
 Target #3: 100% of EL students advance 1 CELDT level per year
 Target #4: Average daily attendance for 08/09 is 98.54%. Target is 99% for 2010/2011
 Target #5: Grade 5 Science achievement at proficient or above was 76% in 08/09, target for 10/11 is 80%.
 Target #6: Grade 4 writing proficiency was 75% in 09/10. Target will be 80% in 10/11.
 Target #7: 98% of our parents will feel welcomed and included in school activities in 10/11

#	Priority Area	Actions	Student Groups Impacted	Measure of Success	Budget Available	Resource #	Resource Name	Object Code	Object Name	Position Code	FTE	Budget Amount
1	ELA/Math	Teacher on Special Assignment - Reading intervention and work with ELLs	EL	CELDT	Yes	7091	EIA LEP			T10TSA0010	0.05	\$2,683.67
2	ELA/Math	Teacher on Special Assignment - Reading intervention and work with ELLs	All	CST	Yes	7395	SLIBG			T10TSA0010	0.05	\$2,683.67
3	Math/Science	Afterschool math, algebra and science tutoring by teachers	All	CST	Yes	7395	SLIBG	1120	Stipends			\$4,776.00
4	ELA/Math	Supplies for second language learner program with TSA	EL	CELDT	Yes	7091	EIA LEP	4310	Supplies			\$202.15
5	ELA/Math	Supplies for after school tutoring program	All	CST	Yes	7395	SLIBG	4310	Supplies			\$151.39
6	ELA/Math	Family Math Nights -- Grades 2 & 3	All	CST, Benchmark Assessments	Yes	7395	SLIBG	1120	Stipends			\$190.00
7	ELA/MATH	Increase funding for Sylvan to allow greater student participation in tutoring program			If funds become available							\$30,000.00
8	ELA/Math	Tutoring by teachers in homework club - weekly	EO, EL, FBB/BB, B	CST, Benchmark assessments	Non-categorical		Families, scholarships, fundraising	1120	Stipends			\$1500.00

#	Priority Area	Actions	Student Groups Impacted	Measure of Success	Budget Available	Resource #	Resource Name	Object Code	Object Name	Position Code	FTE	Budget Amount
9	ELA/Math	Collaboration time for teacher grade level meetings. Substitutes will take grade level classes in 2 hour blocks once per month while teachers meet in grade levels.	EO, EL, GATE, All Grade levels, FBB, BB, B		Non-categorical		GP	1150				\$10,500
10	Math	For expanded learning, upper grade after school tutoring in math & algebra by teachers	EO, EL, FBB/BB, B		Non-categorical		GP	1120				\$4,300
11	ELA 0	Offer Tales school newspaper supplies and materials	GATE		Non-categorical		GP	1105				\$200.00
12	Science	Science Fair support/materials	All		Non-categorical		GP	1120				\$100
13	ELA	ELA intervention by TSA	EO, EL, FBB/BB, B		Non-categorical							Included in above
14	ELA	6 Trait writing professional development materials	ALL		Non-categorical		GP	4310				\$800
15	ELA/Math	Professional Development/materials for differentiated instruction	ALL		Non-categorical		GP	4310				\$200
16	Science	Professional development for FOSS science curriculum	ALL		Non-categorical		GP	4310				\$200

#	Priority Area	Actions	Student Groups Impacted	Measure of Success	Budget Available	Resource #	Resource Name	Object Code	Object Name	Position Code	FTE	Budget Amount
17	ELA	Professional development for Great Books /materials	ALL		Non-categorical		GP	4310				\$200
18	Science	MARE Oceans Week professional development/materials	ALL		Non-categorical		GP	4310				\$200
19	ELA/Math	Teacher/Parent/Principal grade level morning meetings regarding grade level expectations	ALL		Non-categorical		GP	4310				\$200
20	ELA/Math	Family education nights (grade level standards, how to help with math, reading & fluency)	ALL		Non-categorical		GP	1120				\$250
21	Academic	Gate Faculty Representative receives training at a 2 day conference in order to train faculty										

SECTION 5: Safe and Supportive School Plan and Budgeting for 2010-2011

#	Priority Area	Actions	Student Groups Impacted	Measure of Success	Budget Available	Resource #	Resource Name	Object Code	Object Name	Position Code	FTE	Budget Amount
23	School Climate	School Psychologist promotes positive student behavior	All	Use Your Voice Survey	Yes	7395	SLIBG			PSYCHL0007	0.20	\$15,939.92
24	School Climate	Noon and Recess supervisor	All	Use Your Voice Survey	Yes	7395	SLIBG			NOONSP9999	0.06	\$1,029.41
25	School Climate	Certificates, pencils & tee shirts to recognize perfect attendance & scholastic achievement for students	All	Attendance & tardy rate, CST, benchmark assessments	Yes	7394	TIIG: Basic School Support	4310	Supplies			\$1000.00
26	School Climate	Fifth grade family workshops on transitioning students to middle school	All		Non-categorical		GP	4310				Volunteers & \$200.00 for supplies
27	School Climate	Fifth grade mentoring with Middle School Counselors and former Montclair students	All		Non-categorical		GP	4310				None
28	School Climate	Fifth graders middle school tours	All		Non-categorical		GP	4310				None
29	School Climate	Sensory Motor Program for kindergarteners	ALL K's		Non-categorical		PTA	None				None
29	School Climate	Teacher/Parent/Principal grade level morning meetings regarding grade level expectations	ALL		Non-categorical		GP	4310				\$200
30	School Climate	Family education nights (grade level standards, how to help with math, reading & fluency)	ALL		Non-categorical		GP	1120				\$250

#	Priority Area	Actions	Student Groups Impacted	Measure of Success	Budget Available	Resource #	Resource Name	Object Code	Object Name	Position Code	FTE	Budget Amount
31	School Climate	Monthly tea with the principal	ALL		Non-categorical		PTA	None				None
32	School Climate	Match.EDU New family mentoring program	ALL		Non-categorical		SSC	None				None
33	School Climate	For behavioral intervention, Second Step/Bully prevention parent workshop with school psychologist	ALL		Non-categorical		PTA	None				None
34	School Climate	Back to School night	ALL		Non-categorical		GP	4310				\$200
35	School Climate	Monthly FOCUS meetings	ALL		Non-categorical		PCAD	None				None
36	School Climate	Monthly PTA meetings	ALL		Non-categorical		PTA	None				None
37	School Climate	Monthly Dad's Club meetings	ALL		Non-categorical		Dad's Club	None				None
38	School climate	Founder's Day volunteer recognition event	ALL		Non-categorical		PTA, FOCUS, Dad's Club	None				None
39	School Climate	For Pre-K transition, prospective families school tours	ALL		Non-categorical		PTA	None				None

#	Priority Area	Actions	Student Groups Impacted	Measure of Success	Budget Available	Resource #	Resource Name	Object Code	Object Name	Position Code	FTE	Budget Amount
40	School Climate	For Pre-K transition, Incoming Parent Mixer	ALL		Non-categorical		PTA	None				None
41	School Climate	For Pre-k Transition, Open House May/June	ALL		Non-categorical		PTA	None				None
42	School Climate	For Pre-k Transition, Play dates in the Park July/August	ALL		Non-categorical		PTA	None				None
43	School Climate	Family movie nights		ALL		Non-categorical		Dad's Club	None			None
44	School Climate	Variety Show		ALL		Non-categorical		GP	4310			None
45	School Climate	Winter sing	ALL		Non-categorical		GP	4310				\$200
46	School Climate	Collaboration time for teacher & student. Substitutes will take grade level classes in 3 hour blocks once per month while teachers meet with students.	EO, EL, GATE, All Grade levels, FBB, BB, B		Non-categorical		GP	1150				\$10,125
47	School Climate	We have in place a Positive Climate Committee. No monies are associated with this committee.			Non-categorical							None
48	School Climate	United Nations Day cultural celebration			Non Categorical		GP					\$800

#	Priority Area	Actions	Student Groups Impacted	Measure of Success	Budget Available	Resource #	Resource Name	Object Code	Object Name	Position Code	FTE	Budget Amount
49	School Climate	Emergency drills	ALL		Non-categorical		PTA	None				None
50	School Climate	Gate Students prepare and print OTTER TELLS newspaper, Odyssey of the Mind, Math Circle	ALL		Non-categorical			None				
51	School Climate	For positive student behavior, OTTER (Our Time To Express Respect) meetings by grade levels, OTTER affirmation, I OTTER Tell Box about student concerns that need to be addressed	ALL		Non-categorical		Principal					None

SECTION 6: Monitoring

Priority Area	Actions	Measure of Success	Person Responsible	Timeline
School climate	School psychologist promotes positive student behavior, Second Step and SST process	Use Your Voice Survey	Principal & teachers	August through June
ELA for ELLs	TSA - reading intervention and work with English Language Learners	CELDT	Principal & teachers	August through June
ELA/Math	Correlate data on assessments to tutoring, intervention and Sylvan. Monitor and adjust as necessary.	CST	Principal & teachers	August through June
School climate	Monitor attendance and tardy data	Use Your Voice Survey	Principal with help from clerical staff	August through June
Math/Science	Monitor and adjust as necessary - after school math, algebra, homework club and science tutoring by teachers	CST	Principal & teachers	August through June
ELL	Monitor progress of RFEP students	CELDT	Principal & teachers	August through June
ELA/Math	Monitor teacher collaboration and student/teacher goal setting	CST	Principal & teachers	August through June

Appendix A: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

School Site Council Membership Roster – Elementary School

School Name: Montclair Elementary

School Year 2009-2010

Chairperson: Shelley Kelly

Vice Chairperson: Darrell Jenkins

Secretary: Dandriel Jones

DAC Representative: Jennifer Hugenberger

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Nancy Bloom	212 La Salle Ave Piedmont 94610	x			
Dandriel Jones	4820 Commonwealth Drive Oakland 94605			x	
Lucina Pearson	1143 Fresno Ave Berkeley 94707		x		
Karen Nicola	933 Polk Street, Albany 94706		x		
Jeannie Mulgrew	6112 Mauritania, Oakland 94605		x		
Darrell Jenkins	6036 Mazuela Drive Oakland 94611				x
Shelley Kelly	276 Somerset Rd Oakland 94611				x
Cathy Sharp	1945 Gasper Drive Oakland 94611				x
Hector Perez	5815 Balboa Drive Oakland 94611				x
Jennifer Hugenberger	7122 Saroni Drive Oakland 94611				x
DAC Representative	Jennifer Hugenberger				
Home Ph. 339-0443	Email: jenmintz@earthlink.net				
Meeting Dates	November, 17, 2009 December 15, 2009 January 19, 2010 February 16, 2010 March 16, 2010 April 20, 2010 May 18, 2010				

Montclair Elementary School – Parent Compact

Montclair School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2010-2011 school year.

School Responsibilities

Montclair School will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

We are proud of Montclair's success against state and federal academic standards. Montclair ensures progress toward school-wide improvement through the use of our site improvement plan, three yearly benchmark meetings, student and family conferences, Student Success Team (SST) meetings, and staff meetings. The site improvement plan states our improvement goals that are directly aligned with our content and performance standards. It also defines the strategies we employ to help all students attain the level of achievement and drives the allocation of resources that fund these strategies. Each year, members of our school community review and revise our site plan to ensure that it continues to meet our improvement goals. The effectiveness of our plan is measured against school assessment data district goals and staff/parent evaluation data.

- 2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent teacher conferences for the entire school are held at the end the first two report periods. All upper grade students are involved in three way conferences which the teacher, student and parents review the student's work, discuss areas of strength, areas for growth and the goals for the coming trimester.

- 3) Provide parents with frequent reports on their children's progress.

The entire community, staff, students, parents and community members participate regularly in examination of student and school achievement data. At Back to School/Curriculum Night information, all parents are given the tools to guide their child in self-assessment and reflection. Our School Site Council reviews test data on a biannual basis for the purpose of refining and enhancing our school site improvement plan. In addition the data is constantly used to evaluate extra-curricular programs as they connect with relevance to our school goals.

- 4) Provide parents reasonable access to staff.

All teachers prepare newsletters to their parents which are sent home manually and or electronically. Some teachers use websites or email as access points for parents.

- 5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Most parents support classrooms by working in classrooms as room parents, art, library, drama and science or technology docents, tutors, and as chaperones on study tours.

Parent Responsibilities –

We as parents will:

- Send my child to school regularly and on time
- Ensure that homework is completed
- Participate in parent/teacher communication
- Volunteer for school/class projects

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

- Do my homework every day
- Ask for help when I need it
- Read at least 30 minutes every day outside of school

School Parental Involvement Policy

Part 1. General Expectations

Montclair Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

- 1) Montclair Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

We hold regular meetings (monthly) School Site Council Meetings to discuss and monitor:

- student achievement data
 - Family Involvement Policy
 - Family-School Compact
 - Teacher Status
 - School goals and Priorities
- 2) Montclair Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
- distribute in take-home packets, newsletters and electronically
 - distribute in start-of-school registration packets
 - post on school bulletin boards
 - share during monthly family events
- 3) Montclair Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
- Based on family surveys and other data collected in family meetings, the SSC will make revisions to the Family Involvement Policy and Site Plan as needed. Reviews of Family Involvement Policy will occur at least once per trimester.
- 4) Montclair Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
- At Back to School Night and Open House, teachers formally present their academic program
 - Student work on bulletin boards reflects a detailed explanation of the standard being taught and students' current levels of performance
 - At monthly family events, families may participate in activities carefully aligned to the classroom academic program
 - In the monthly newsletter, teachers outline the specific academic goals they are pursuing in that month

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) Montclair Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Effective School Site Council, trained in data-analysis and strategic planning and monitoring
 - Effective PTA and FOCUS
 - Volunteer opportunities for families to support the school
- 2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
 - Compact distributed and explained as part of registration and throughout the year in newsletters and family events
- 3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
 - How to monitor their child's progress
 - How to work with educators
- 4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate, to foster parent involvement, by:
 - During family events, families will be trained in activities to use at home to strengthen students' academic skills
- 5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
 - All staff participate in regular professional development workshops on working with families
- 6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 - Working with neighboring Early Childhood Education Center to align curricular programs and provide seamless transition
 - Coordinate family involvement events with local community partners
- 7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:
 - Information is sent home in newsletters and flyers, in family-friendly language
 - Information is presented orally at family events
 - Translated information is available to families who require it