

Theory of Action: AUSD Instructional Programs

Educational Services

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A focus on high quality first instruction – every day in every classroom.

Create Achievement Now – We CAN Do it!

Moral Imperative

We are all responsible for every student succeeding. Our five ambitious goals:

- Close the opportunity/service/achievement gap
- Increase Reading proficiency grade 3-11
- Increase Algebra I proficiency by end of 9th grade
- Increase graduation rate
- Increase attendance

Theory of Action

If we:

- Provide consistent and effective professional learning at all levels
- Develop coherent systems to organize and conduct our work
- Connect individuals and groups to appropriate resources
- Establish specific student performance goals

Theory of Action

Through the:

- Facilitation of district-level professional learning
- Support of site-based professional learning
- Articulation of district-wide and site improvement plans
- Implementation of standard systems and practices
- Consistent data-based evaluation of our work and resource allocation
- Collaboration with teachers to improve teaching and learning
- Collaboration with partners to provide instructional programs aligned to district goals
- Development and implementation of innovative programs

Theory of Action

Then we will:

- Develop a common understanding of powerful instructional practices and how to implement these in the classroom to support rigorous and engaging learning
- Increase our leadership capacity, knowledge, and skill as a whole and within each school site to implement our instructional initiatives and the Common Core State Standards
- Direct resources and implement programs that meet the variety of teaching and learning needs across the district
- Optimize communication and collaboration across sites and with the district office

Professional Learning

- Inquiry By Design (IBD)
 - ELA and content literacy pedagogy and curriculum for grades 4-11
- Math Initiative
 - Coaching support for K-Algebra I
 - After school and summer PD for teachers
- BaySci
 - K-5 teacher leader training in Next Generation Science Standards (NGSS)
 - Cohort 1 2012-13, Cohort 2 2013-14
- Instructional Leadership Team
 - Administrator and teacher leader collaboration to drive school improvement
 - Current ILT model initiated in Spring of 2013 and ongoing

Professional Learning

- Common Core Teacher Teams
 - Teacher leaders
 - Initiated in 2012-13 and ongoing
- Response to Intervention (RtI)
 - Systemic and systematic method of assessing student needs and providing them appropriate intervention
 - All sites to participate in training during 2013-14
- Positive Behavioral Interventions and Support (PBIS)
 - Framework guiding best practices for improving behavioral outcomes for all students
 - Training provided to 6 sites during 2013-14
- Common Core Collaboration Team (AEA/AUSD)

Improvement Planning

- Single Plan for Student Achievement (SPSA)
 - 2013-14: Transitioning accountability to CCSS era
- CCSS Transition and Implementation Planning
 - Site CCSS Transition and Implementation Plans
 - District planning in collaboration with Common Core Collaboration Team comprised of AEA members and AUSD staff
- LEA Addendum for Program Improvement (PI) Status

Improvement Planning

- English Language Development (ELD) Master Plan
 - Implement new ELD standards
 - Revise reclassification criteria
 - Clarify and standardize ELD course content, structure, and placement procedures
 - Prepare for elimination of the California English Language Development Test (CELDT) as the primary measure of English Language Proficiency (ELP)

Systems and Practices

- Intervention (RtI) and Discipline (PBIS)
- Centralized Course of Study oversight
 - Course descriptions and pathways
 - UC 'a-g' outlines and approvals
 - Placement procedures
- Standard forms and procedures
- Documentation of work at all levels

Evaluation

- 10 Steps to Success
- Benchmark Testing
- CCSS/CST, CAHSEE, CELDT
- Graduation/Promotion rates
- Attendance and Discipline rates
- School Updates and Progress Report (SUPR)
- Single Plans for Student Achievement (SPSAs)
- District Scorecards

Collaboration with Teachers

- Common Core Collaboration Team (AEA/AUSD)
- Math Coaching Consortium (MCC)
- BaySci
- District Instructional Leadership Team (ILT)
- Common Core Teacher Teams
- Site-based ILTs

Collaboration with Partners

- Inquiry by Design
- MCC
 - West Contra Costa Unified School District (WCCUSD)
- Response to Intervention
 - Solution Tree leaders
- Positive Behavioral Interventions and Supports
 - Santa Clara County Office of Education (SCCOE)
- BaySci
 - Lawrence Hall of Science (LHS)

Collaboration with Partners

- Strategic Instruction Model (SIM)
 - Center for Research on Learning at the University of Kansas
 - Fusion (MS and HS), Learning Strategies (SpED), and Content Enhancement (MS and HS)
- Bay Area Community Resources (BACR)
 - After-school programs
- Alameda Education Foundation (AEF)

Innovative Programs

- Maya Lin
 - Arts integration magnet school
- Encinal Junior Jets
 - Middle school partnered with EHS
- Bay Farm 21st Century Learning
 - Technology-infused curriculum and expansion from K-5 to K-8
- Earhart M(STM)
 - Music (Science Technology Math) focus

Powerful Instructional Practices

Drawn from:

- Common Core State Standards (CCSS)
- Next Generation Science Standards (NGSS)
- CA English Language Development Standards
- Inquiry By Design Curriculum
- Exceptional work at sites
- Educational Research

Summary

We are all responsible for every student succeeding and must provide every student high quality first instruction – every day in every classroom.