

**ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM**

**EXHIBIT
F-4**

Meeting Date: November 8, 2011

Item Title: Report on Support for Program Improvement Schools

Item Type: Information

BACKGROUND: Program improvement schools are no strangers to California since NCLB was enacted. Alameda Unified has done a remarkable job leading our schools away from program improvement for the most part. In spite of the incredible efforts by our teaching staff, NCLB dictates that if a school fails to achieve gains in specific areas to reach the criteria set by government, they are placed in program improvement. Tonight, we will be sharing our strategies for helping those schools which find themselves in program improvement.

FISCAL ANALYSIS: Not Applicable

General Fund
 Categorical Funds
 Parcel Tax Funds
\$ _____ [Savings] [Cost]
_____ Department Budget

RECOMMENDATION: This item is presented for information only.

AUSD Guiding Principle: 1. All students have the ability to achieve academic and personal success. 2. Teachers must challenge and support all students to reach their highest academic and personal potential. 3. Administrators must have the knowledge, leadership skills and ability to ensure all students succeed. 4. Parental involvement and community engagement are integral to the success of all students. 5. Accountability, transparency and trust are necessary at all levels of the organization. 6. Allocation of funds must support our vision, mission and guiding principles. 7. All employees must receive respectful treatment and professional support to achieve district goals.

Submitted by: Sean McPhetridge, Assistant Superintendent

Approved for Submission to Board of Education


Kirsten Vital, Superintendent

AUSD Program Improvement Support Plan 2011-2012 November 8, 2011

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Overview of Program Improvement

The Elementary and Secondary Education Act requires that Title I - funded schools and local agencies that do not make Adequate Yearly Progress are identified for Program Improvement. In California, schools are identified after two consecutive years of failure to make AYP.

Currently, AUSD has three schools identified as Program Improvement schools:

- Paden, Ruby Bridges Schools: Year One of Program Improvement
- Wood School: Year Two of Program Improvement

Haight Elementary School did not enter Program Improvement because they achieved Safe Harbor. Washington Elementary is not in PI this year but is on the watchlist.

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Program Improvement Mandates: Year One

School

- Revises school plan within 3 months to cover 2 year period
- Uses 10% of Title I school funds for staff professional development
- Implements plan promptly

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Program Improvement Mandates: Year One

LEA

- Provides Technical Assistance
- Notifies parents of PI status of school and school choice
- Sets aside 5% for professional development
- Provides choices to attend another, non-PI school in the LEA
- Establishes peer review process to review revised plan

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Program Improvement Mandates: Year Two

School

- Implements school plan
- Provides professional development

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Program Improvement Mandates: Year Two

LEA

- Provides technical assistance
- Parent notification of PI status, school choice, supplemental services
- Professional development
- School choice
- Supplemental educational services to all eligible students

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Curriculum & Instruction Team (C&I)

The C & I team works across multiple roles to provide support to all schools with an emphasis on PI and Title 1 schools. Regular collaboration as a team provides common focus and coordinated timelines.

The C & I team members are:

Katie Lyons, Director of Curriculum and Instruction

Terri Elkin, Coordinator of Student Achievement and Assessment

Kim Kelly, TSA for Instructional Initiatives

Anne Okahara, Grants Coordinator

Ramona Stokes, ELD/Compliance Coordinator

Sandy Wong, Coordinator of Teacher Support and Innovative Programs

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AUSD Theory of Action for Schools in Program Improvement

Student achievement will improve and schools will exit Program Improvement if:

1. AUSD supports school sites to provide effective instruction in ELA and Math

Action Plan:

- Support for development of a successful SPSA at each site
- Regular coaching and support to SIM coordinators and IBD teachers
- Regular coaching in math instruction

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AUSD Theory of Action for Schools in Program Improvement

Action Plan continued:

- Work with site leadership to develop site professional development agendas aligned to the district initiatives, addressing site instructional needs as demonstrated by student performance measures
- Present professional development for instructional leaders aligned to the district's instructional initiatives and leadership learning goals

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AUSD Theory of Action for Schools in Program Improvement

Student achievement will improve and schools will exit Program Improvement if:

2. AUSD helps school sites implement effective intervention

Action Plan:

- Regular coaching and support to FUSION and math support teachers
- Present site-based inservice during professional development days, staff meetings, and grade level or department meetings
- Coordinate SES tutoring
- Support after school intervention with PI set-aside funding

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AUSD Theory of Action for Schools in Program Improvement

Student achievement will improve and schools will exit Program Improvement if:

3. AUSD develops systems to monitor structures and supports that are put in place

Action Plan:

- Support sites to use optimal scheduling for students to receive appropriate intervention and targeted instruction
- Provide coaching and technical assistance to PI and Title I schools to monitor student progress and refine interventions
- C & I staff and PI principals will collaborate in the writing of a two year professional development plans for PI schools
- Monitor student promotion between elementary, middle and high schools

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AUSD Theory of Action for Schools in Program Improvement

Student achievement will improve and schools will exit Program Improvement if:

4. AUSD provides support and guidance for analyzing and using data effectively

Action Plan

- C & I staff will participate with all PI and Title I site teams in quarterly reviews of student progress
- C & I staff will provide protocols for all site leaders as models for leading data discussions
- C & I staff works with all site leaders and staff to enhance their skills in accessing and interpreting data to inform instructional practice

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AUSD Theory of Action for Schools in Program Improvement

Student achievement will improve and schools will exit Program Improvement if:

5. AUSD seeks out and provides professional development opportunities for instructional leaders

Action Plan:

- All PI and Title I principals will be afforded opportunities for additional training to improve PI schools
- One example of this is an upcoming training by ACSA on how PI schools can implement strategies to reach “safe harbor” and exit PI

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AUSD Theory of Action for Schools in Program Improvement

Student achievement will improve and schools will exit Program Improvement if:

6. AUSD offers direct support to non-proficient students

Action Plan:

- Coordinate timely notification to parents of school PI status
- Provide bus passes for students “opting out”
- Develop and implement budgets aligned to categorical guidelines
- Clarify ELD instructional standards and mandates
- Provide orientation to new staff
- Define best practices during ELD instruction

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Wood Middle School

WMS went into PI because they did not meet AYP schoolwide and for all their significant subgroups in either ELA or Math.

AUSD has provided:

- intensive support for site-based professional development
- analysis of student data and placement into appropriate targeted instruction for literacy and math
- administrator and teacher coaching in district initiatives
- ELA department benchmark data analysis and goal setting

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Wood Middle School

AUSD has provided (continued):

- notification of parents of PI status
- provision of bus passes for opt-out students
- coordination of Supplemental Educational Services (SES)
- annual and initial CELDT Test hand scoring
- review of compliance guidelines
- additional staffing/resources

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Wood Middle School

Next Steps:

1. Collaboration to develop a Two Year Site Professional Development Plan
2. Participation in ACSA-sponsored "Exiting PI through Safe Harbor" training
3. Initiation of afterschool tutoring
 - SES-supported individual tutoring
 - PI set-aside supported interventions in Math and ELD
4. Continued support during grade level and department collaborations
5. Continued PD in district initiatives
6. Monitoring student progress toward promotion requirements

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Paden Elementary School

Paden entered PI because they did not meet AYP in ELA schoolwide and with their Socioeconomically Disadvantaged subgroup.

AUSD has provided:

- presentations to staff about standards based instruction for ELA
- administrator and teacher coaching in district initiatives
- notification of parents of PI status
- provision of bus passes for opt-out students
- annual and initial CELDT Test hand scoring
- review of compliance guidelines

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Paden Elementary School

Next Steps:

1. Collaboration to develop a Two Year Site Professional Development Plan
2. Participation in ACSA-sponsored "Exiting PI through Safe Harbor" training
3. Continued support during grade level and department collaborations
4. Continued PD in district initiatives

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Ruby Bridges Elementary School

Ruby Bridges went into PI because they didn't meet AYP schoolwide in both ELA and Math and for most of their significant subgroups.

AUSD has provided:

- administrator and teacher coaching in district initiatives
- notification of parents of PI status
- provision of bus passes for opt-out students
- annual and initial CELDT Test hand scoring
- ELD orientation for new staff
- review of compliance guidelines
- additional staffing/resources

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Ruby Bridges Elementary School

Next Steps:

1. Collaboration to develop a Two Year Site Professional Development Plan
2. Participation in ACSA-sponsored "Exiting PI through Safe Harbor" training
3. Continued support during grade level and department collaborations
4. Continued PD in district initiatives

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Next Steps:

On December 8, 2011, PI Two Year Site Plans will be brought to the Board of Education for review.

We look forward to site administrators presenting their SPSA theories of action and plans for exiting PI at that time to the Board and public.

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