

-Please Post-



Oakland Unified School District

Franklin Elementary School

Ingrid Seyer-Ochi, Principal

915 Foothill Blvd

Oakland, CA 94606

Phone: (510) 874-3354 - Fax: (510) 874-3358

www.ousd.org/franklin

May 17, 2016

Dear Parents, Teachers, Staff, and Community Members,

You are invited to attend the School Site Council (SSC) meeting in our library at 9:00 a.m., May 20, 2016. This council offers an excellent opportunity for parents, community members and site personnel to work together and plan for student achievement.

Ingrid Seyer-Ochi, Principal

Estimados Padres de Familia, Maestros, Personal y Miembros de la Comunidad,

Usted esta invitado a asistir al Concilio del Stitio de la Escuela (SSC), nos encontraremos en nuestra biblioteca a las 9:00 a.m., el 20/05/2016. Este concilio ofrece la oportunidad exelente a los padres, miembros de la comunidad y personal del sitio para trabajar juntos y planear el progreso de los estudiantes.

Ingrid Seyer-Ochi, Directora

Kính thưa Hội viên SSC, Phụ huynh và Giáo viên, Ban Giáo viên, và Thành Viên Cộng Đồng:

Xin mời quý vị đến hop Hội nghị SSC tại Thư viện trường Franklin vào lúc 9:00 sáng ngày 20/05//2016. Buổi họp này sẽ giới thiệu quý vị về ban giáo viên và nhân viên nhà trường để cộng tác với nhau để làm kế hoạch giảng dạy tốt cho học sinh.

Ingrid Seyer-Ochi ,Hiệu trưởng

親愛的家長，教師，職員，和社區成員：

你們好！我們邀請你們來參加2016年05月20日在學校圖書館舉辦的理事會會議。會議的時間是上午 9:00 點。會議的內容是研究有關如何能使學生在將來取得更好成績的計劃。這是一個讓學生家長，社區成員和學校交流的很好機會，希望你們來參加。

-Please Post-

Franklin Elementary School

SSC Meeting Sign-In Sheet

2015-2016

May 20, 2016

Name (Please Print Neatly)	Signature	Staff	Parent Community	Other
1. Mimi Nguyen	KW			✓
2. Cerran Pablo	CP		✓	
3. Tran Tran	Tran	✓		
4. Vika Wong	Vika Wong	✓		
5. Andrei Delatorre	Andrei Delatorre	✓		
6. Willis Hicker	Willis Hicker	✓		
7. Faby Velazquez	Faby Velazquez		✓	
8. Pheng Seng	Pheng Seng	✓		
9. Eva Lin	Eva Lin		✓	
10. Dnanda Lerma	Dnanda Lerma	✓		
11. Anna Ngo	Anna Ngo		✓	
12. Yvonne Puspas	Yvonne Puspas	✓		
13. Tania Lambelis	Tania Lambelis	✓		
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Oakland Unified School District, School Site Council (SSC) Meeting: May 20, 2016 9:00 am Franklin Elementary School: Library 915 Foothill Blvd, Oakland, CA 94606, 510-874-3354	屋脊聯合學區， 學校理事會會議 (SSC) 大會：20/5/2016 9:00 點 富蘭克林小學：圖書館 915 Foothill Blvd, Oakland, CA 94606, 510-874-3354	Distrito Unificado de las Escuelas de Oakland, Concilio del Lugar de la Escuela (SSC) Reunion: 20/5/2016 3:00:55 9:00 am Escuela Elemental Franklin: Biblioteca 915 Foothill Blvd., Oakland, CA 94606, 510-874-3354	Khu Học Chánh Oakland Buổi Họp Hội Đồng Nhà Trường (SSC) Họp: Ngày 20/5/2016 2:55am Trường Tiểu Học: Thư Viện 915 Foothill Blvd, Oakland, CA 94606 510-874-3354
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SSC Agenda

Item	Description/Actions	Action Requested of SSC Members
1. Welcome/Call to Order/Roll Call	Ms. Llambelis	Informational
2. Approval of Minutes April 29 and May 4, 2016	Ms. Llambelis	Informational
3. SPSA Assurances	Ms. Seyer-Ochi	Voting Item
4. Title I Summer Spending and Transfer of Unspent Funds	Ms. Seyer-Ochi	Voting Item
5. Family Engagement	Ms. Seyer-Ochi	Informational
6. Principal's Report	Ms. Seyer-Ochi	Informational
7. Public Comment	Ms. Llambelis	Informational
8. Adjournment	Ms. Llambelis	Voting Item

Next SSC Meeting: September 16, 2016 at 9:00 a.m.

議程

項目	描述 / 行動	理事成員須要採取的行動
1. 歡迎/點名	Ms. Llambelis	信息
2. 批准紀要 29/6/2016, 05/04/2016	Ms. Llambelis	投票項目
3. SPSA 保证	Ms. Seyer-Ochi	投票項目
4. 一号夏天支出和未用资金转移	Ms. Seyer-Ochi	投票項目
5. 家庭参与	Ms. Seyer-Ochi	信息
6. 校长报告	Ms. Seyer-Ochi	信息
7. 公開會徵求意見	Ms. Llambelis	信息
8. 會議結束	Ms. Llambelis	投票項目

下次會議：2016年9月16日上午9:00點

Agenda

Item	Descripción/Accion	Accion Requerida Miembros SSC
1. Bienvenida/Se paso lista	Ms. Llambelis	Informativos
2. Aprobacion de Acuerdos: 29/6/2016, 05/04/2016	Ms. Llambelis	acto de votar
3. Garantías SPSA	Ms. Seyer-Ochi	acto de votar
4. Titulo I de Verano El gasto y la transferencia de fondos no gastados	Ms. Seyer-Ochi	acto de votar
5. Participación de la familia	Ms. Seyer-Ochi	Informativos
6. Informe de la Directora	Ms. Seyer-Ochi	Informativos
7. Comentarios del Público	Ms. Llambelis	Informativos
8. Cierre levantar la reunion	Ms. Llambelis	acto de votar

Proxima Reunion del SSC: 16/9/2016 9:00 a.m.

Chương Trình Nghị Sự

Đề Mục	Mô Tả/Thi Hành	TV SSC Quyết Định Bằng Cách Bỏ Phiếu
1. Chào Mừng/Điểm Danh	Ms. Llambelis	Thông tin
2. Chấp nhận Biên bản: 29/6/2016, 05/04/2016	Ms. Llambelis	Đề Mục Cần Biểu Quyết
3. Sự Bảo Đảm SPSA	Ms. Seyer-Ochi	Đề Mục Cần Biểu Quyết
4. Đề Tài I Mùa hè Chi và chuyên giao khoản tiền chưa tiêu	Ms. Seyer-Ochi	Đề Mục Cần Biểu Quyết
5. Sự Tham gia Gia đình	Ms. Seyer-Ochi	Thông tin
6. Báo cáo của Hiệu Trưởng	Ms. Seyer-Ochi	Thông tin
7. Ý Kiến Cộng Đồng	Ms. Llambelis	Thông tin
8. Kết Thúc Buổi Họp	Ms. Llambelis	Đề Mục Cần Biểu Quyết

Buổi Họp SSC Kế Tiếp: Ngày 16/9/2016 9:00 a.m.

School Site Council Meeting Minutes: May 20, 2016

1. Welcome Ms. Seyer-Ochi welcomed everyone to the SSC meeting at 9:15 am. **Members present:** Tania Llambelis, Willis Hickox, Yvonne Prospato, Anna Ngo, Onaida Lerma, Mimi Nguyen, and Ingrid Seyer-Ochi. **Members Absent:** Carolyn Lane, Andrew Snellings. SSC had a quorum.

2. Approval of 4/29/2016 and 5/4/2016 Minutes: Ms. Seyer-Ochi read both sets of minutes. After a discussion of the minutes, a motion was made and unanimously seconded to approve the minutes.

3. SPSA Assurances: Ms. Ochi-Seyer explained the SPSA (Single Plan for Student Achievement) Assurances Page. Parents were provided a copy of the assurances page. A motion was made and unanimously seconded to approve this item.

4. Title I Summer Spending and Transfer of Unspent Funds:

a. Ms. Seyer-Ochi explained that Franklin School needs to purchase student school supplies prior to students returning to school for the 2016-2017 school year. A motion was made and unanimously seconded to approve using Title I funds during the summer to purchase school supplies for Franklin students.

b. Ms. Seyer-Ochi explained that any unspent money in the 2015-16 Title I should be used to pay teachers extended contracts. A motion was made and unanimously seconded to approve transferring any unspent 2015-2016 Title I money to pay teachers extended contracts.

5. Family Engagement: Ms. Seyer-Ochi explained that she would like parents to read books about their culture during multi-cultural week.

6. Principal's Report:

a. SSO: Franklin will not have an SSO next school year. Franklin will have academic mentors who will assist both in the classroom and yard. She also shared that there will be to an Early Common Core Leader to support TK/K and Grade 1 teachers for four years

b. 6/7/15: Grade 5 Promotion

c. 6/1/15: Multicultural Fest

d. 5/31/16: Spirit Week

6. Public Comment: None

7. Adjournment: Meeting was adjourned at 9:30 am. Next SSC Meeting: Friday, September 16, 2016 at 9:00 a.m. **Translators:** Vila Wong, Chinese; Tram Tran, Vietnamese; Andres Delatorre, Spanish.

School Site Council Meeting Minutes: April 29, 2016

1. Welcome Ms. Lerma welcomed everyone to the SSC meeting at 9:15 am. **Members present:** Tania Llambelis, Willis Hickox, Anna Ngo, Onaida Lerma, Mimi Nguyen, Andrew Snelling and Ingrid Seyer-Ochi. **Members Absent:** Carolyn Lane and Yvonne Prospato. SSC had a quorum.

2. Approval of 3/18/2016 Minutes: Ms. Lerma read the minutes. A motion was made and unanimously seconded to approve the minutes.

3. SPSA 2016-2017 Approval: Ms. Ochi-Seyer explained the SPAA: Single Plan for Student Achievement. The Title I money is used to meet the needs of the students. This information was shared with parents and staff. This document explains how the money will be spent and in what areas. 1) Data Driven Teacher Collaboration; 2) Differentiate and Newcomers (To understand how best to teach our newcomer, ELL and Low-performing learnings); 3) While partnering to serve ALL students as WHOLE human beings: the whole child (social, emotional, Physical=well-being). A motion was made and unanimously seconded to approve this item.

4. Transfer Funds from Aids to School Supplies and Technology: Ms. Seyer-Ochi shared with the parents the items that will be purchased with Title I funds. We had a position that wasn't filled until January so the result was there was about \$13,753.56 left that could be purchased.

- a. The first transfer of funds needs to be used to complete the installation of a ceiling mounted projector and sounds system for the cafeteria and a ceiling mounted projector for the library. A PO (P1606311) was already created for the project but because this PO didn't include a sound system and related costs to install it, the price had to increase from \$4,874.02 to \$10,357.28. A transfer from IAS Title I Instr of \$4,783.26 to Audio Visual Equip (4474) needs to happen to complete this project for the students. A motion was made and seconded to approve the transfer of these funds.
- b. The second transfer (multiple transfers totaling \$8,970.30) from IAS Title I Instr Books will be used to purchase the following: RazKids (an online reading program for all Franklin students: \$3,060.00; Headsprout \$1,650.00 (an online reading program for all Franklin students), and SIPPS Intervention Program \$2896.38. These prices include shipping and taxes. The total amount needed to be transferred to 4200 (Books-other-than-textbooks) is **\$7,606.38**. The remaining about of **\$1,363.92** will be placed in 4310 (Office Supplies) to purchase the following: See attachment to these minutes.

A motion was made and seconded to transfer the funds into the appropriate Object Codes to purchase the above items with Title I funds.

5. Principal's Report:

- a. Early Common Core Leader to support TK/K and Grade 1 teachers for four years
- b. 6/7/15: Grade 5 Promotion
- c. 6/1/15: Multicultural Fest
- d. 5/31/16: Spirit Week

- e. 5/12/16: Science Fair
- f. 5/6 and 5/14: Kindergarten Workshops
- g. Security Gate will be installed.
- h. Staff parking—a church one block away has offered paid parking for our staff.
- i. Safety patrol:
- j. Lunch clubs: Girls' Coding Club, Dance Club, Book Club, and Card Club
- k. Two teachers are retiring: Ms. Lerma and Ms. Stenger.
- l. Principal Ingrid was very appreciative of the parents' support and understanding during her first year as principal.

6. Public Comment:

7. Adjournment: Meeting was adjourned at 10:05 am. Next (and final) SSC Meeting: Friday, May 20, 2016 at 9:00 a.m. **Translators:** Ms. Katrina Wang: Chinese;

Franklin Elementary, 915 Foothill Blvd, Oakland, CA 94606
(O) 510-874-3354; (F) 510-874-3358; Ingrid Seyer-Ochi, Principal

Emergency School Site Council Meeting Minutes: May 4, 2016

1. Welcome Ms. Lerma welcomed everyone to the SSC meeting at 9:00 a.m. **Members present:** Tania Llambelis, Willis Hickox, Yvonne Prospato, Anna Ngo, Onaida Lerma, and Ingrid Seyer-Ochi. **Members Absent:** Carolyn Lane, Mimi Nguyen, and Andrew Snelling. SSC had a quorum.

2. Transfer of Funds to purchase reading materials: Ms. Seyer-Ochi explained that State and Federal did not approve the transfer of Title I funds to install the projectors and sound system. The \$4,783.26 that was supposed to be used for this purpose now needs to be applied to purchase books-other-than-textbooks (4200). We had a discussion about what items needs to be purchased. A motion was made, seconded and approved to transfer these funds to 4200 to purchase the following items:

- a. **SIPPS Intervention Program** with shipping and taxes is \$2,896.38.
- b. **Leveled Libraries Booksource**, see attachment. Total cost is \$1,764.74. The total number of books may vary slightly based on the tax and shipping costs which will be added in IFAS. The book order amount cannot exceed \$1,886.88

3. Adjournment: Meeting was adjourned at 9:10 am. Next (and final) SSC Meeting: Friday, May 20, 2016 at 9:00 a.m.



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Franklin Elementary School
CDS Code: 1612596001820
Principal: Ingrid Seyer-Ochi
Date of this revision: 5/11/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code

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

Contact: Ingrid Seyer-Ochi
Address: 915 Foothill Blvd.
 Oakland, CA 94606

Position: Principal
Telephone: 510-874-3354
 ingrid.seyer-ochi@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Franklin Elementary School **Site Number:** 116

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 20, 2016

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

- Fliers in students' home languages
- Announcement at a public meeting
- Other (Notices, Media Announcements, etc.)

Signatures:

Ingrid Seyer-Ochi		5/20/2016
Print name of School Principal	Signature	Date
Tania Llambelis		5/20/2016
Print name of SSC Chairperson	Signature	Date
Sara Stone		5/24/16
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian		
Chief Financial Officer	Signature	Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

School Site: Franklin Elementary School

Site Number: 116

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
10/23/2015	SSC	Student achievement data, school-family compact
10/29/2015	SSC	Monitor implementation of 2015-16 CSSSP plan
12/10/2015	Title I	Shared information about assesments, parent involvement and home-school compact
1/15/2016	SSC	Shared information about Title I funding of personnel and programs. Gathered parent information about organzational practices.
2/19/2016	SSC	Title I purchases of leveled library materials, personnel staffing.
3/18/2016	ssc	Title I purchases of technology, parent kindergarten materials
8/20/2015	Faculty	Begin vision and long-term planning process
10/16/2015	Faculty	Identify five potential big rocks for the coming year
1/29/2016	Faculty	Identify three big rocks for the coming year
2/8/2016	Faculty	Identify key staffing and resource needs aligned to big rocks and allocate budget accordingly
4/29/2016	SSC	Review and Approval of SPSA 2016-2017
5/20/2016	SSC	Review and Approval of SPSA Assurances 2016-2017

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000		TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002		TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003		TBD
After School Education and Safety Program (FTE Only) ... ASES #6010		TBD
TOTAL:	\$0.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010		TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010		TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124		TBD
TOTAL:	\$0.00	\$0.00

ABOUT THIS SCHOOL

School Description

Franklin Elementary School, located in the heart of the San Antonio-Eastlake neighborhood of Oakland, has high expectations for all students. The

School Mission and Vision

Franklin Elementary School strives to ensure that our culturally and linguistically diverse students and families become life-long learners, make positive life

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Data Driven Collaboration
Major Improvement Priority #2:	Differentiation and small group instruction for newcomer and English Language
Major Improvement Priority #3:	Whole Child-focused School Culture

MAJOR IMPROVEMENT PRIORITY #1: Data Driven Collaboration

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Teachers support and are eager to build PLCs that collaborate around data and student achievement.	Grade level PLCs do not yet focus on student data in a sustained or systematic way
30% of teachers meet bi-weekly our newcomer PLC	Time constraints have made it difficult for teachers to meet regularly around data
Our new teacher collaboration center will soon be functioning to support our data driven collaboration	A culture of trust and a commitment to inquiry and collaboration is still being built at Franklin

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

This year Franklin completed a year of intensive systems development. During the 2015-16 year we launched an ILT, COST, grade level PLCs and a Newcomer PLC. Our data shows that each of these groups is meeting regularly either weekly (COST and PLCs) or bi-weekly (Newcomer and ILT). Teachers frequently ask for more PLC time, strong evidence that teachers support collaboration. Data also indicates that PLCs across the grades are at varying levels of development and effectiveness. Only two PLCs analyze student data as a regular part of their practice. Some data indicates that approximately a quarter of our staff are not yet comfortable sharing student data with their colleagues. A dedicated and confidential space for data sharing is clearly needed. Finally, data indicates that teachers want and need more time for collaboration.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

WHY1: Teachers need more time to build a culture of trust and collaboration. Collaboration has not been scheduled or prioritized in the past. WHY2: Teachers have not been provided professional development needed to develop the technological and analytic skills needed to collect, access and engage with all data. This PD has been organized this year and will continue in 2016-17. WHY3 We are learning how to differentiate PD for our various PLCs and teachers to meet grade-level and individual needs. WHY4: Prior to the 2016-17 year our site did not have a space organized to support data analysis and collaboration across the work day and year.

STUDENT PERFORMANCE GOAL(S) for Priority #1							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	40% or more of students will be reading at or above grade level by June 2017 as measured by SRI	SRI	All Students	35.9%	38%	40%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	By September 30, 2016 100% of all Franklin grade-level PLCs will establish protocols for PLC data inquiry in the service of student achievement	Culture/ Climate: Staff	All Students	NA	NA	NA	3: Students are reading at or above grade level.
Academic	By September 30, 2016 100% of all teachers will identify and track three focal students using F & P and SRI data per District assessment calendar	F&P	All Students	NA	NA	NA	3: Students are reading at or above grade level.
Academic	By June 2017 the Principal will have monitor teachers/focal students with data conferences after each assessment throughout the year	F&P	All Students	NA	NA	NA	3: Students are reading at or above grade level.
Climate & Culture	Chronic absenteeism will drop from 10.9% to 9.0% by June, 2017. Chronic absenteeism for our African-American students will drop from 26.1% to 20% during the same period.	Chronic Absence	All Students	10.9	10%	9.0%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1	
Major Improvement Strategy for this priority:	<i>Develop a culture of mutual accountability wherein schoolwide data is transparent across all grade levels and PLCs use data to inform instruction. Through data driven collaboration, teacher set data goals with principal and teachers set with students. Data is used as an ongoing indicator of progress and supports teachers to develop equity centered solutions and</i>

KEY PRACTICES FOR PRIORITY #1		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Accelerating student achievement through data cycles of inquiry	Provide teachers with teacher professional development to understand data and implement high	Common Planning and PLC time for teachers; hiring of two STIP subs to provide release time for
Conferring with students around data	Professional development providing support for teachers on data conferencing with students.	Grade level data conferences
Attendance monitoring	Increase family engagement via attendance monitoring, SART, SARB, and attendance workshops	Attendance team meetings; SART meetings with families; attendance workshops; hiring Family
Collaboration with PLC colleagues to establish Designated ELD time scheduling	ELD Instruction and associated PD	Scheduling Designated ELD time, PLC data analysis to assess and re-assign ELD groups tri-
Collaboration with PLC colleagues to establish Designated ELD time scheduling	ELD Instruction and associated PD	Align resources for ELLs; data conferences to assess data and schedule ELL time

MAJOR IMPROVEMENT PRIORITY #2: Differentiation and small group instruction for newcomer and English Language

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Teachers and families were unanimous in identifying newcomer and ELL supports as a key improvement strategy	Focusing on the needs of ELL and Newcomer students in a targeted manner is not yet a part of the Franklin culture
We have hired a full-time Newcomer teacher and Newcomer IA	One newcomer class will be unable to meet the needs of all our newcomer and ELL student
We are scheduling Designated ELD time to ensure efficient scheduling for ELL interventions	The levels of collaboration necessary for successful Designated ELD scheduling are not yet robust our our school culture

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Data from instructional rounds and observations indicates that at least one third of our teachers are not providing consistent differentiation for our newcomer and English Language Learners. That same data shows that only 75% of teachers are providing regular small group instruction. Feedback from teachers during PD time and meetings with the principal indicate that the majority of our teachers feel they need support in actively and effectively differentiating for newcomers and ELLs. Teacher feedback groups and PLC notes indicate that teachers are eager to more effectively serve these students populations. During the 2015-16 year the principal visited two newcomer sites (San Diego and Gilroy) and has joined the OUSD Newcomer learning community to learn as much as possible about research and best practices for newcomers. She budgeted for and hired a newcomer teacher and scheduled and furnished the newcomer room.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

WHY1: Teachers have not had the opportunity to participate in sustained PD around newcomer and ELL supports. WHY2: The number of newcomer and ELL students at Franklin is very high (the majority of our students) and changes throughout the year. These numbers and changes can be somewhat overwhelming for teachers and supports have not been systemically in place to address these needs. WHY3: The population of our newcomers has changed a great deal over the last three years (increasing numbers of refugees and immigrants for new regions of the globe) and the staff have not yet had PD around the cultural and linguistic backgrounds of these communities.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	EL reclassification rates will increase from 17.5% to 22% by June, 2017	EL Reclassification	English Learners	17.5%	20%	22%	4: English learners are reaching English fluency
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	100% of our 2nd - 5th grade Tier 1 newcomer students will participate in our newcomer class during the 2016-17 year and 50% will transition to Tier 2 by June 2017	EL Reclassification	English Learners	NA	NA	NA	4: English learners are reaching English fluency.
Climate & Culture	95% of our TK-5 newcomer students will participate in newcomer pull-out groups led by Refugee Transitions	Culture/ Climate: Student	English Learners	NA	NA	NA	5: Students are engaged in school everyday.
Climate & Culture	80% of our newcomer families will participate in one or more newcomer family engagement events and 90% will be greeted by a newcomer family	Culture/ Climate: Parent	English Learners	NA	NA	NA	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority:	<i>We will establish the classrooms (Newcomer) and systems (Designated ELD time, consistent analysis of newcomer and ELL data) and supports (newcomer classes, push in and pull-out intervention) necessary to support the needs of our many and varied ELL and newcomer students. These students and their families will experience Franklin as a school that welcomes and understands them and differentiates supports to meet their changing needs.</i>
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KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	ILT will plan, schedule and ensure the provision of rigorous and relevant Professional Development throughout the year focused on small group instruction and differentiation.	ILT Professional Development planning, PLC and PD time, aligning resources for outside trainers as needed
All teachers will participate in data analysis to identify our Tier 1 newcomer and ELLs	Scheduling and supporting PLC data conferences	PLC data analysis conferences
Newcomer teacher will provide targeted support for all Tier 1 newcomer and ELL students	Hiring and ongoing PD support for Newcomer teacher and IA; participation in OUSD-wide Newcomer PLC and PD	Budgeting for newcomer teacher and IA; assigning newcomer classroom; researching and joining newcomer PD groups
Refugee Transitions and newcomer teachers will collaborate to ensure they meet the social and emotional needs of all newcomer students	Identifying and partnering with high-leverage community partners	Community partnerships, creation of community partner room; hiring intervention specialist to work with targeted students;
Family engagement coordinator will recruit and train family liaisons representing the major linguistic groups of our families	Hiring and ongoing support of Family Engagement Coordinator; researching best practices for family liaisons; meeting regularly with Newcomer Family Advisory Group	Family engagement coordinator, Newcomer Family Advisory Group; Family Engagement Room
Principal and teacher leaders participate in OUSD-Stanford ELL Leadership Learning community	Principal joined OUSD-Stanford ELL Leadership Learning Team	OUSD-Stanford ELL Leadership Learning Community
Academic Mentors provide targeted intervention via push-in, pull-out and after-school extended hours intervention	Collaboration with EBAYC to identify, hire and train academic mentors	EBAYC partnership, room scheduling, aligning resources and trainings for Academic Mentors
Library Technician will provide targeted literacy supports to bring books and research alive for all students	Hiring and training Library Technician, funding library to purchase cultural relevant textbooks	Support current staff to enroll in Library Tech training; library scheduling; collaboration with OUSD Library staff and Franklin library committee
Ensure standards-aligned resources are available for all classrooms	Photocopying and resource purchases	Maintain photocopy machine

MAJOR IMPROVEMENT PRIORITY #3: Whole Child-focused School Culture

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
SEL, student climate and suspension data show evidence of a supportive school community.	We have an SEL-achievement gap that is highest among our African-American, Latino and newest refugee students
100% of first-fifth grade students participate in an SEL-focused 50 minute prep period each week	Opportunities for students to develop SEL skills are limited
Administrators have been building Restorative Justice practices into the office's disciplinary processes	Not all staff are trained in nor support Restorative Justice approaches

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these
Disciplinary data show that African-American students are highly over-represented in the school's disciplinary processes. Classroom observations indicate that only 25% of all classrooms regularly meet with circle or community time and build SEL teachings and approaches across the curriculum. Prior to this year the school did not have an SEL-focused teacher and the 2016-17 year will be the first to include a full-time Physical Education teacher on the staff.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
WHY1: Given the varied and intense academic needs of our students many teachers focus on academic issues at the expense of SEL needs. WHY2: A sustained and supported focus on a school culture of care has been lacking for many years. WHY3: Teacher evaluations have not included SEL factors. WHY4: The majority of the classified and credentialed staff have had limited PD around Social Emotional Learning, Restorative Justice and Physical Education.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	By June 2017 the Social Emotional Learning skills of students will increase by 10% as measured on the SPF	SEL	All Students	3.5	3.9	4.2	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	100% of Franklin students will participate for at least 50 minutes bi-weekly in physical activity led by a credentialed Physical Education teacher	SEL	All Students	NA	NA	100%	5: Students are engaged in school everyday.
Climate & Culture	Office Referrals for African American students will decrease by 50% by June 2017	Suspensions	African-American Students	0	2%	1%	5: Students are engaged in school everyday.
Climate & Culture	By June 2017 at least 50% of Franklin teachers will implement Restorative Justice practices in their classrooms	Culture/ Climate: Staff	All Students	NA	NA	50	5: Students are engaged in school everyday.
Social/Emotional	By June 2017 100% of all students referred to our COST with SEL needs will participate in an appropriate lunch-time club or pull-out intervention	Culture/ Climate: Student	All Students	NA	NA	100	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority:	<i>Develop a culture of care and concern for the social, emotional and physical well-being of all students and families. The fabric of this culture will be woven via classroom practices (e.g. Restorative Justice), school-wide norms and routines (e.g., students of the week, student of the month breakfasts,), playground norms that are consistently understood and enforced by all campus staff, weekly classes for all students with our Creative Arts (SEL) and Physical Education teachers, and lunchtime clubs and pull-out interventions.</i>
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KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
All teachers will be introduced to Restorative Justice and related approaches and at least half will pilot these approaches in their classrooms.	Schedule Restorative Justice PD; joining 2016-17 PBIS cohort and creation of leadership team; modeling RJ practices via Office disciplinary processes and daily interactions with students	OUSD PBIS planning cohort (2016-17); Assistant Principal continues RJ training; targeted PD support for RJ teachers; creation of PBIS team
Physical Education teacher will work with all students bi-weekly for 50 minutes to support their physical well-being	Recruitment and support of new hire; scheduling to ensure maximum interface between classroom and PE teacher	Hiring of Physical Education teacher and aligning resources for PE room; Kaboom fundraising for new playground
Heroes coach will work with all the PE teacher and all staff to ensure the healthy and safe participation of all students during recess and bi-weekly activity time	Support the collaboration of our new PE and Heroes coaches; PD for all classified and credentialed staff on consistent yard practices and policies	Budgeting for and hiring Heroes coach; PD time and training for all staff on playground norms
Art/Music Prep teacher and Creative Arts teacher will target support and differentiate instruction to meet the social, emotional and creative needs of all students.	Partner with arts-based organizations (Destiny Arts, Studio One) to provide after school Arts Enrichment for our GATE students;	Hiring Creative Arts (SEL) and Art/Music prep teachers; scheduling preps to ensure maximum impact for all students while also creating preps for classroom teachers. Scheduling extended learning time for intervention students after school
COST will target support for referred students via partnerships, increased communication and referrals for supportive services and interventions	Creation and support of COST; weekly attendance at COST;	COST members; budgeting for Social Worker, School Psychologist, Intervention Specialist, Family Engagement Coordinator. SST team;
Families are knowledgeable about ways to assist their students in being successful and meeting their learning goals.	School psychologist will provide SEL support for students who need it, conduct assessments for special needs.	0
Families will receive weekly notices about school activities.	Spring and summer meetings with incoming kindergarten families include discussions about literacy goals and strategies	Utilize the school psychologist to coordinate this team in the service of improving our TK and K transitions
Healthy Living Produce Market at Franklin School.	0	0