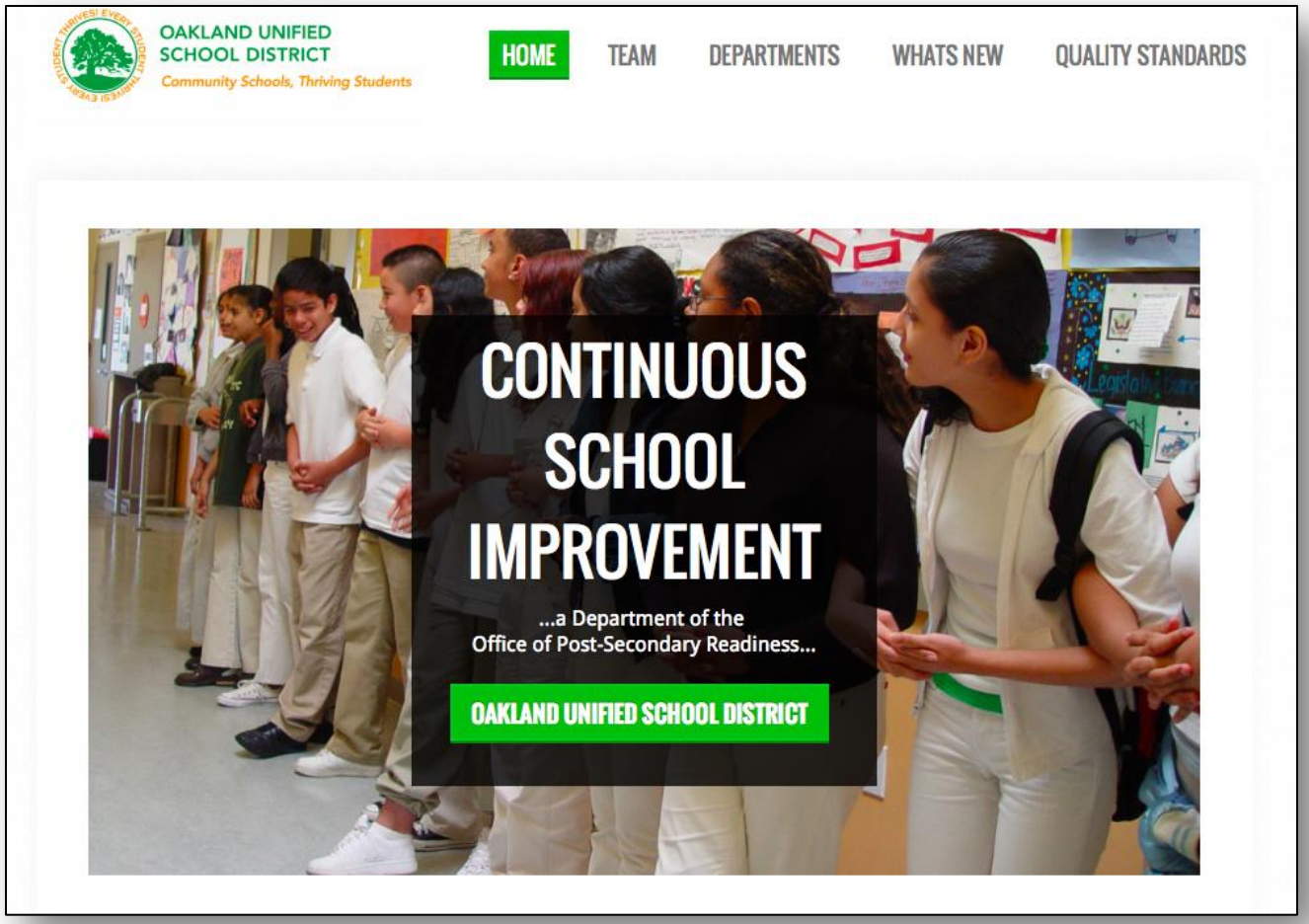
Quality School Development

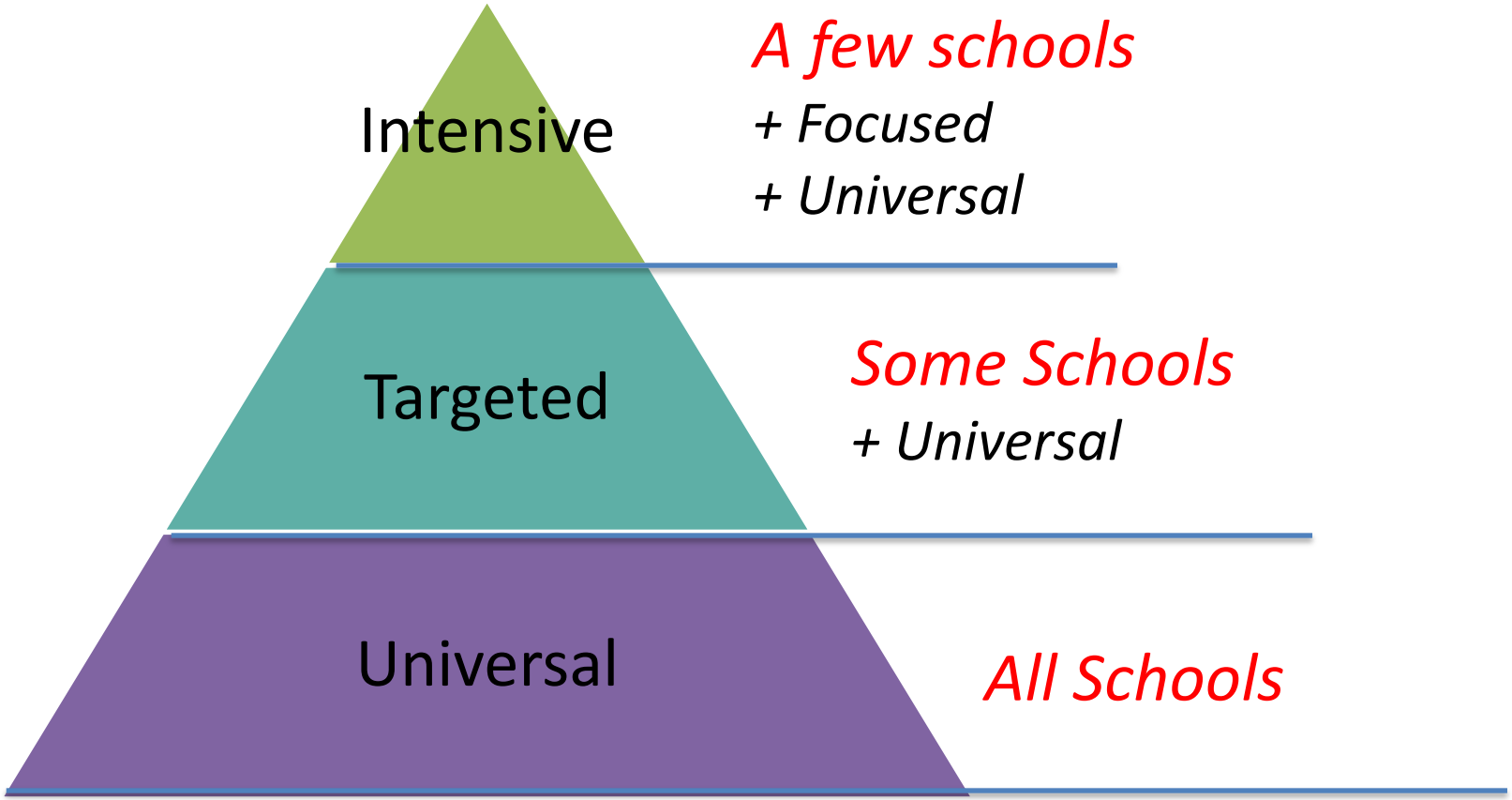
A process of building school, community and system capacity for Continuous School Improvement

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Continuous School Improvement must be the priority at all levels of the organization.



Continuous School Improvement is a Tiered Approach.



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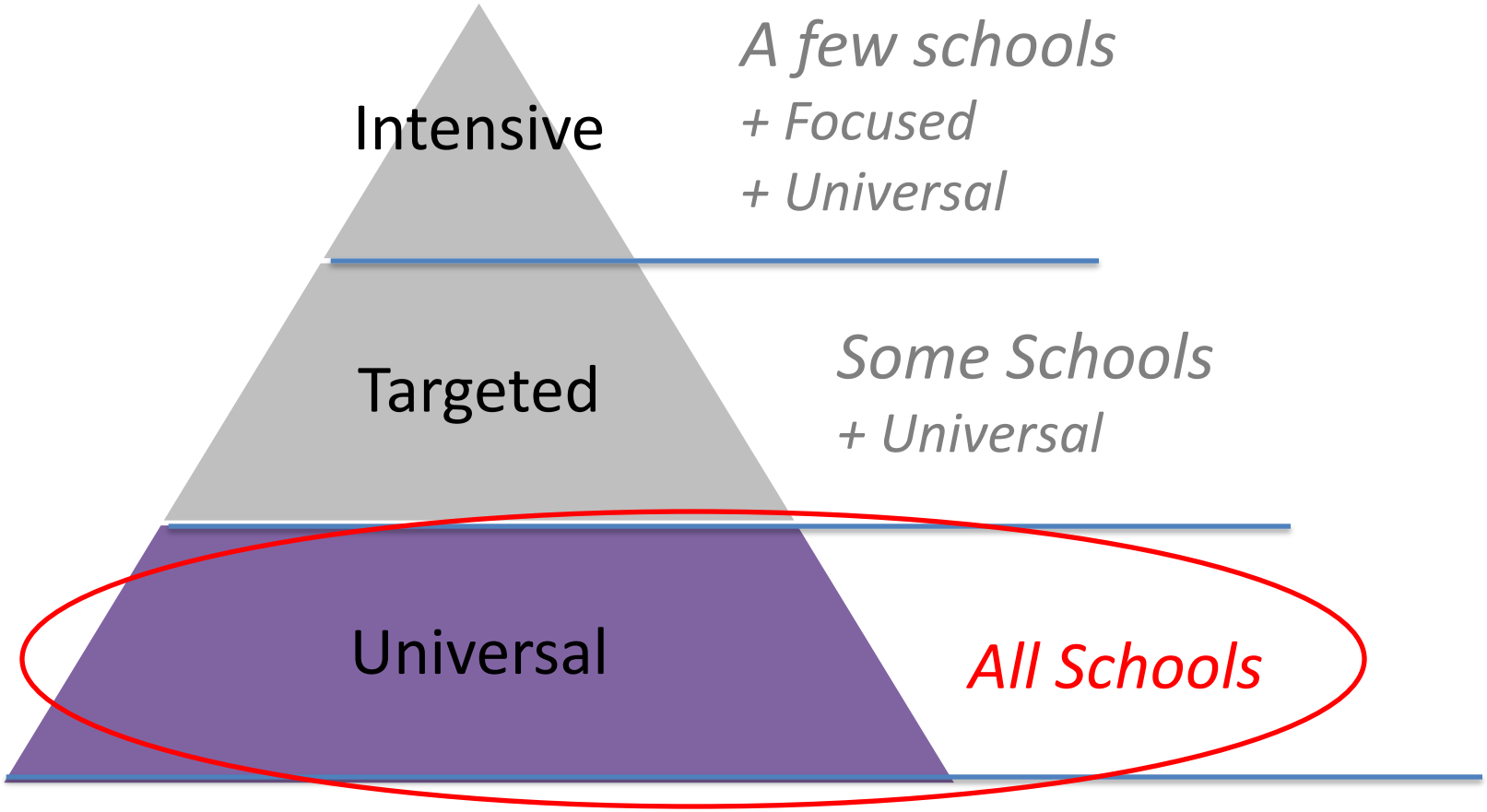

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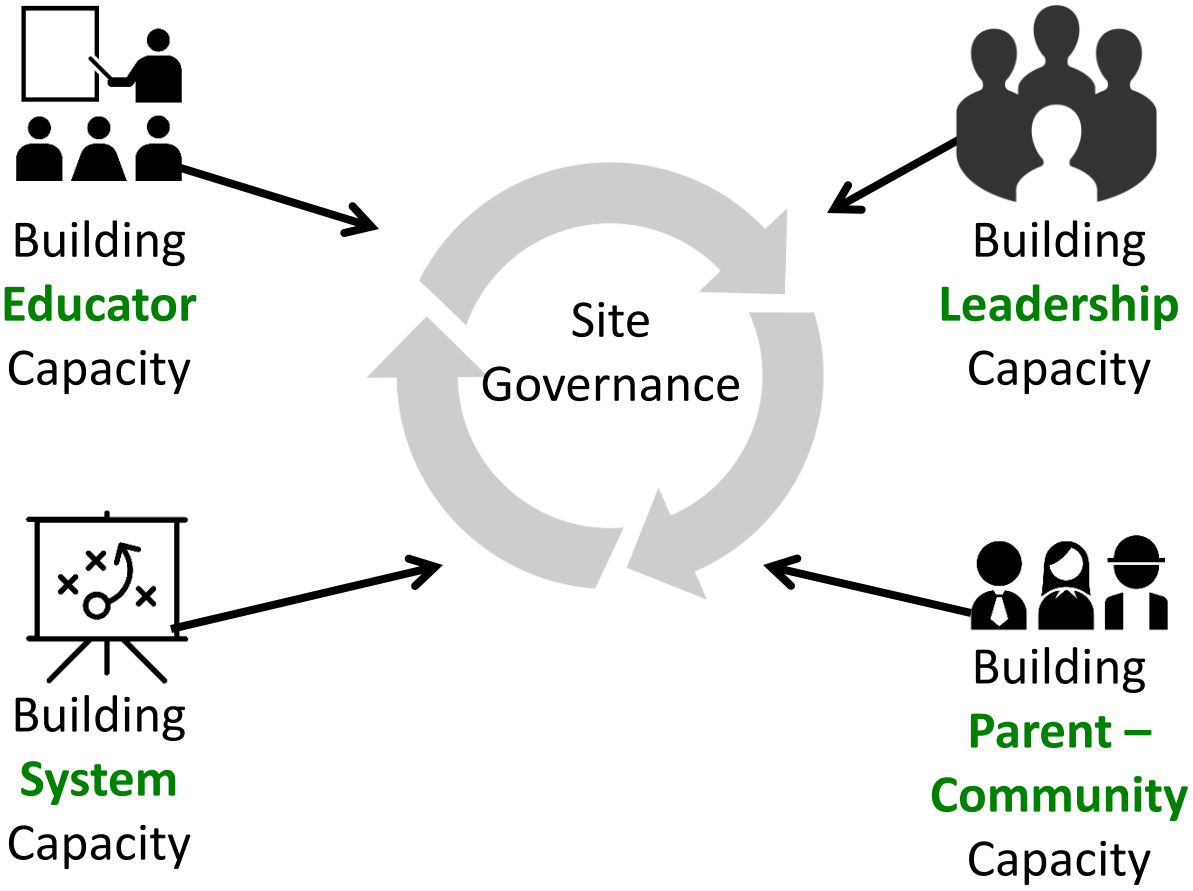
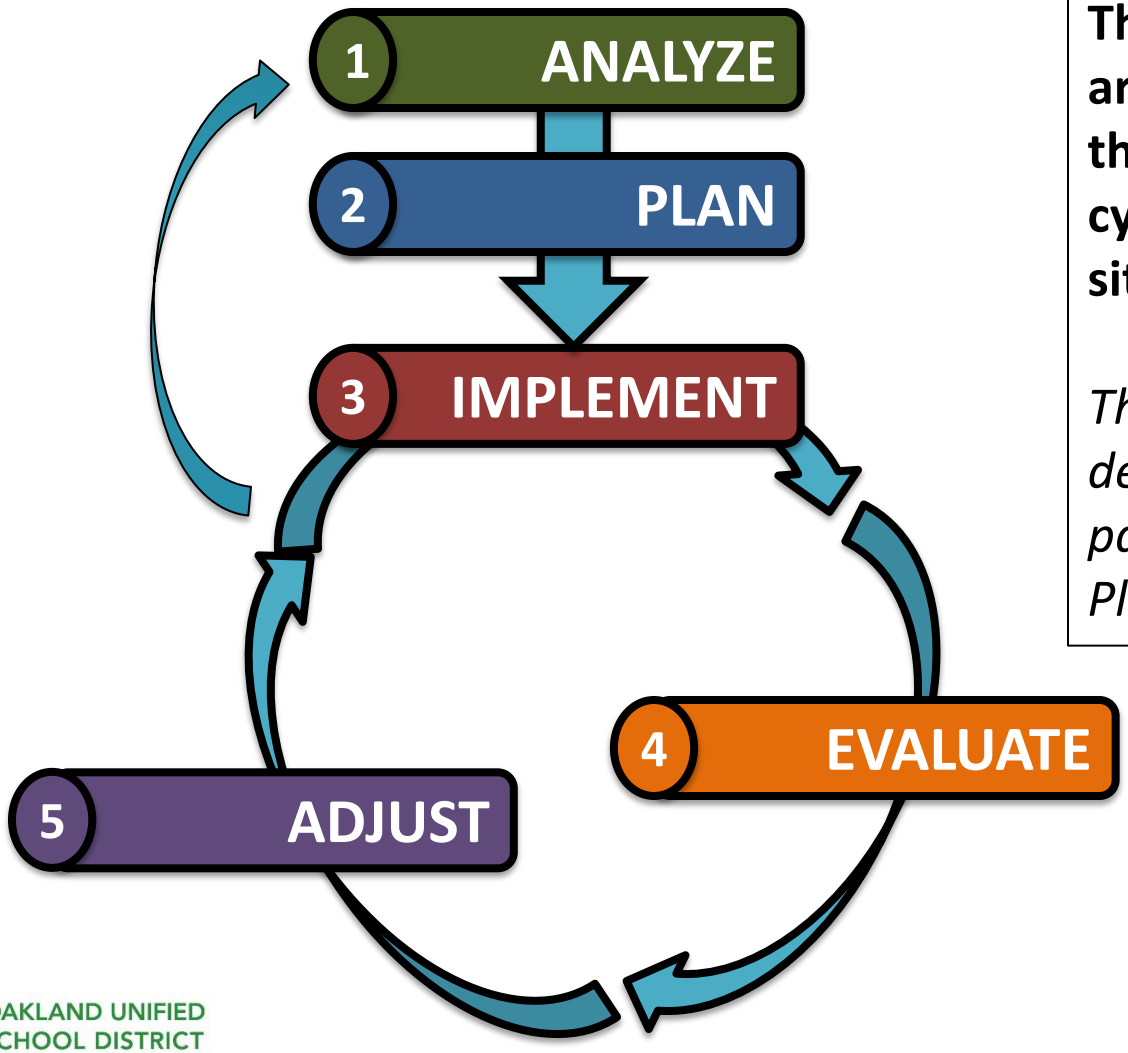
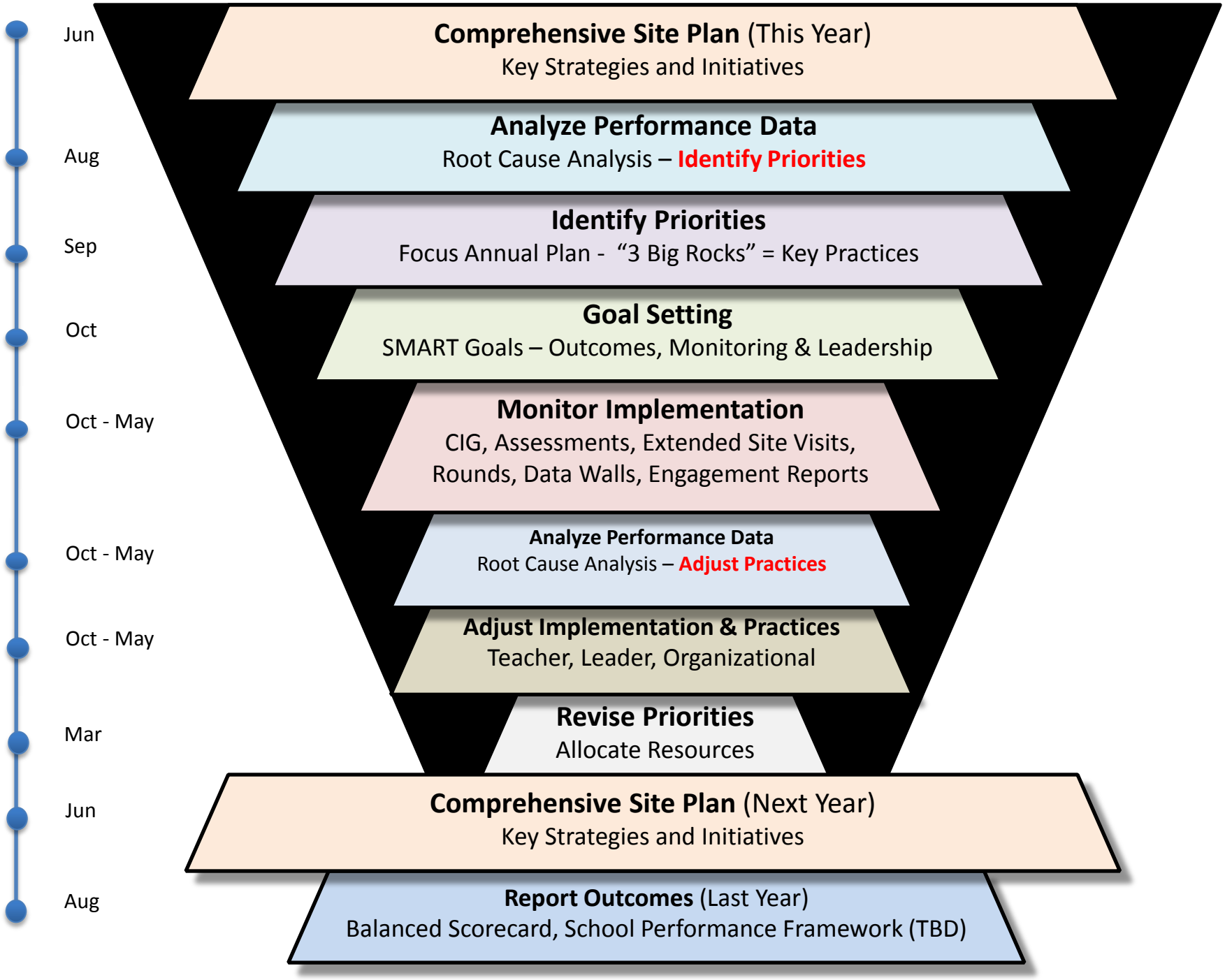


Continuous Improvement begins by establishing a **common process** in which there is training and professional development.



The steps of the process are then embedded in the school improvement cycle, managed at the site and system level.

The next set of slides describes the steps as part of the School site Planning process.


Jun
Comprehensive Site Plan (This Year)
Key Strategies and Initiatives
Aug
Analyze Performance Data
Root Cause Analysis – Identify Priorities
Sep
Identify Priorities
Focus Annual Plan - "3 Big Rocks" = Key Practices
Oct
Goal Setting
SMART Goals – Outcomes, Monitoring & Leadership
Oct - May
Monitor Implementation
CIG, Assessments, Extended Site Visits,
Rounds, Data Walls, Engagement Reports
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Adjust Implementation & Practices
Teacher, Leader, Organizational
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Revise Priorities
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Report Outcomes (Last Year)
Balanced Scorecard, School Performance Framework (TBD)

Comprehensive Site Plan (This Year)
Key Strategies and Initiatives

Root Cause Analysis – Identify Priorities

Identify Priorities
Focus Annual Plan - "3 Big Rocks"

Goal Setting
SMART Goals – Outcomes, Monitor

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Analyze Performance
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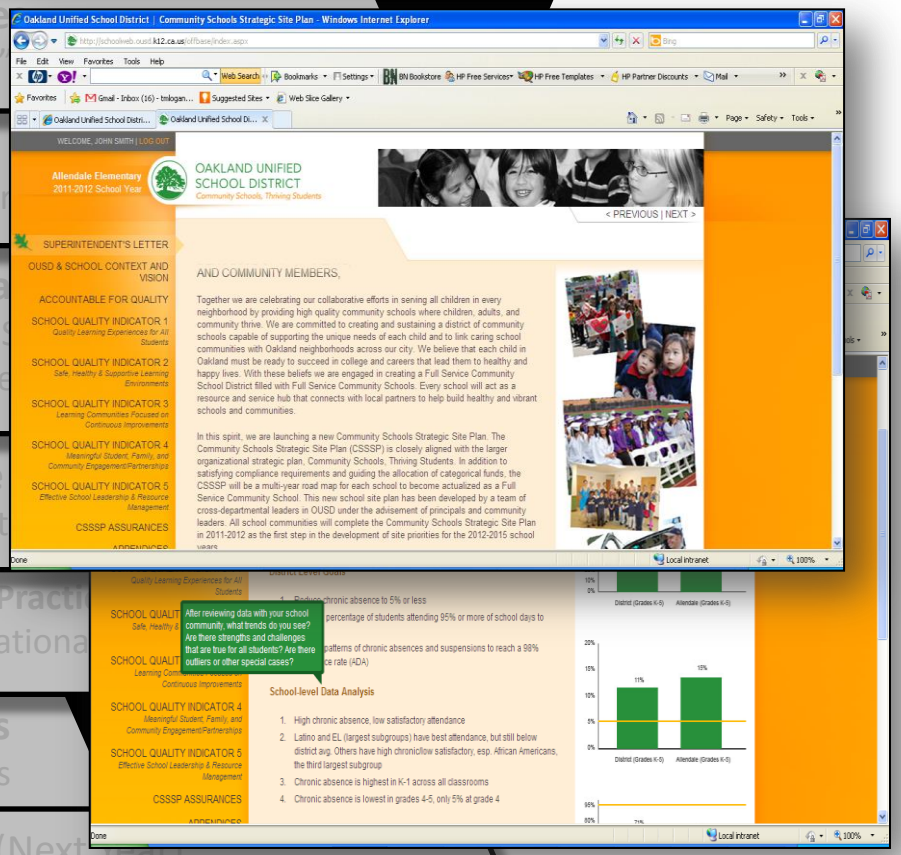

Comprehensive Site Plan (This Year)
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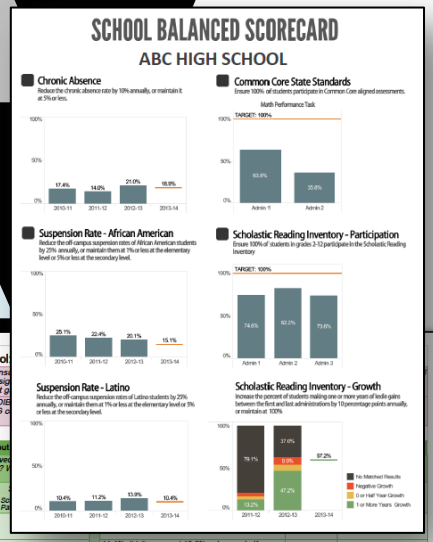

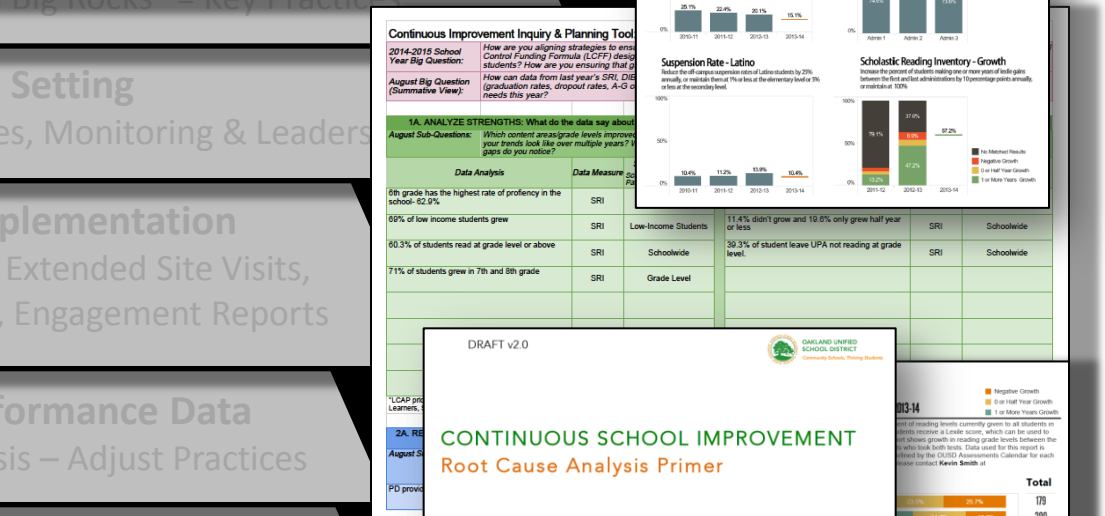

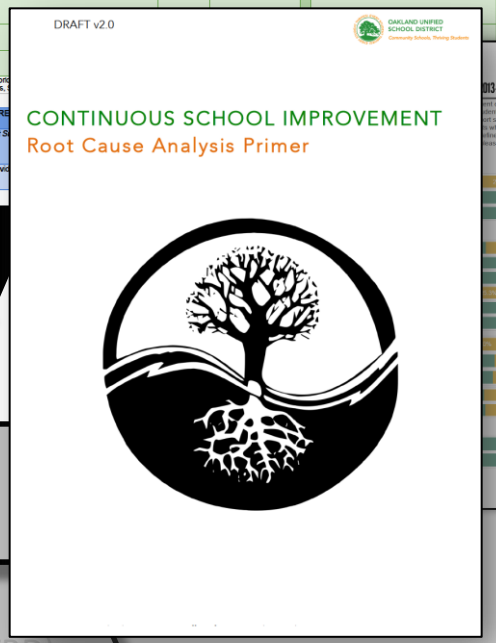

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Teaching Practices

Leadership Practices

Organizational Practices

	Student Learning Goals	Teaching Practices	Leadership Practices	Organizational Practices
Big Rock 1:	Reduce SRI Non - Participation rate to 10% or less and Increase Reading Grade Level by 2 school years for all students 2 or more grade levels behind.	All teachers (English and ELD) responsible for administering SRI will do it with 100% fidelity. Teachers submit a list of students that have not tested to SRI coordinator at the end of each day of testing. Teachers give extra credit to students that have completed the SRI within the window. Teachers will use SRI data to fine tune and implement grade level reading initiative (In process).	Provide clear direction to SRI test administrators and SRI coordinator. Engage TILT in SRI accountability and incentive conversations. How do we motivate students to want to do well on the SRI? Meet with SRI coordinator weekly throughout the testing window to monitor completion rates, trouble areas, and technology. Facilitate a series of meeting with TILT and English department to fine tune grade level reading initiative.	SRI coordinator will use release time to test students that didn't test. SRI coordinator will use the last day of the window as a release day to test remaining students. Testing coordinator will pull students in the computer lab that didn't test when the class was in the computer labs. Students are identified using SAMS report.
Big Rock 2:	Increase Graduation Rate of all students by 3%. Increase Graduation Rate of AAMs by 4%. Increase percentage of students meeting A – G requirements by 2%. Increase percentage of AAMs meeting A – G requirements by 3%.	Teachers will create as many opportunities possible for students to pass their classes. Extra credit, office hours, COST referrals, SST. Teachers and counselors will contact families of all students in danger of failing.	As the senior class administrator I will meet with counselors after each marking period to review seniors on track to graduation status. Approve independent studies for students that qualify. Identify funding to offer B period APEX.	Each semester all students will participate in a school wide transcript analysis protocol. Development and implementation of a new independent study policy. Counselors will meet with every senior and their family that is in danger of not graduating.

For 2016-17, adding **"Central Practices"**
…to be more specific about the role of central support services

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Balanced Scorecard, School Performance Framework (TBD)

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Goal Setting
SMART Goals – Outcomes, Monitoring & Leadership

Aligns to:

- Pathways to Excellence
- Balanced Scorecard *(School Performance Framework)*
- Leadership Dimensions

Sample Goal

BIG ROCK: BALANCED LITERACY

DIMENSION OF LEADERSHIP GOAL: INSTRUCTION

Goal: **I will increase instructional expertise of my teachers by creating the conditions for impactful adult learning and systematically use classroom evidence for feedback and professional learning.**

Practices: *Specifically, I will:*

- Cre… obs…
- Cus…
- Inte… and…
- Use…

SMARTe Goal?

Specific
Measureable
Achievable
Results Oriented
Timely
Equitable.

Sample

Big Rock Student SMARTe Goals	Teachers Practices		Leadership Practices (includes Principal, ILT, TL, TSA)		Organizational Practices	
	Assets	Challenges	Assets	Challenges	Assets	Challenges
Big Rock Goal: BAL All kindergarten students will read at instructional level D (F&P) by June, 2015 (no baseline) All students below grade level will grow at least 2 years in reading (SRI) by June, 2015 (baseline: .5 growth last year)	80% went to the BAL summer training K-2nd grade team strong in shared reading 80% teachers have a strong sense of classroom management	Fountas and Pinnell, 20% teachers struggling to finish 3-5th grade team uses Open Court with fidelity, does not do small group instruction. 50% of teachers do not use of data to inform instruction regularly- just stick to Open Court materials	Understand BAL components ILT includes ELA teacher leader who has strong BAL understanding and experience.	Giving hard feedback Consistently following observation schedule ILT does not have action plan for this Big Rock We are not sure how to use F and P data when all staff have only done 5 students each (some have done all)	All classrooms have leveled libraries PD schedule allows for PLC time 3 x a month There is a system in place for collecting data	Principal schedule needs work so that principal is able to get into classrooms more regularly Time and a system for using data to inform practice

2. Do Assets Survey for your own leadership (see Assets Survey)

EQUITY | VISION | RELATIONSHIPS | RESILIENCE | PARTNERSHIP | MANAGEMENT | INSTRUCTION | ACCOUNTABILITY

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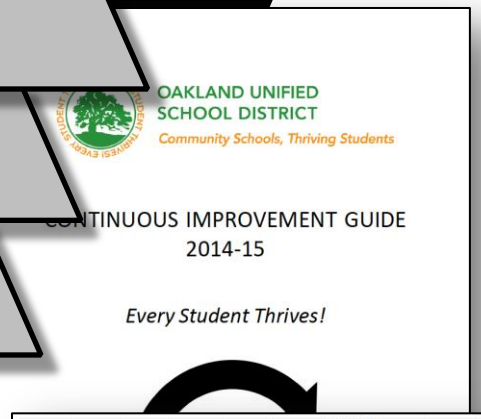

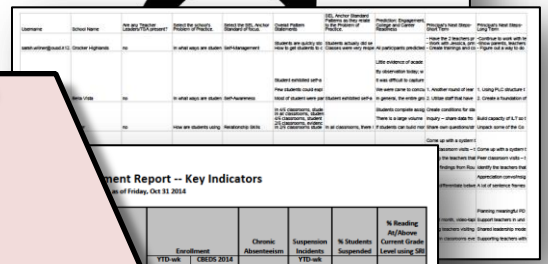

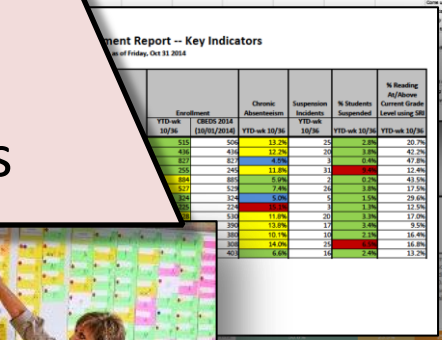

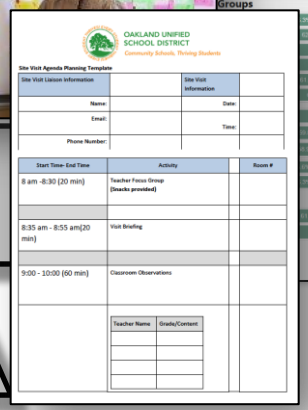

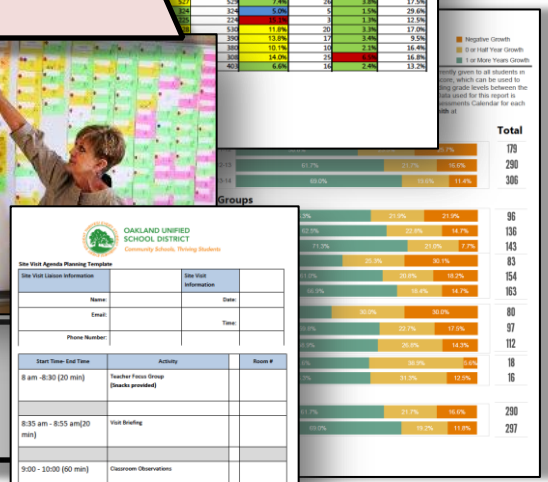

CIG = *Continuous Improvement Guide*

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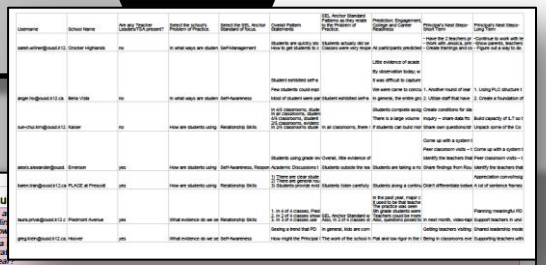

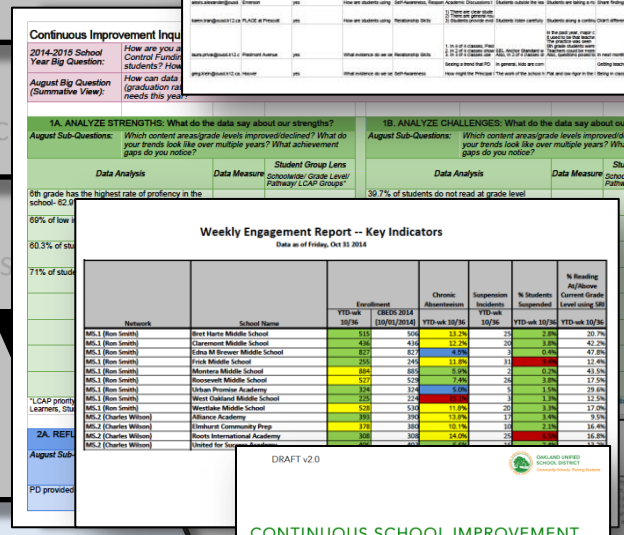

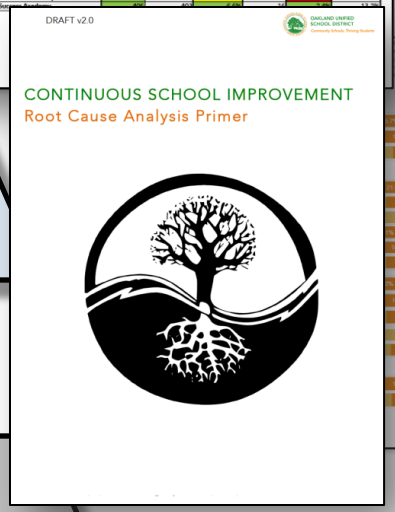

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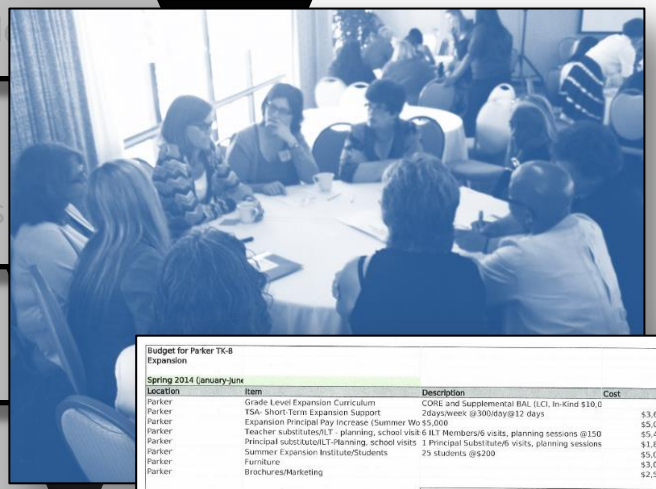

Budget for Parker TK-8
Expansion

Spring 2014 (January-June

Location	Item	Description	Cost
Parker	Grade Level Expansion Curriculum	CORE and Supplemental BAL (LCI, In-Kind $10,0	$0
Parker	TSA- Short-Term Expansion Support	2days/week @300/day@12 days	$3,600
Parker	Expansion Principal Pay Increase (Summer Wo	$5,000	$5,000
Parker	Teacher substitutes/ILT - planning, school visit	6 ILT Members/6 visits, planning sessions @150	$5,400
Parker	Principal substitute/ILT-Planning, school visits	1 Principal Substitute/6 visits, planning sessions	$1,800
Parker	Summer Expansion Institute/Students	25 students @$200	$5,000
Parker	Furniture		$3,000
Parker	Brochures/Marketing		$2,500
		Total	$26,300

School Year 2014-2015 (J

Location	Item	Description	Cost
Parker	Continue current TK-5 staffing		0
Parker	Expansion Coaching/Coordination with Directo	1 day/week	$0
Parker	Grade Level Expansion Curriculum	CORE and Supplemental BAL (LCI, In-Kind $10.0	$0
Parker	LCI Content Specialist	Specialist 2days/week	$0
Parker	TSA - for Expansion teaching and leadership	1.0 FTE @ $78K	$78,000
Parker	Noon Supervisor	.2FTE @ $5,000	$6,000
Parker	Slip Sub for Expansion support	1.0 FTE @ $30K	$30,000
Parker	Teacher substitutes	1 days/week @150/day - 54 weeks	$8,100
Parker	Refreshments	24 engagements	$6,200
Parker	Summer Expansion Institute/Students	75 students @ $200	$15,000
Parker	Brochures/Marketing		$1,500
Parker	Expansion Principal Pay Increase	10,000	$10,000
		Total	$157800

School Year 2015-2016 (J

Location	Item	Quantity	Cost
Parker	Grade Level Expansion Curriculum	CORE and Supplemental BAL (LCI, In-Kind $30,0	$0
Parker	LCI Content Specialist	Specialist 2days/week	$0
Parker	Expansion Coaching/Coordinator	1 day/week @ $500/day 54 weeks	$27,000
Parker	Administrative Substitute - Expansion	1 day/week @ $330/day - 54 weeks	$8,900
Parker	Teacher substitutes - Expansion Team	1 day/week @150/day - 54 weeks	$8,100

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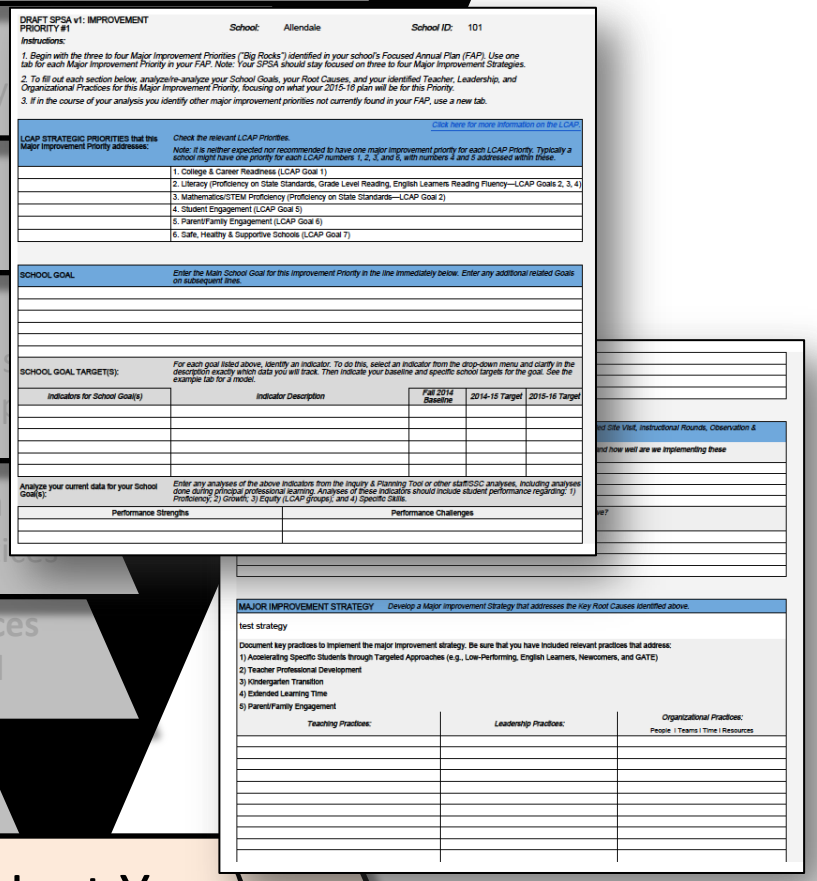
DRAFT SPSA v1: IMPROVEMENT PRIORITY #1 School: Allendale School ID: 101

Instructions:

1. Begin with the three to four Major Improvement Priorities ("Big Rocks") identified in your school's Focused Annual Plan (FAP). Use one tab for each Major Improvement Priority in your FAP. Note: Your SPSA should stay focused on three to four Major Improvement Strategies.
2. To fill out each section below, analyze/re-analyze your School Goals, your Root Causes, and your identified Teacher, Leadership, and Organizational Practices for this Major Improvement Priority, focusing on what your 2015-16 plan will be for this Priority.
3. If in the course of your analysis you identify other major improvement priorities not currently found in your FAP, use a new tab.

Click here for more information on the LCAP.

LCAP STRATEGIC PRIORITIES that this Major Improvement Priority addresses: Check the relevant LCAP Priorities.
Note: It is neither expected nor recommended to have one major improvement priority for each LCAP Priority. Typically a school might have one priority for each LCAP numbers 1, 2, 3, and 8, with numbers 4 and 5 addressed within these.

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

SCHOOL GOAL — Enter the Main School Goal for this Improvement Priority in the line immediately below. Enter any additional related Goals on subsequent lines.

SCHOOL GOAL TARGET(S): For each goal listed above, identify an indicator. To do this, select an indicator from the drop-down menu and clarify in the description exactly which data you will track. Then indicate your baseline and specific school targets for the goal. See the example tab for a model.

Indicators for School Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target

Analyze your current data for your School Goal(s): Enter any analyses of the above indicators from the Inquiry & Planning Tool or other staff/SSC analyses, including analyses done during principal professional learning. Analyses of these indicators should include student performance regarding: 1) Proficiency; 2) Growth; 3) Equity (LCAP groups); and 4) Specific Data.

Performance Strengths	Performance Challenges

MAJOR IMPROVEMENT STRATEGY — Develop a Major Improvement Strategy that addresses the Key Root Causes identified above.

test strategy

Document key practices to implement the major improvement strategy. Be sure that you have included relevant practices that address:
1) Accelerating Specific Students through Targeted Approaches (e.g., Low-Performing, English Learners, Newcomers, and GATE)
2) Teacher Professional Development
3) Kindergarten Transition
4) Extended Learning Time
5) Parent/Family Engagement

Teaching Practices:	Leadership Practices:	Organizational Practices: People | Teams | Time | Resources

Comprehensive Site Plan (Next Year)
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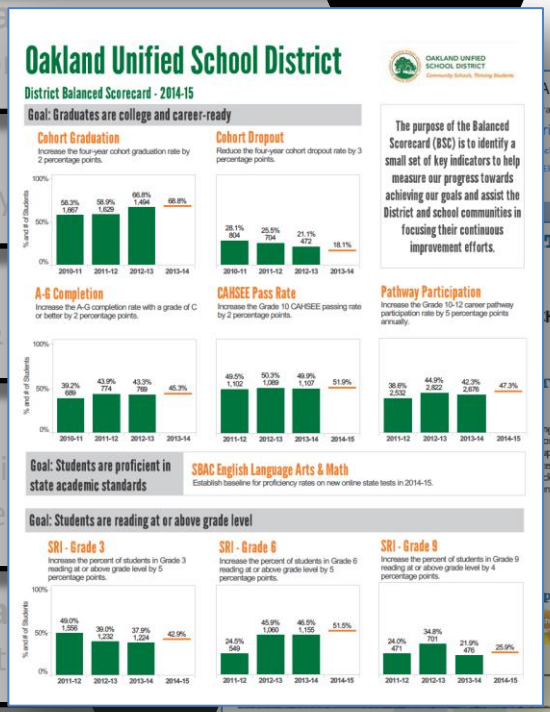
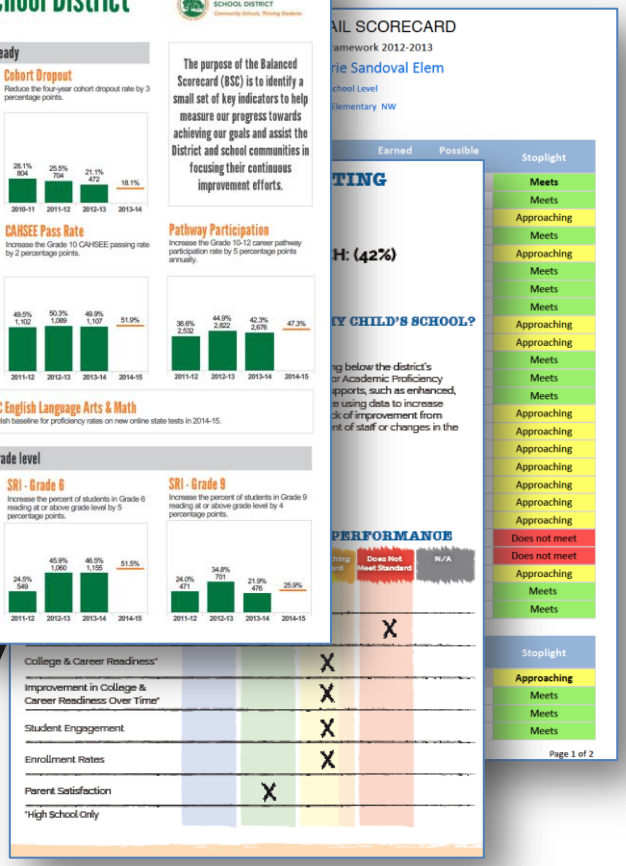
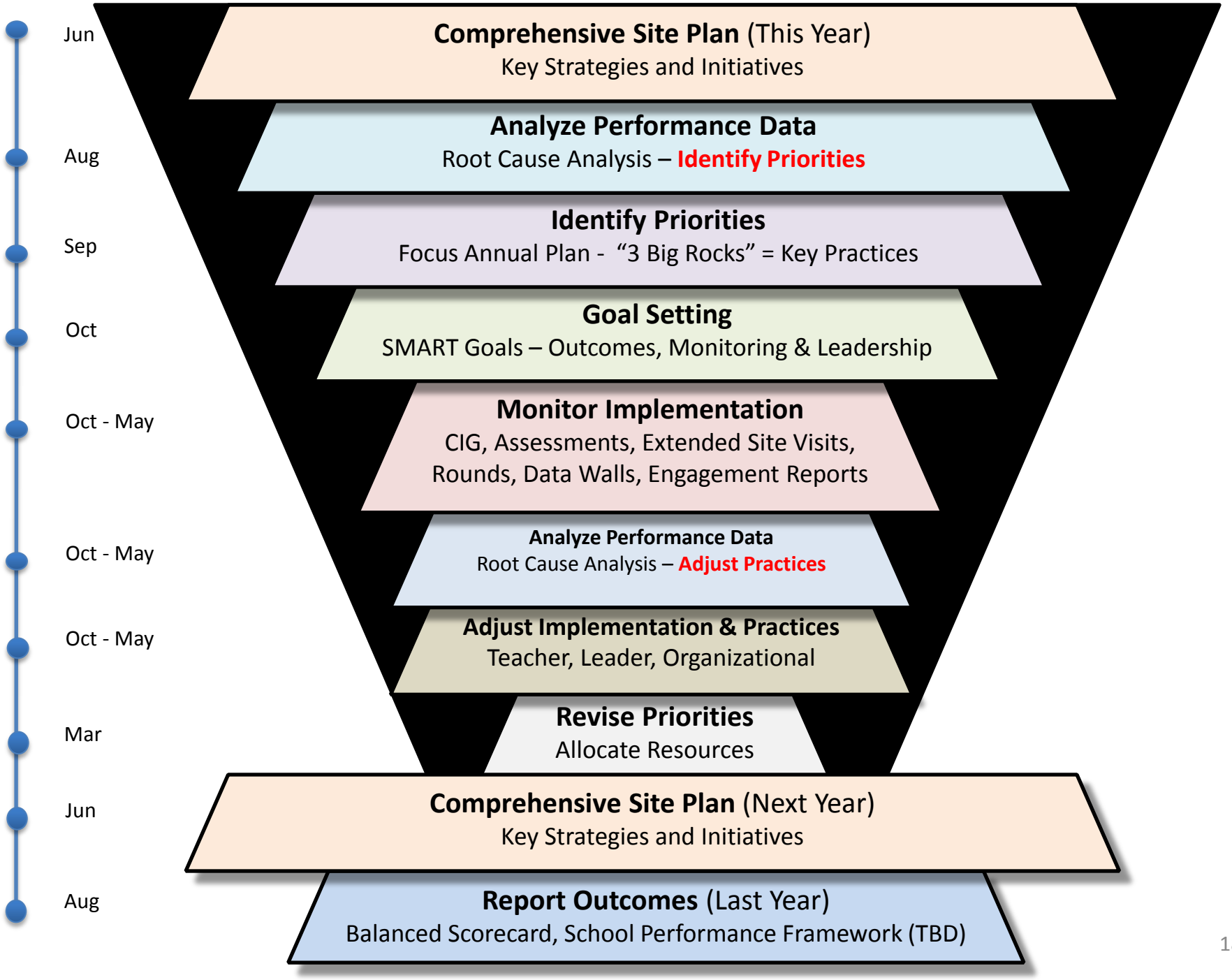
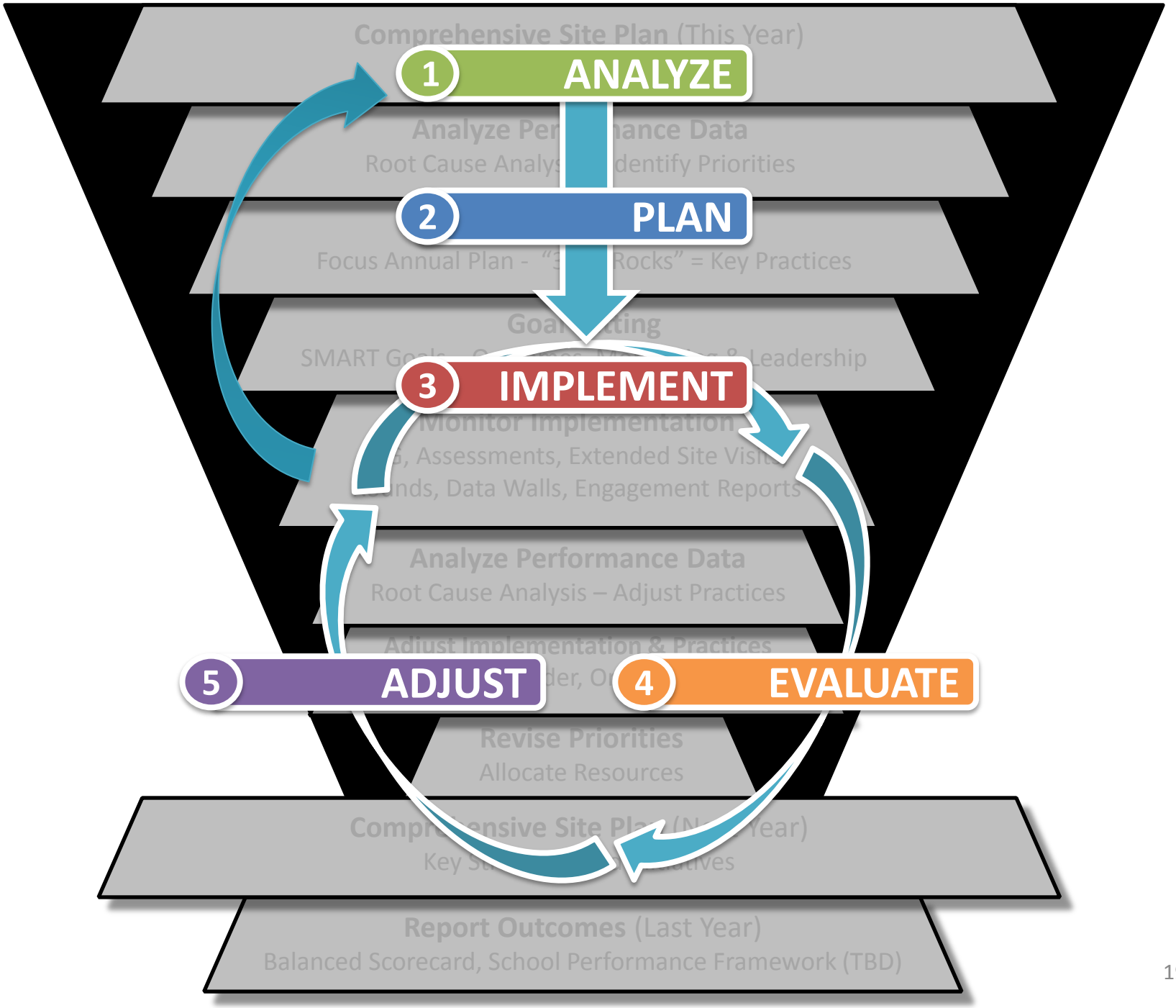




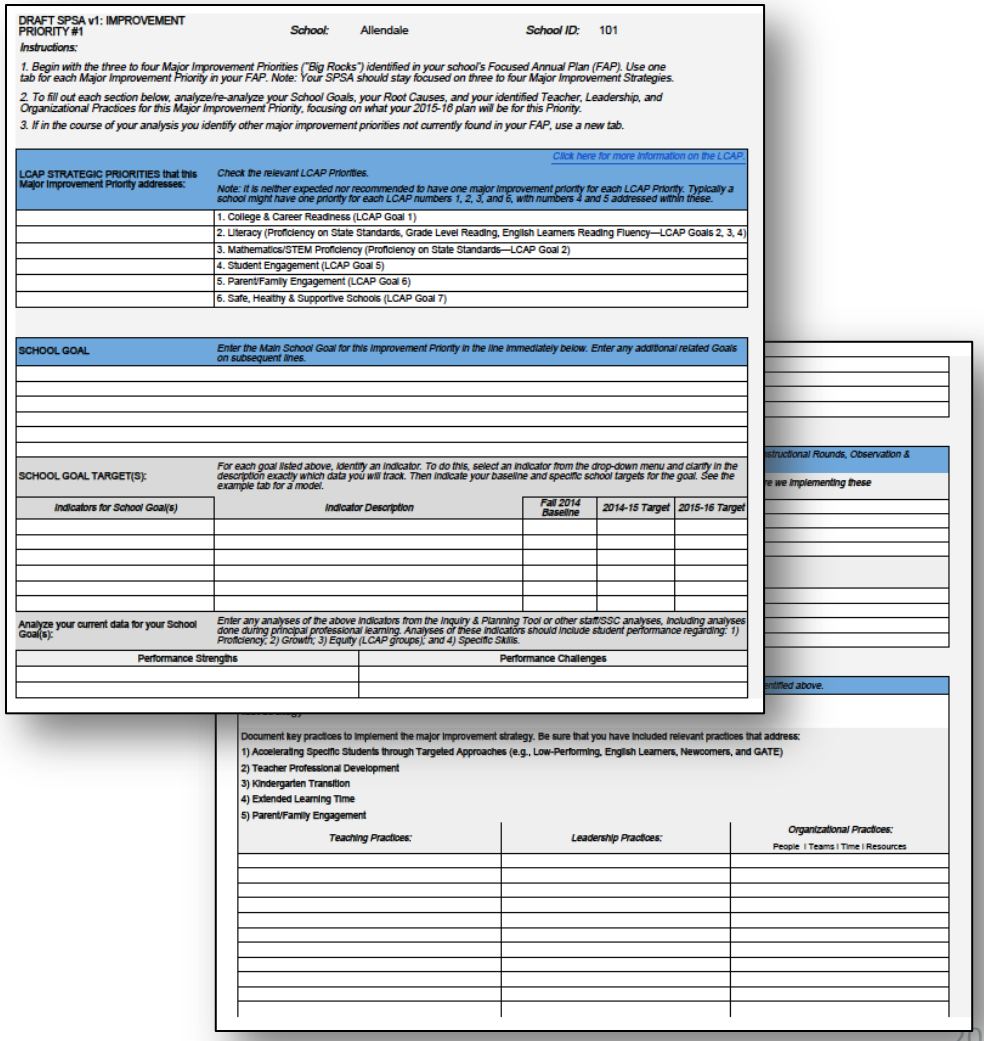
Report Outcomes (Last Year)
Balanced Scorecard
School Performance Framework (2015-16)


Jun
Comprehensive Site Plan (This Year)
Key Strategies and Initiatives
Aug
Analyze Performance Data
Root Cause Analysis – Identify Priorities
Sep
Identify Priorities
Focus Annual Plan - "3 Big Rocks" = Key Practices
Oct
Goal Setting
SMART Goals – Outcomes, Monitoring & Leadership
Oct - May
Monitor Implementation
CIG, Assessments, Extended Site Visits,
Rounds, Data Walls, Engagement Reports
Oct - May
Analyze Performance Data
Root Cause Analysis – Adjust Practices
Oct - May
Adjust Implementation & Practices
Teacher, Leader, Organizational
Mar
Revise Priorities
Allocate Resources
Jun
Comprehensive Site Plan (Next Year)
Key Strategies and Initiatives
Aug
Report Outcomes (Last Year)
Balanced Scorecard, School Performance Framework (TBD)


Comprehensive Site Plan (This Year)
1 ANALYZE
Analyze Per nance Data
Root Cause Analys dentify Priorities
2 PLAN
Focus Annual Plan - " Rocks" = Key Practices
Goal tting
SMART Goals & Leadership
3 IMPLEMENT
Monitor Implementation
, Assessments, Extended Site Visit
nds, Data Walls, Engagement Reports
Analyze Performance Data
Root Cause Analysis – Adjust Practices
Adjust Implementation & Practices
5 ADJUST
4 EVALUATE
Revise Priorities
Allocate Resources
Comprehensive Site Plan (N Year)
Key S atives
Report Outcomes (Last Year)
Balanced Scorecard, School Performance Framework (TBD)

School Site Planning 3.0

Improved Site Plan Design



DRAFT SPSA v1: IMPROVEMENT PRIORITY #1 — School: Allendale — School ID: 101

Instructions:

1. Begin with the three to four Major Improvement Priorities ("Big Rocks") identified in your school's Focused Annual Plan (FAP). Use one tab for each Major Improvement Priority in your FAP. Note: Your SPSA should stay focused on three to four Major Improvement Strategies.

2. To fill out each section below, analyze/re-analyze your School Goals, your Root Causes, and your identified Teacher, Leadership, and Organizational Practices for this Major Improvement Priority, focusing on what your 2015-16 plan will be for this Priority.

3. If in the course of your analysis you identify other major improvement priorities not currently found in your FAP, use a new tab.

Click here for more information on the LCAP.

LCAP STRATEGIC PRIORITIES that this Major Improvement Priority addresses:	*Check the relevant LCAP Priorities.* *Note: It is neither expected nor recommended to have one major improvement priority for each LCAP Priority. Typically a school might have one priority for each LCAP numbers 1, 2, 3, and 6, with numbers 4 and 5 addressed within these.*
	1. College & Career Readiness (LCAP Goal 1)
	2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
	3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
	4. Student Engagement (LCAP Goal 5)
	5. Parent/Family Engagement (LCAP Goal 6)
	6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

SCHOOL GOAL	*Enter the Main School Goal for this Improvement Priority in the line immediately below. Enter any additional related Goals on subsequent lines.*

SCHOOL GOAL TARGET(S):	*For each goal listed above, identify an Indicator. To do this, select an Indicator from the drop-down menu and clarify in the description exactly which data you will track. Then indicate your baseline and specific school targets for the goal. See the example tab for a model.*			
Indicators for School Goal(s)	*Indicator Description*	*Fall 2014 Baseline*	*2014-15 Target*	*2015-16 Target*

Analyze your current data for your School Goal(s):	*Enter any analyses of the above Indicators from the Inquiry & Planning Tool or other staff/SSC analyses, including analyses done during principal professional learning. Analyses of these Indicators should include student performance regarding: 1) Proficiency; 2) Growth; 3) Equity (LCAP groups); and 4) Specific Skills.*
Performance Strengths	Performance Challenges

Document key practices to implement the major improvement strategy. Be sure that you have included relevant practices that address:

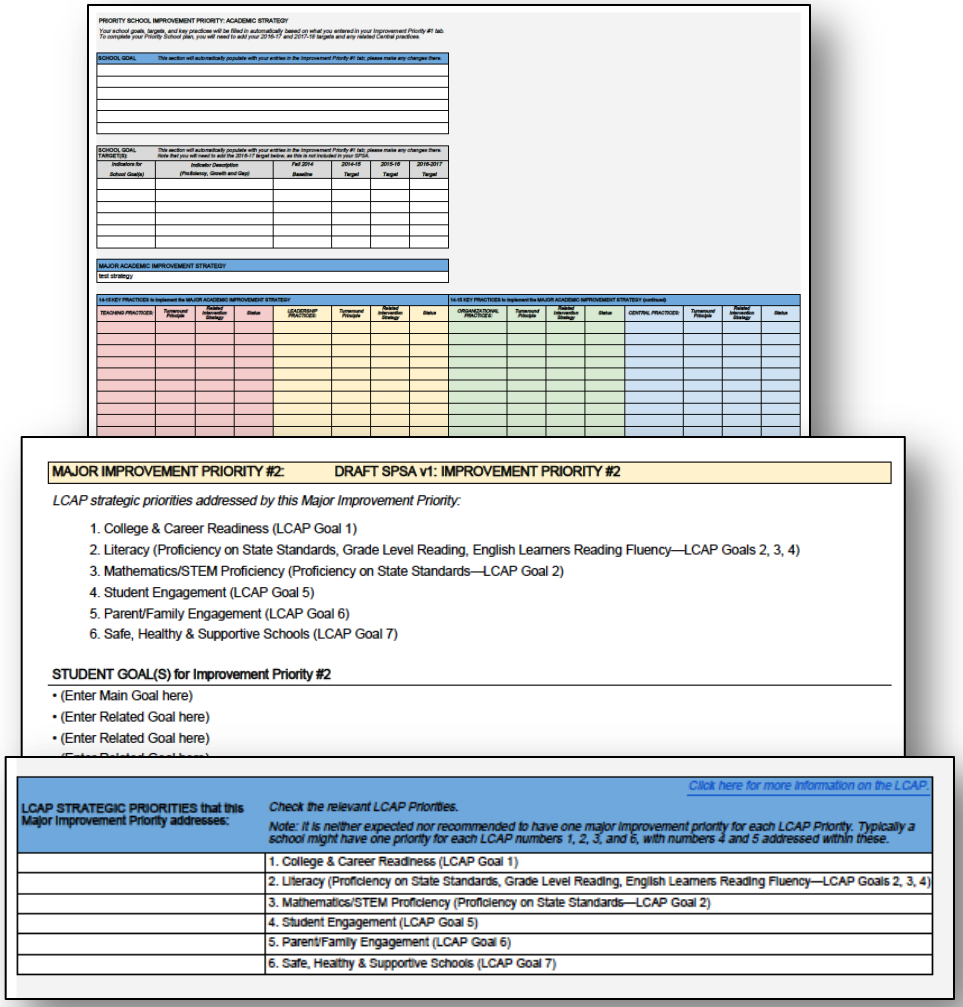
1) Accelerating Specific Students through Targeted Approaches (e.g., Low-Performing, English Learners, Newcomers, and GATE)
2) Teacher Professional Development
3) Kindergarten Transition
4) Extended Learning Time
5) Parent/Family Engagement

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:* People | Teams | Time | Resources

- **Current Community School Strategic Site Plan (CSSSP) – simplified to "<u>Strategic Site Plan</u>"**
- **<u>New Site Plan structure</u> embeds priorities and Continuous School Improvement to be used for 2015-16**
- **Includes Academic Return On Investment structures for <u>tracking and evaluating impact of resources.</u>**
- **<u>"Easier to follow"</u>**

School Site Planning 3.0

Alignment to Priorities



FEDERAL

- **Priority & Focus School plans embedded in tool.**

STATE

- **LCAP Priorities and Target Student Groups embedded in tool.**

LOCAL

- **Linked Learning and College & Career Plans embedded in Tool – aligned to Measure N**

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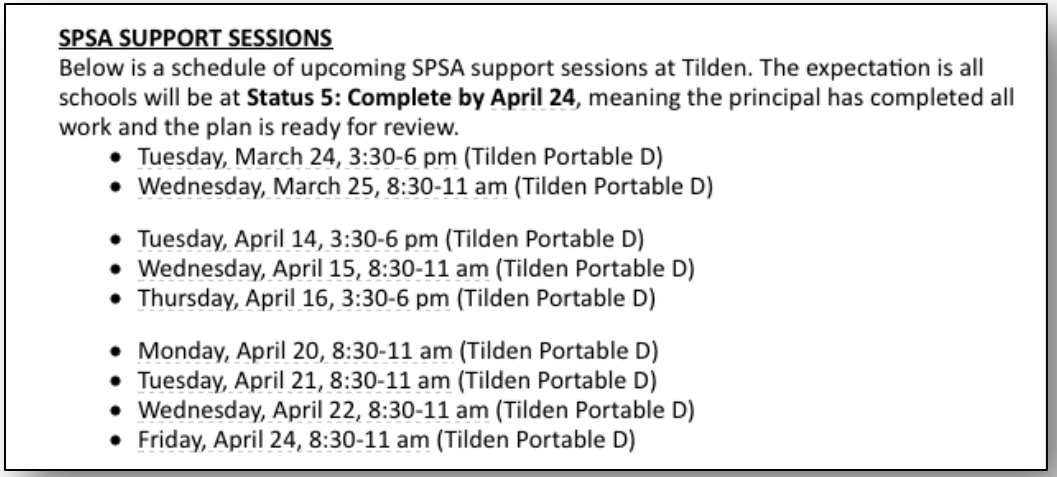
School Site Planning 3.0

Professional Development & Training



SPSA SUPPORT SESSIONS

Below is a schedule of upcoming SPSA support sessions at Tilden. The expectation is all schools will be at **Status 5: Complete by April 24**, meaning the principal has completed all work and the plan is ready for review.

- Tuesday, March 24, 3:30-6 pm (Tilden Portable D)
- Wednesday, March 25, 8:30-11 am (Tilden Portable D)

- Tuesday, April 14, 3:30-6 pm (Tilden Portable D)
- Wednesday, April 15, 8:30-11 am (Tilden Portable D)
- Thursday, April 16, 3:30-6 pm (Tilden Portable D)

- Monday, April 20, 8:30-11 am (Tilden Portable D)
- Tuesday, April 21, 8:30-11 am (Tilden Portable D)
- Wednesday, April 22, 8:30-11 am (Tilden Portable D)
- Friday, April 24, 8:30-11 am (Tilden Portable D)

"Training and support schedule";

- **Principal and Site Governance Teams invited to central trainings on new tool.**
- **Some schools identified by Supervisors as required to attend.**
- **Building a collaborative environment for team time and planning.**

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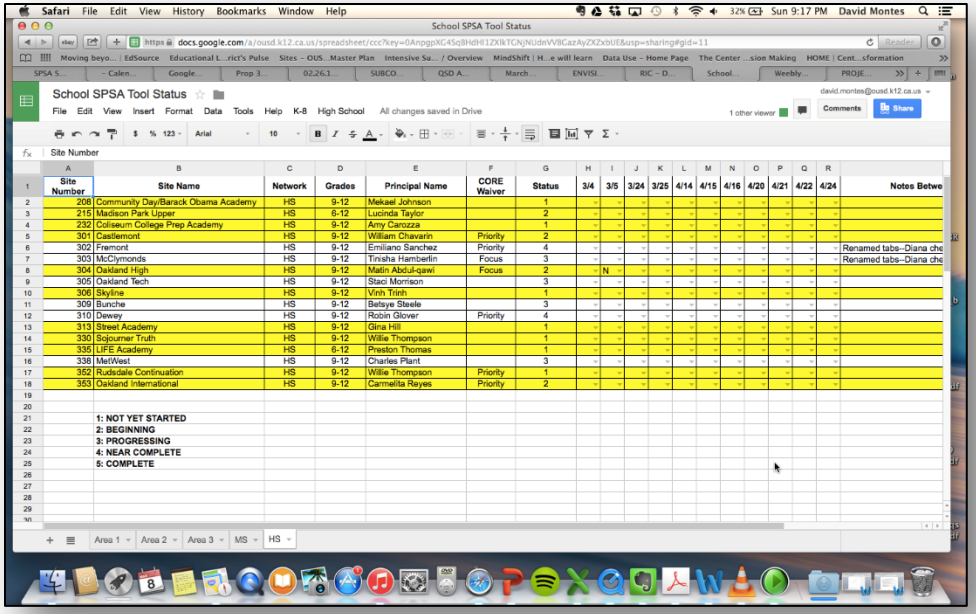
Monitoring Progress

Tracking Development and Progress of Planning



- **<u>Tracker</u> developed to monitor Site Planning Developments**
- **<u>Multiple</u> dates for leaders and SSC's to receive training & support**
- **<u>Tool</u> designed provide basis for Academic Return on Investment**
- **<u>NEED:</u>** Contracted resources for 15-16 to build out AROI reporting and inquiry functionality for leaders, site councils and central

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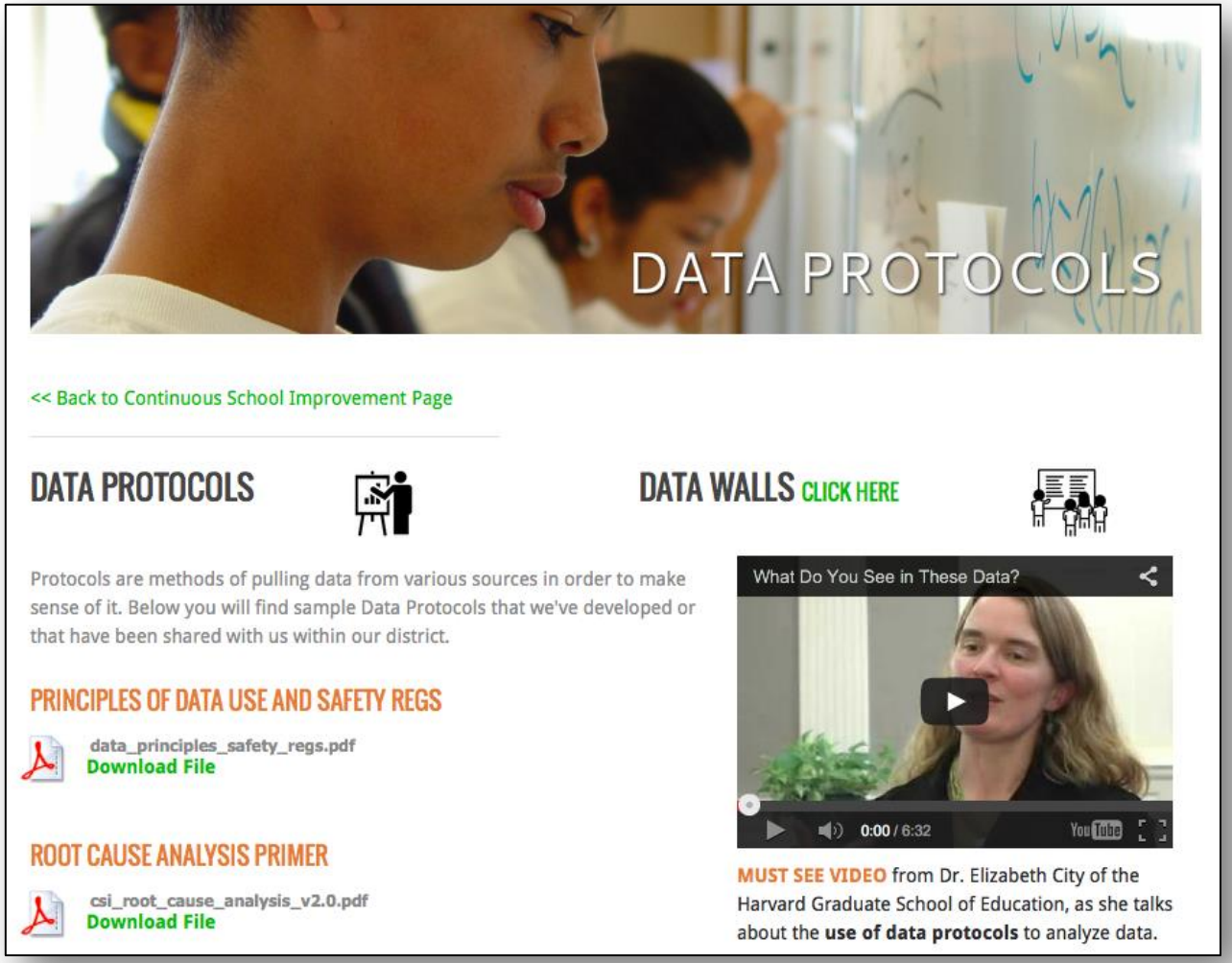
Building Continuous School Improvement Capacity

Systematic Processes, Resources & Tools

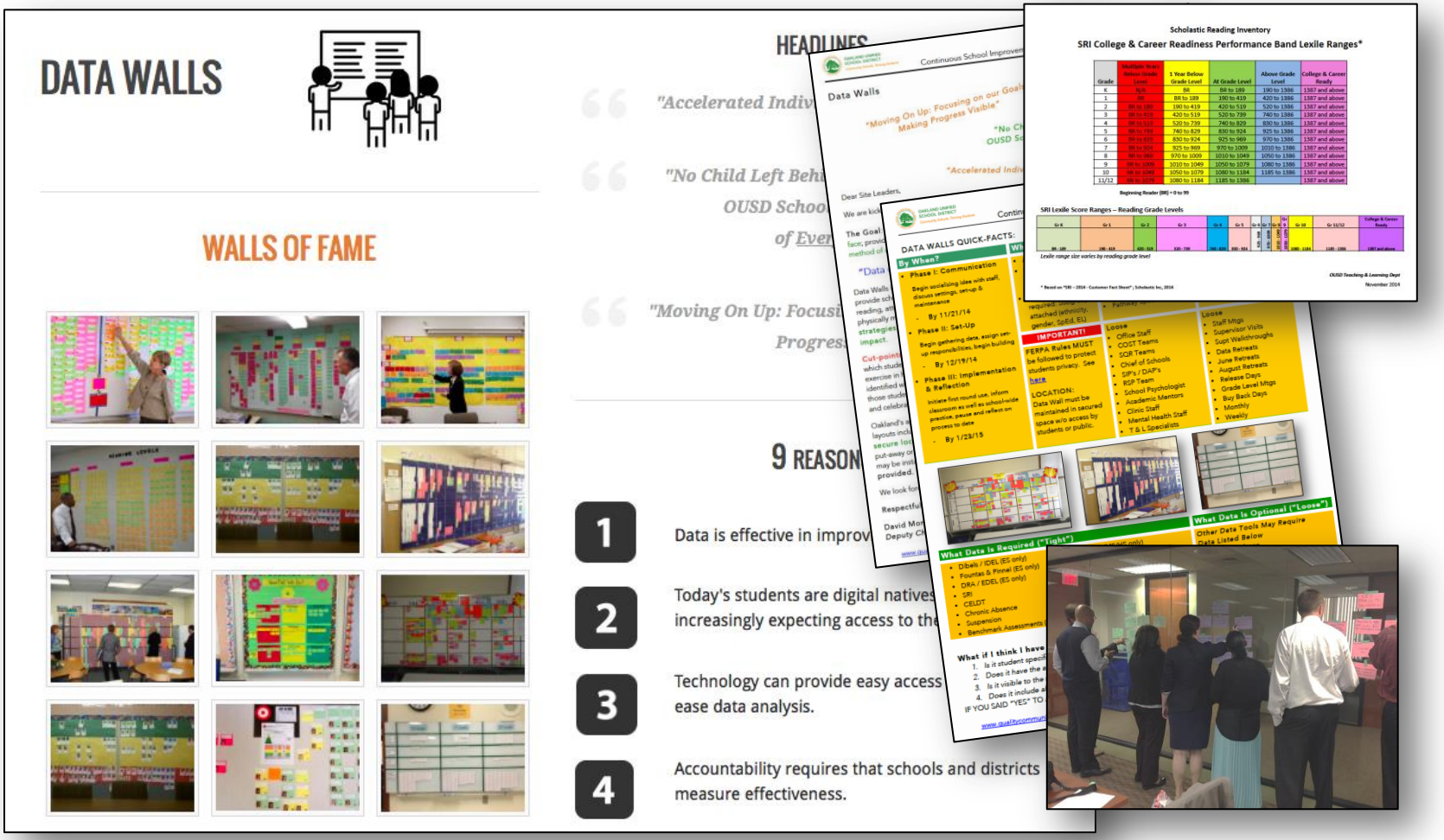
Building Continuous School Improvement Capacity

Data Use - Qualitative and Quantitative



Building Continuous School Improvement Capacity

Data Walls as Example of Making Learning Visible



Building Continuous School Improvement Capacity

Regular Monitoring Reports being provided and coached to Schools

Weekly Engagment Report -- Key Indicators

Data as of Friday, Oct 17 2014

Network	School Name	Enrollment YTD-wk 8/36	Chronic Absenteeism YTD-wk 8/36
A1.1 (Kyla Trammell-Johnson)	Chabot Elementary	573	3.9%
A1.1 (Kyla Trammell-Johnson)	Hoover Elementary	314	13.7%
A1.1 (Kyla Trammell-Johnson)	Joaquin Miller Elementary	429	6.8%
A1.1 (Kyla Trammell-Johnson)	Lafayette Elementary	239	15.5%
A1.1 (Kyla Trammell-Johnson)	Martin Luther King Jr Elementary	320	22.5%
A1.1 (Kyla Trammell-Johnson)	Montclair Elementary	582	5.0%
A1.1 (Kyla Trammell-Johnson)	Peralta Elementary	328	6.5%
A1.1 (Kyla Trammell-Johnson)	Piedmont Avenue Elementary	378	13.0%
A1.1 (Kyla Trammell-Johnson)	PLACE @ Prescott	229	20.3%
A1.2 (Sara Stone)	Bella Vista Elementary	482	11.0%
A1.2 (Sara Stone)	Carl Munck Elementary	286	11.3%
A1.2 (Sara Stone)	Cleveland Elementary	397	7.5%
A1.2 (Sara Stone)	Crocker Highlands Elementary	433	3.0%
A1.2 (Sara Stone)	Emerson Elementary	310	14.1%
A1.2 (Sara Stone)	Franklin Elementary	740	10.4%
A1.2 (Sara Stone)	Kaiser Elementary	279	9.0%
A1.2 (Sara Stone)	Lincoln Elementary	738	2.4%
A1.2 (Sara Stone)	Thornhill Elementary	395	6.1%

Continuous School Improvement

Weekly Engagement Reports

Dear Site Leaders,

We are introducing the Weekly Engagement Report.

The Goal: to provide weekly data that can support Schools and Networks to target their continuous improvement energy and focus, by consistently reflecting on and adjusting practices to improve outcomes for students. Bringing visibility to hot spots in order to target and differentiate support and bright spots in order to leverage and learn from them.

"Give light and people will find the way." - Ella Baker

This report will be provided to schools and networks weekly. School ILT's, Attendance teams, Data Teams, and/or other site-based bodies are expected to review the data for several minutes each week to monitor changes, signal need for more attention, and ID bright spots to learn from. The report includes **Level One** data (aggregated) in tab one and **Level Two** data (disaggregated) in tab two. Principals and School Partners will continue to receive RAD trainings to access **Level Two** data (disaggregated) to assist with deeper data dives. Future editions of the Weekly Engagement Report will also include local assessment results.

A new **Root Cause Analysis Primer** is now available on the CSI website to assist school teams with ALL their data analysis activities, especially using the **Inquiry and Planning Tool**. To further assist, School Partners have recently received training on strategies to address Chronic Absence, for example, and subsequent trainings will include positive school culture strategies. Regular meetings between supervisors and [illegible] will include discussion and support of the school's ongoing use of the Weekly Engagement Report.

[illegible] in weekly meetings to pinpoint hot spots and bright [illegible] (Allen Smith) and the Academic Leadership [illegible] inquiry cycles.

Mail

COMPOSE

Inbox (178)
Starred
Important
Sent Mail
Drafts (7)
archive.pst
Inbox
Sent Items
DAVID.MONTES.PST…
DAVID.MONTES.PST…
DAVID.MONTES.PST…
DAVID.MONTES.PST…
DAVID.MONTES.PST…
Follow up
Misc
Notes
Priority
More

Move to Inbox | More

LONGITUDINAL SUSPENSION

Only 1 additional school fell beyond the District Suspension goal the week of 12/12/14 **vs. 3 schools** that fell beyond the [illegible] the week of 12/5/14.

A total of **19 schools** out of 86 have fallen beyond the District Suspension goal as of week 14 of the school year.

LONGITUDINAL ENROLLMENT

Overall District-run school Enrollment since October CBEDS date 37,147 has **dropped** by **72 students.**

However, the peek was week of 11/2 with 37,204, therefore since the peek, enrollment has **dropped** by **129 students**.

LONGITUDINAL CHRONIC ABSENCE

13 schools **IMPROVED** their Chronic Absence rates the week of 12/12/14
These represent multiple schools in every network.

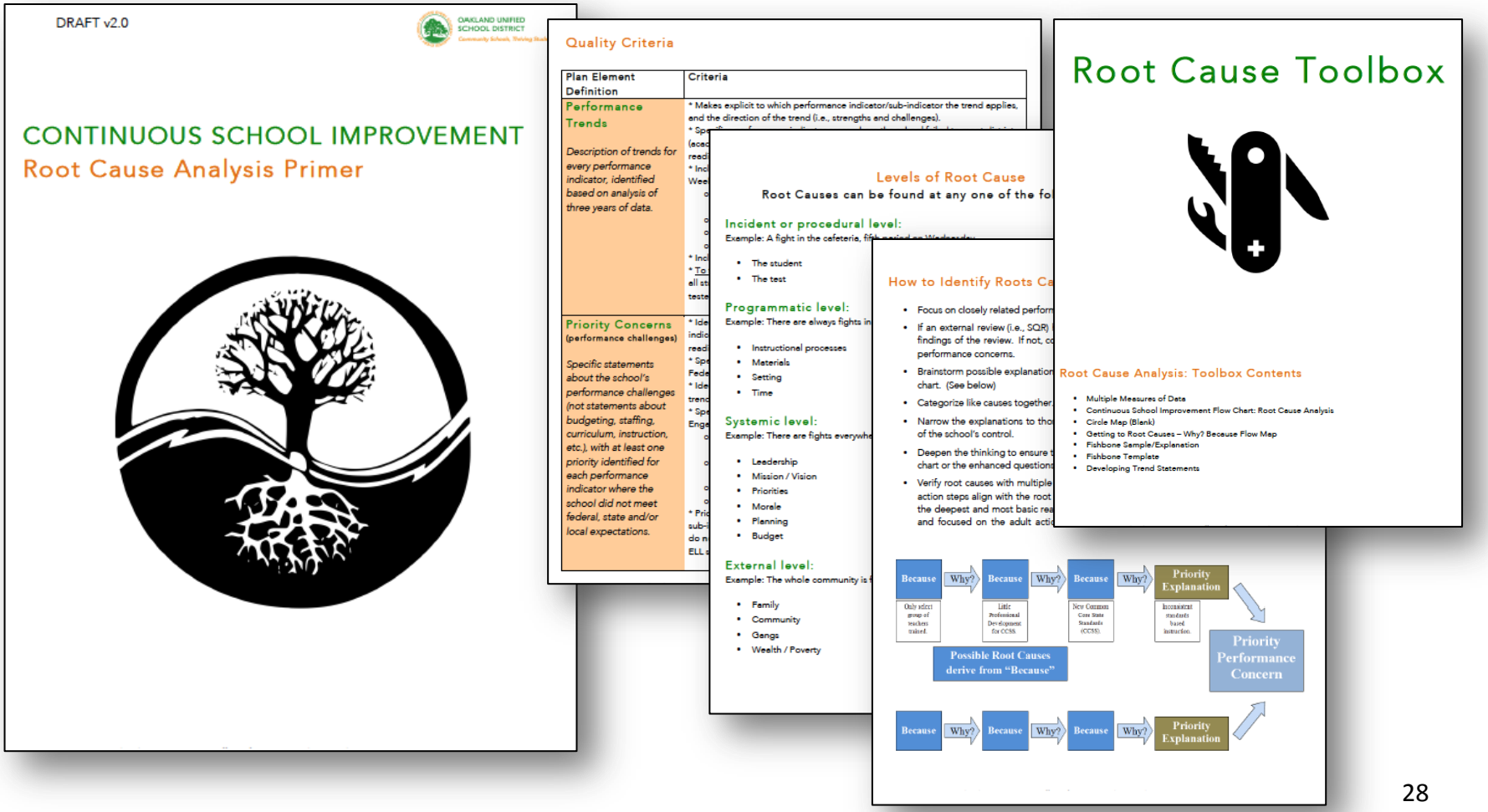
Congratulations! What can we learn from your efforts??

- Hoover Elementary	15.1%	14.0%
- Joaquin Miller Elementary	5.2%	4.5%
- Cleveland Elementary	5.5%	4.5%
- Community United Elementary School	16.1%	14.6%
- Global Family School	7.1%	4.9%
- Bridges Academy	11.0%	8.8%
- Sequoia Elementary	5.6%	4.7%
- Burckhalter Elementary	15.8%	13.8%
- Madison Park Lower Campus	10.3%	10.0%
- Edna M Brewer Middle School	5.1%	4.6%
- Frick Middle School	10.2%	7.6%
- Oakland High School	10.3%	9.5%
- Oakland International HS	17.2%	14.7%

Only 1 school **INCREASED** their Chronic Absence rate the week of 12/12/14

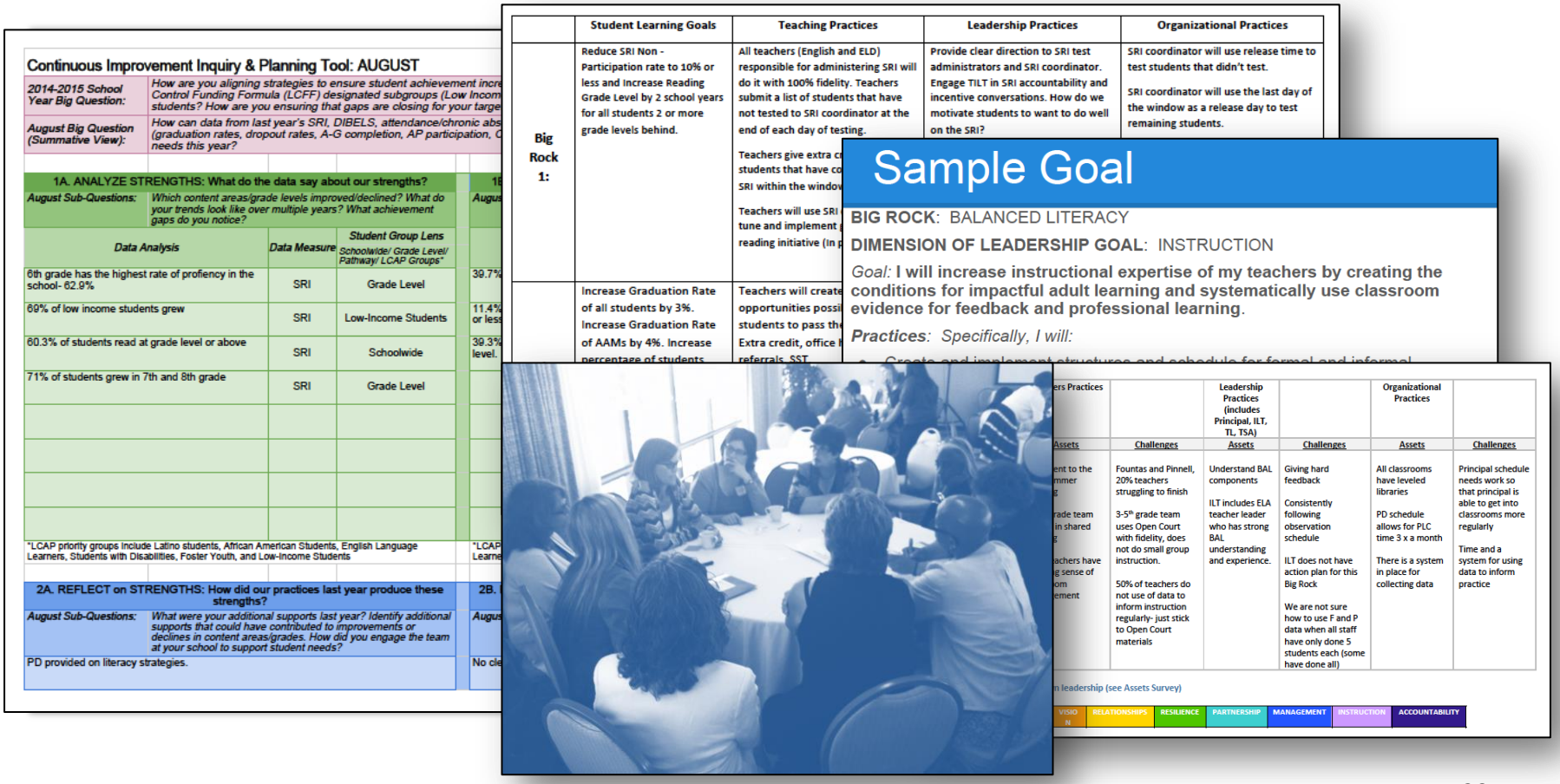
Building Continuous School Improvement Capacity

Training & Professional Development in Data Analysis beginning…



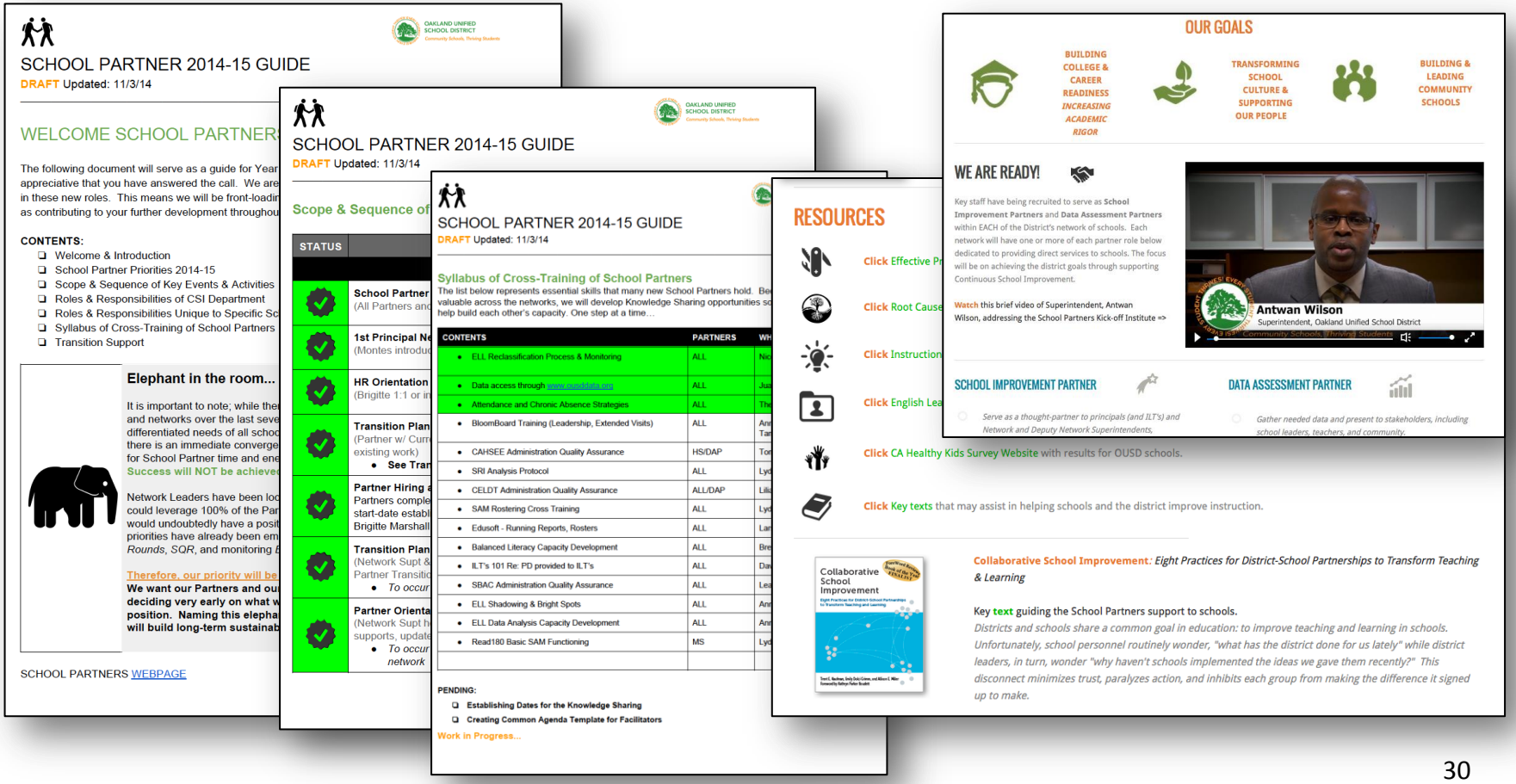
Building Continuous School Improvement Capacity

Training & Professional Development in Strategy Planning & Goal Setting beginning…



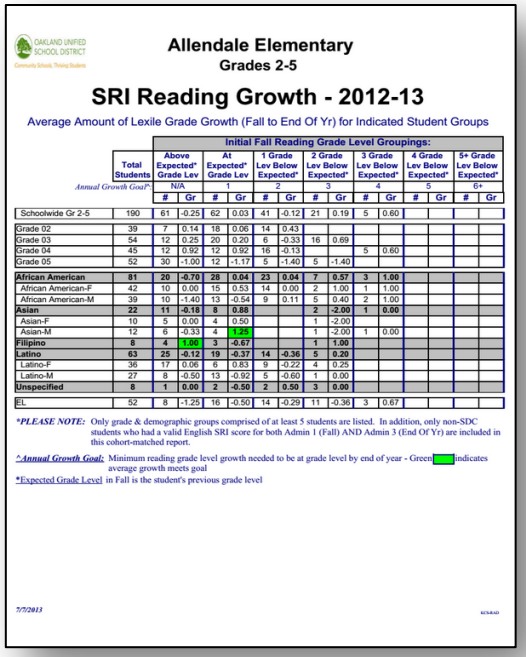
Building Continuous School Improvement Capacity

New School Improvement & Data Partners provide Targeted Supports to Schools



Building Continuous School Improvement Capacity

Web-based data reports ousddata.org in 2014-15 and new Leadership Data Portals in 2015-16



Allendale Elementary
Grades 2-5

SRI Reading Growth - 2012-13

Average Amount of Lexile Grade Growth (Fall to End Of Yr) for Indicated Student Groups

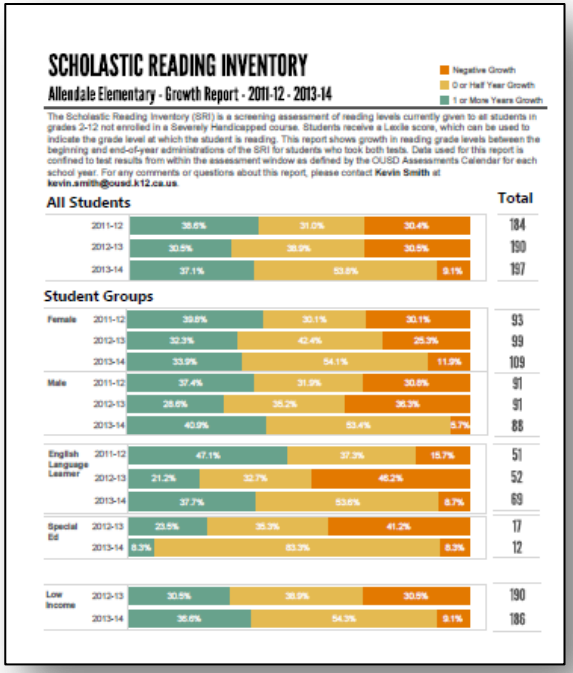
	Total Students	Initial Fall Reading Grade Level Groupings: Above Expected* Grade Lev N/A #	Gr	At Expected* Grade Lev 1 #	Gr	1 Grade Lev Below Expected* 2 #	Gr	2 Grade Lev Below Expected* 3 #	Gr	3 Grade Lev Below Expected* 4 #	Gr	4 Grade Lev Below Expected* 5 #	Gr	5+ Grade Lev Below Expected* 6+ #	Gr
Annual Growth Goal^:															
Schoolwide Gr 2-5	190	61	-0.25	62	0.03	41	-0.12	21	0.19	5	0.60				
Grade 02	39	7	0.14	18	0.06	14	0.43								
Grade 03	54	12	0.25	20	0.20	6	-0.33	16	0.69						
Grade 04	45	12	0.92	12	0.92	16	-0.13			5	0.60				
Grade 05	52	30	-1.00	12	-1.17	5	-1.40	5	-1.40						
African American	81	20	-0.70	28	0.04	23	0.04	7	0.57	3	1.00				
African American-F	42	10	0.00	15	0.53	14	0.00	2	1.00	1	1.00				
African American-M	39	10	-1.40	13	-0.54	9	0.11	5	0.40	2	1.00				
Asian	22	11	-0.18	8	0.88			2	-2.00	1	0.00				
Asian-F	10	5	0.00	4	0.50			1	-2.00						
Asian-M	12	6	-0.33	4	1.25			1	-2.00	1	0.00				
Filipino	8	4	1.60	3	-0.67			1	1.00						
Latino	63	25	-0.12	19	-0.37	14	-0.36	5	0.20						
Latino-F	36	17	0.06	6	0.83	9	-0.22	4	0.25						
Latino-M	27	8	-0.50	13	-0.92	5	-0.60	1	0.00						
Unspecified	8	1	0.00	2	-0.50	2	0.50	3	0.00						
EL	52	8	-1.25	16	-0.50	14	-0.29	11	-0.36	3	0.67				

*PLEASE NOTE: Only grade & demographic groups comprised of at least 5 students are listed. In addition, only non-SDC students who had a valid English SRI score for both Admin 1 (Fall) AND Admin 3 (End Of Yr) are included in this cohort-matched report.

^Annual Growth Goal: Minimum reading grade level growth needed to be at grade level by end of year - Green indicates average growth meets goal

*Expected Grade Level in Fall is the student's previous grade level

7/7/2013



SCHOLASTIC READING INVENTORY

Allendale Elementary - Growth Report - 2011-12 - 2013-14

Negative Growth
0 or Half Year Growth
1 or More Years Growth

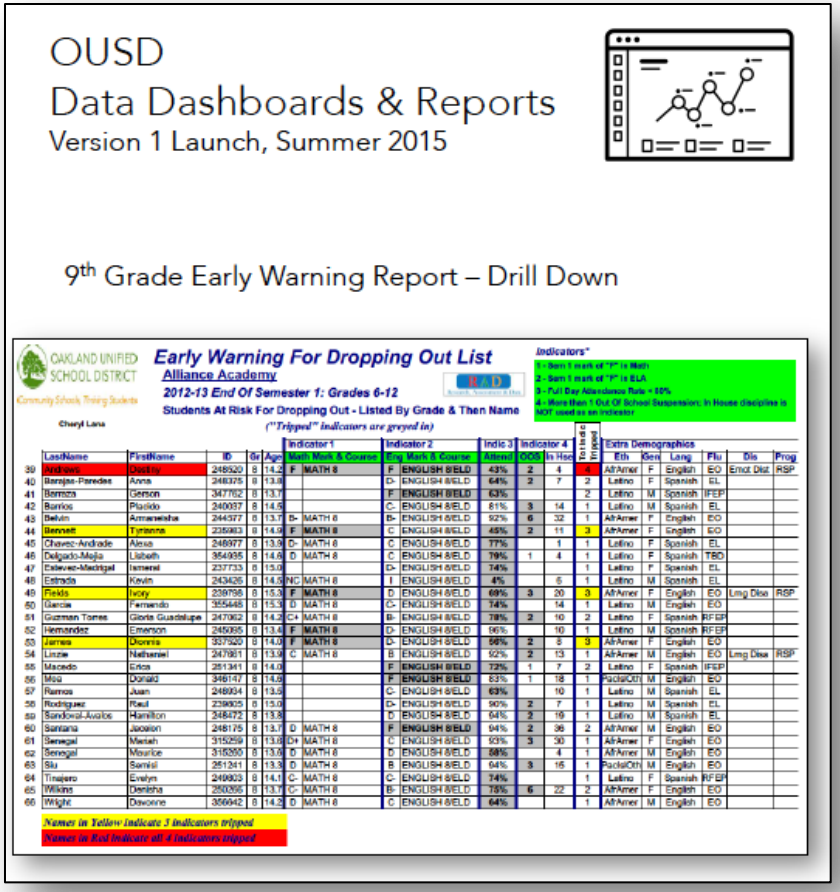
The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels currently given to all students in grades 2-12 not enrolled in a Severely Handicapped course. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. This report shows growth in reading grade levels between the beginning and end-of-year administrations of the SRI for students who took both tests. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year. For any comments or questions about this report, please contact **Kevin Smith** at **kevin.smith@ousd.k12.ca.us**.

					Total
All Students					
	2011-12	38.6%	31.0%	30.4%	184
	2012-13	30.5%	38.9%	30.5%	190
	2013-14	37.1%	53.8%	9.1%	197
Student Groups					
Female	2011-12	39.8%	30.1%	30.1%	93
	2012-13	32.3%	42.4%	25.3%	99
	2013-14	33.9%	54.1%	11.9%	109
Male	2011-12	37.4%	31.9%	30.8%	91
	2012-13	28.6%	35.2%	36.3%	91
	2013-14	40.9%	53.4%	5.7%	88
English Language Learner	2011-12	47.1%	37.3%	15.7%	51
	2012-13	21.2%	32.7%	46.2%	52
	2013-14	37.7%	53.6%	8.7%	69
Special Ed	2012-13	23.5%	35.3%	41.2%	17
	2013-14	8.3%	83.3%	8.3%	12
Low Income	2012-13	30.5%	38.9%	30.5%	190
	2013-14	36.6%	54.3%	9.1%	186

- Past
- Present
- **Future**

Building Continuous School Improvement Capacity

Using Early Warning System Reports to Accelerate and Intervene

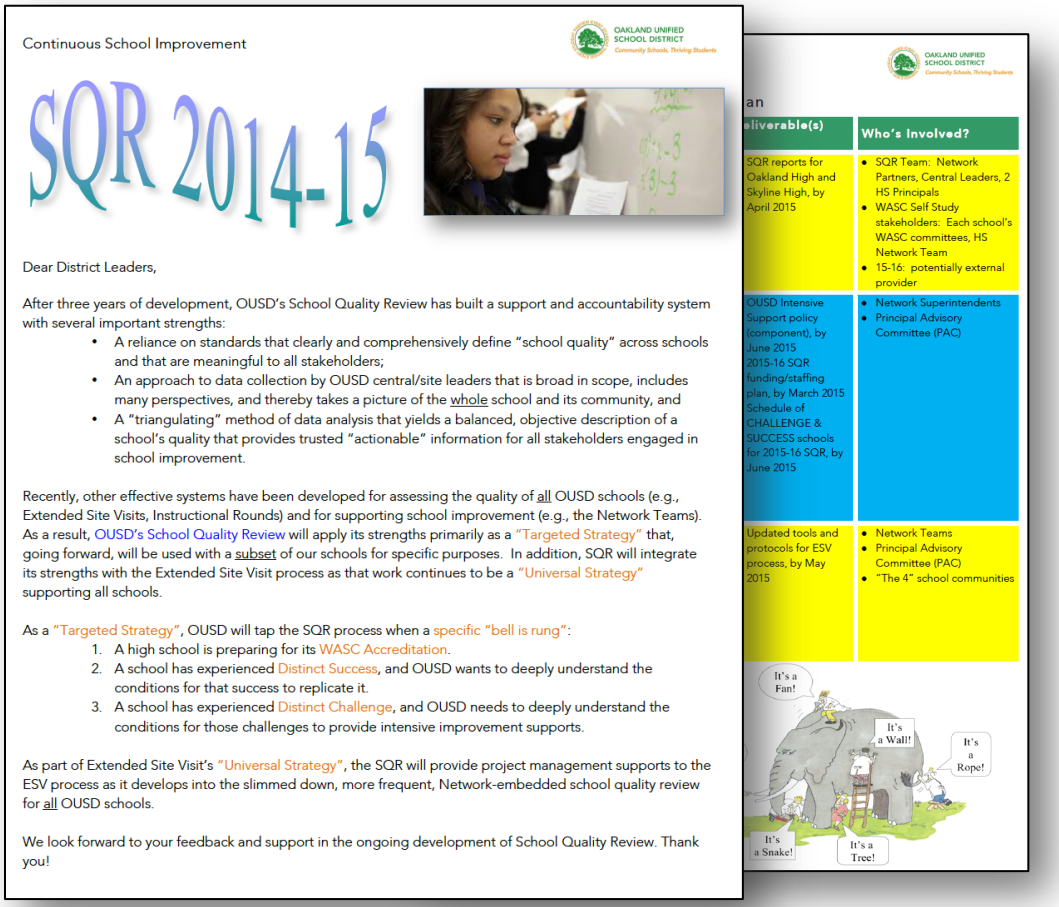


Available in both

- **OUSD1**
- **ousddata.org**

Building Continuous School Improvement Capacity

School Quality Review



Continuous School Improvement

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

SQR 2014-15

Dear District Leaders,

After three years of development, OUSD's School Quality Review has built a support and accountability system with several important strengths:

- A reliance on standards that clearly and comprehensively define "school quality" across schools and that are meaningful to all stakeholders;
- An approach to data collection by OUSD central/site leaders that is broad in scope, includes many perspectives, and thereby takes a picture of the whole school and its community, and
- A "triangulating" method of data analysis that yields a balanced, objective description of a school's quality that provides trusted "actionable" information for all stakeholders engaged in school improvement.

Recently, other effective systems have been developed for assessing the quality of all OUSD schools (e.g., Extended Site Visits, Instructional Rounds) and for supporting school improvement (e.g., the Network Teams). As a result, OUSD's School Quality Review will apply its strengths primarily as a "Targeted Strategy" that, going forward, will be used with a subset of our schools for specific purposes. In addition, SQR will integrate its strengths with the Extended Site Visit process as that work continues to be a "Universal Strategy" supporting all schools.

As a "Targeted Strategy", OUSD will tap the SQR process when a specific "bell is rung":

1. A high school is preparing for its WASC Accreditation.
2. A school has experienced Distinct Success, and OUSD wants to deeply understand the conditions for that success to replicate it.
3. A school has experienced Distinct Challenge, and OUSD needs to deeply understand the conditions for those challenges to provide intensive improvement supports.

As part of Extended Site Visit's "Universal Strategy", the SQR will provide project management supports to the ESV process as it develops into the slimmed down, more frequent, Network-embedded school quality review for all OUSD schools.

We look forward to your feedback and support in the ongoing development of School Quality Review. Thank you!

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

an

eliverable(s)	Who's Involved?
SQR reports for Oakland High and Skyline High, by April 2015	• SQR Team: Network Partners, Central Leaders, 2 HS Principals • WASC Self Study stakeholders: Each school's WASC committees, HS Network Team • 15-16: potentially external provider
OUSD Intensive Support policy (component), by June 2015 2015-16 SQR funding/staffing plan, by March 2015 Schedule of CHALLENGE & SUCCESS schools for 2015-16 SQR, by June 2015	• Network Superintendents • Principal Advisory Committee (PAC)
Updated tools and protocols for ESV process, by May 2015	• Network Teams • Principal Advisory Committee (PAC) • "The 4" school communities

Universal Approach:

- Extended Site Visits are the new short-form SQR

Targeted:

- High School WASC Process
  - **This year 2014-15:**
    - Skyline
    - Oakland High
- Intensive Support Schools (ongoing)

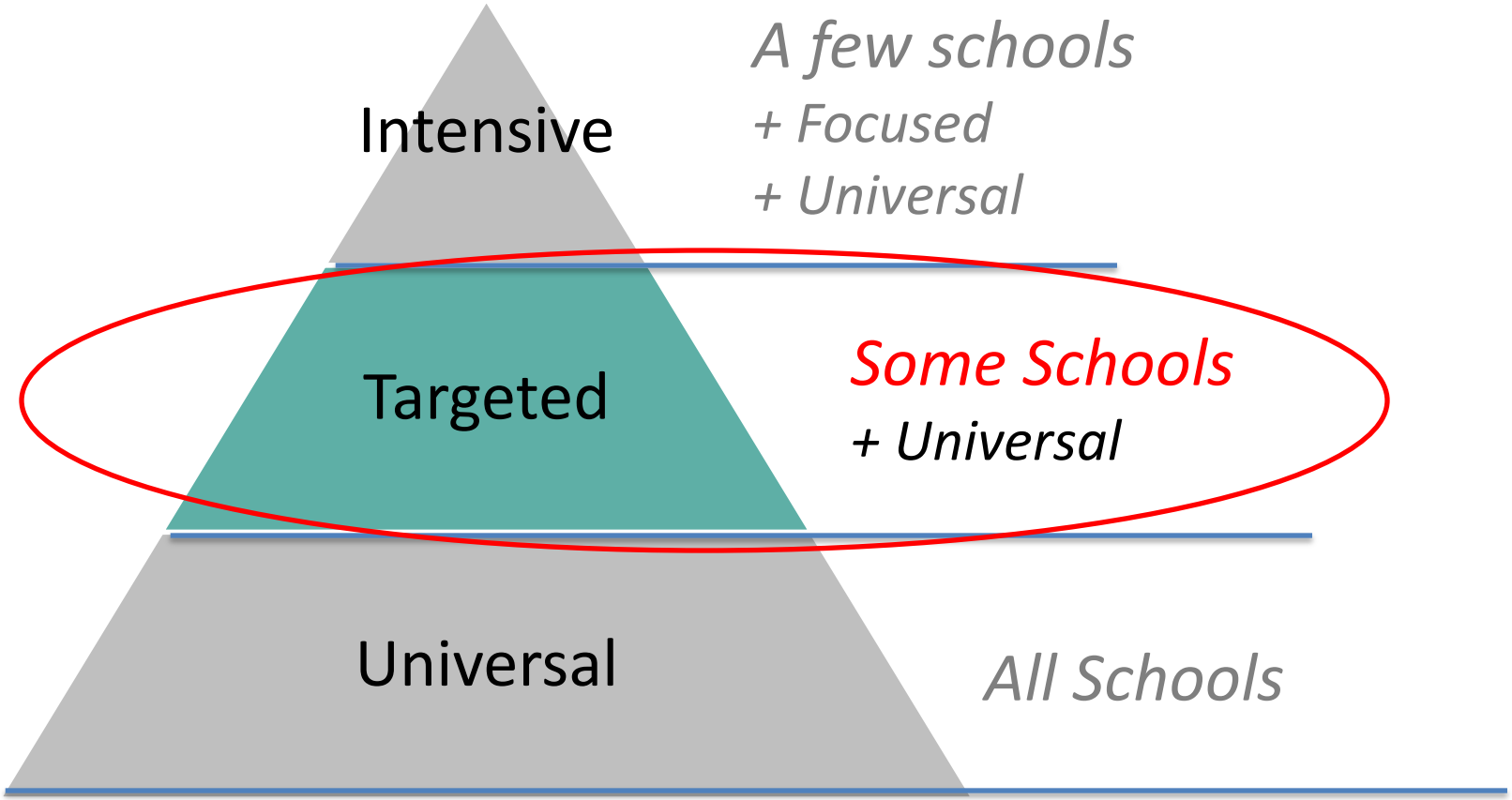
Building Continuous School Improvement Capacity

Aligning Professional Learning

- **Summer Professional Learning**
- **Principal Institutes**
- **Teacher Summer Developments**

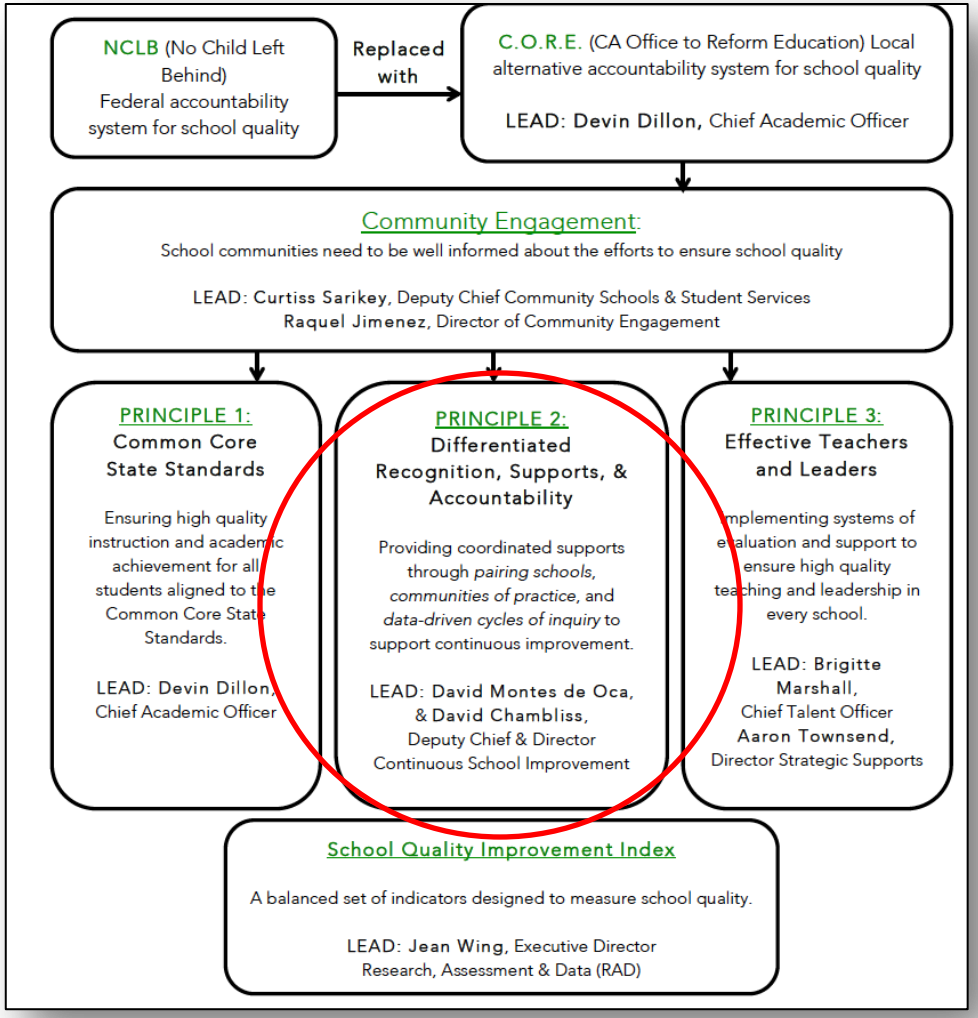
Catalog/Category	Save theDate Catalog matching	Entered Calendar	In Save the Date Catalog	Lisa's questions/Notes	Begin Date	End Date	Level
Mathematics Elementary		Y	YES	I think this needs to move because cohort week because of the flip flop, 8-5 8/9 is now Teacher Leader, now needs to be 8/12 - 8/16	8/12/2013	8/16/2013	Elementary
Mathematics/Elementary		Y 6/17-21 tbd Y 6/24-28 tbd	YES		6/17/2013	6/28/2013	Elementary
Mathematics/Elementary		Y Y	YES		6/24/2013	6/28/2013	Elementary
Mathematics/Elementary		Y	YES	part of flip-flop was 8/5 - 8/9	8/12/2013	8/16/2013	Elementary
COHORT INSTITUTE	Yes		YES		8/12/2013	8/16/2013	Elementary

Continuous School Improvement is a Tiered Approach.



Providing Increased Support to Identified Schools

Federal Priority and Focus Schools



Structured Team designed to oversee development and implementation of Federal Waiver Components.

This includes **Principle 2: *Differentiated Recognition, Supports and Interventions*** for identified Schools

Providing Increased Support to Identified Schools

Federal Priority and Focus Schools

PRIORITY SCHOOLS

WHATS A PRIORITY SCHOOL? >>

1. Alliance Academy (SIG)
   (Pairing: LAUSD / Wilmington MS)
2. Castlemont High School
   (Pairing: OUSD / Oakland Technical High)
3. Elmhurst Community Prep (Former SIG)
   (Pairing: SFUSD / Everett MS)
4. Fremont High School
   (Pairing: LBUSD / Renaissance HS)
5. Oakland International High School
   (Pairing: SFUSD / SF International)
6. Reach Academy
   (Pairing: SFUSD / Rosa Parks)
7. Roots International Academy (SIG)
   (Pairing: FUSD / Kings Canyon MS)
8. United for Success Acad (Former SIG)
   (Pairing: SUSD / Washington MS)
9. West Oakland Middle School
   (Pairing: LBUSD / Hoover MS)

FOCUS SCHOOLS

WHATS A FOCUS SCHOOL? >>

1. Bret Harte Middle School
2. East Oakland Pride
3. Frick Middle School
4. Fruitvale Elementary
5. Lafayette Elementary
6. McClymonds High School
7. Oakland High School

Click **HERE** to download **2014-15 List** of ESEA Waiver Schools

OTHER SUPPORT SCHOOLS

WHATS AN AMO SCHOOL? >>

1. Allendale Elementary
2. Bridges Academy
3. Futures Elementary
4. Garfield Elementary
5. Hoover Elementary
6. LIFE Academy
7. Madison Park TK-5
8. Madison Park 6-12
9. Manzanita Community School
10. New Highland Elementary
11. PLACE @ Prescott
12. RISE Academy
13. Skyline High School
14. Westlake Middle School

Schools Identified for Support based on Index Proxy using SIG (School Improvement Grant) status or 2012, 2013 State Test performance.

Beginning 2015-16, schools will be identified using School Quality Improvement Index.

Providing Increased Support to Identified Schools

Federal Priority and Focus Schools

Priority Schools are facilitated through a Year-Long Pairing with "like" schools in other CORE Districts. Pairings include site visits and consultations on specific focus areas of improvement

Focus Schools participate in a Community of Practice (CoP) within small groups of schools locally sharing a common area of improvement. The CoP's participates in a Cycle of Inquiry process.

Providing Increased Support to Identified Schools

Other Targeted Support Schools

Alternative Education Schools

Beginning Process:

- Exploring creating environments based on Quality School Pillars.
- Exploring viable options for students to develop a sense of identity with the school and see it as a pathway to success in the future.

West Oakland STEM

- Elementary Schools & Middle School have begun convening to conduct Self-Evaluation based on Quality School Pillars.
- Planning School Visits
- Collaborative Planning among W.O. STEM schools.

Processes in early stages - to Lead to Larger Plan

Grassroots School Program Planning

Implementing Proven Models

Primary Years Programme

Middle Years Programme

Diploma Programme

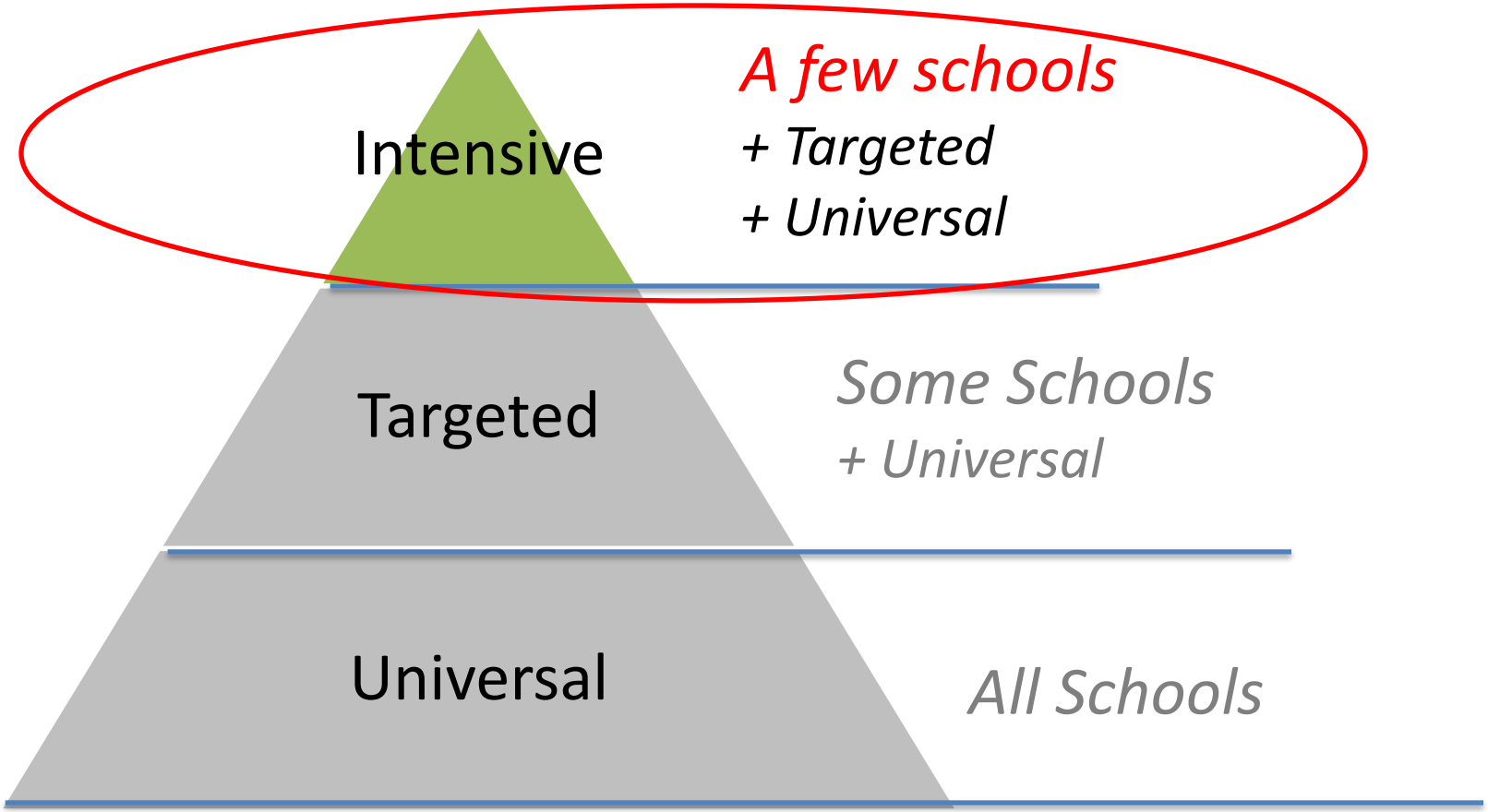
Career-related Programme

<u>International Baccalaureate</u>

Several schools have begun exploring an International Baccalaureate program model with the promise of providing a high demand rigorous program that may produce feeder across elementary, middle and high school.

<u>Processes in early stages - to Lead to Larger Plan</u>

Continuous School Improvement is a Tiered Approach.



Quality School Development

Call for Quality Schools

Nov 2013: Tier III Introduced as Needed

Apr 2014: Tier III Draft Overview, Intensive Support School Selection

Apr 2014: Antwan Wilson Hiring Announcement

Further Tier III Planning Suspended - Pending New Superintendent

LCAP Draft Tier III Considerations - Pending New Superintendent

Oct 2014: Call for Quality Schools Included in Update

Planning for Call Launch w/ Selected Intensive Support Schools

Dec 2014: Notification to Intensive Support Schools

Jan 2015: Engagement of Intensive Support Schools Begins

Jan 2015: Engagement of Intensive Support Schools Begins

Process Improvements

More personalized stakeholder engagement needed

- Youth, Parent, Staff Specific Engagements Begin

Communities seek more time

- Two Timelines Introduced

Board seeks more process specificity

- Administrative Regulations generated
- Sub-Committee formed to review Admin Regs

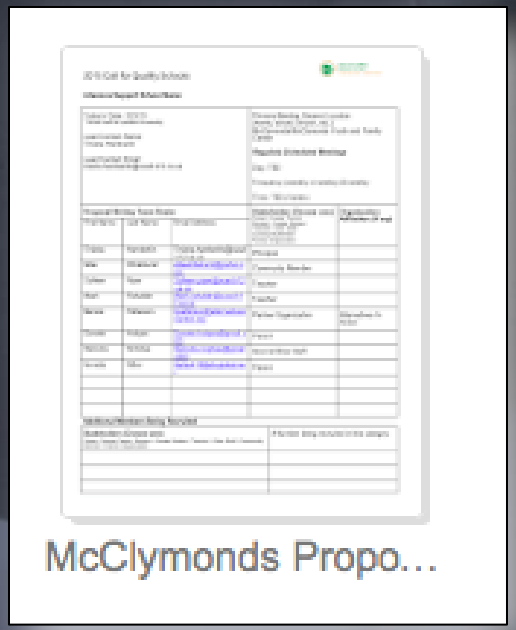
Communities seek additional voice

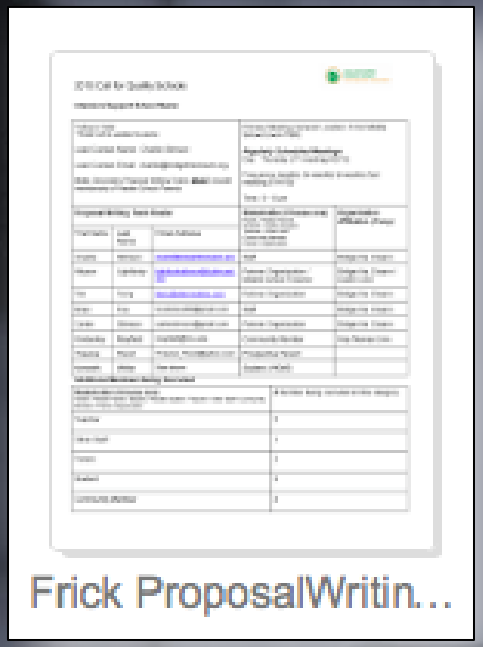
- Site-Based Committees established across all schools
- Site-specific Criteria established thru engagements

Proposal Writing Teams seek greater support

- Funding for Professional Proposal Writers , School Visits, Extended Contracts, & Meeting Resources

Proposal Team Formation


McClymonds Propo…

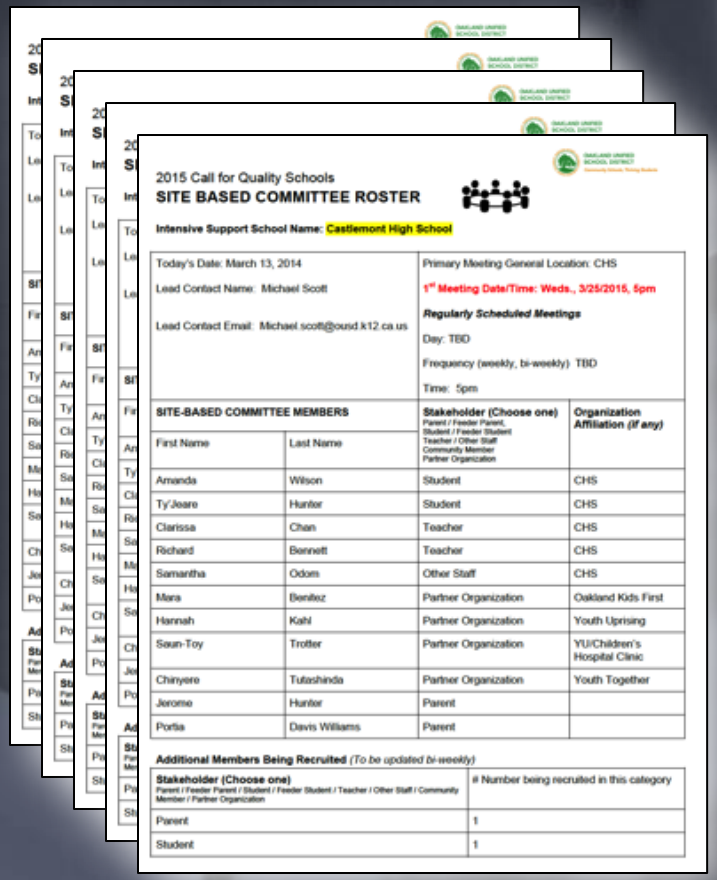

Frick ProposalWritin…

4 ISS Schools have formed a Proposal Writing Team for Timeline I

Meetings have begun.

Teams include parents, students, educators, CBO partners

Site-Based Committee Formation



2015 Call for Quality Schools
SITE BASED COMMITTEE ROSTER

Intensive Support School Name: Castlemont High School

Today's Date: March 13, 2014	Primary Meeting General Location: CHS
Lead Contact Name: Michael Scott	1st Meeting Date/Time: Weds., 3/25/2015, 5pm
Lead Contact Email: Michael.scott@ousd.k12.ca.us	***Regularly Scheduled Meetings***
	Day: TBD
	Frequency (weekly, bi-weekly): TBD
	Time: 5pm

SITE-BASED COMMITTEE MEMBERS		Stakeholder (Choose one) Parent / Feeder Parent, Student / Feeder Student Teacher / Other Staff Community Member Partner Organization	Organization Affiliation (if any)
First Name	Last Name		
Amanda	Wilson	Student	CHS
Ty'Jeare	Hunter	Student	CHS
Clarissa	Chan	Teacher	CHS
Richard	Bennett	Teacher	CHS
Samantha	Odom	Other Staff	CHS
Mara	Benitez	Partner Organization	Oakland Kids First
Hannah	Kahl	Partner Organization	Youth Uprising
Seun-Toy	Trotter	Partner Organization	YU/Children's Hospital Clinic
Chinyere	Tutashinda	Partner Organization	Youth Together
Jerome	Hunter	Parent	
Portia	Davis Williams	Parent	

Additional Members Being Recruited *(To be updated bi-weekly)*

Stakeholder (Choose one) Parent / Feeder Parent / Student / Feeder Student / Teacher / Other Staff / Community Member / Partner Organization	# Number being recruited in this category
Parent	1
Student	1

All 5 ISS Schools have formed a Site-Based Committee.
Meetings have begun.
A syllabus has been developed.

Charge: Lift up the needs of students and community. Evaluate proposal(s) submitted.

Site-Based Committees Syllabus

March Meeting #1: Orientation, Feedback on Site-Specific Criteria
March Meeting #2: Review Proposal Guidelines/ Study Rubric to Evaluate
April Meeting #3: Study Quality School Pillars
April Meeting #4: Engage Proposal Writing Team & Feeder Families
April Meeting #5: Engage Proposal Writing Team & Feeder Families
May Meeting #6: Initial Proposal Review
May 26, 2015 #7 - 3 hours:
Proposal Evaluation Session w/ ARB Members
May 28, 2015 - Day-Long: ARB Evaluation w/ SBC Reps (1-2 reps)
SBC / ARB Recommendation to Supt by June 2, 2015
Post June 10 Meeting #8: BOE Reflection and Next Steps

v4.0 1

Academic Review Board

Evaluate Proposals

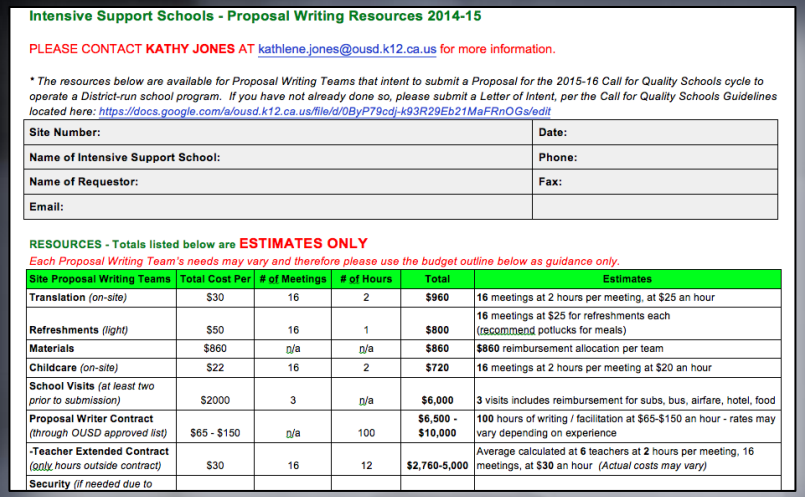
- Represent content expertise
- Representatives to engaged Site-Based Committee Review process
- Site-Based Committee Members to engage Academic Review Board process

Reviewing Plan Components

- Provide content thru Program Implementation Planning year
- Provide review and feedback to School Design deliverables during planning year

Proposal Writing Resources

- ❑ Proposal Writer / Facilitator
- ❑ Extended Contract for Teachers
- ❑ School Visits Expenses
- ❑ Translation at meetings
- ❑ Childcare at meetings
- ❑ Security Services at meetings
- ❑ Materials reimbursements
- ❑ Light Refreshments



Intensive Support Schools - Proposal Writing Resources 2014-15

PLEASE CONTACT **KATHY JONES** AT kathlene.jones@ousd.k12.ca.us for more information.

** The resources below are available for Proposal Writing Teams that intent to submit a Proposal for the 2015-16 Call for Quality Schools cycle to operate a District-run school program. If you have not already done so, please submit a Letter of Intent, per the Call for Quality Schools Guidelines located here: https://docs.google.com/a/ousd.k12.ca.us/file/d/0ByP79cdj-k93R29Eb21MaFRnOGs/edit*

Site Number:	**Date:**
Name of Intensive Support School:	**Phone:**
Name of Requestor:	**Fax:**
Email:	

RESOURCES - Totals listed below are ESTIMATES ONLY

Each Proposal Writing Team's needs may vary and therefore please use the budget outline below as guidance only.

Site Proposal Writing Teams	Total Cost Per	# of Meetings	# of Hours	Total	Estimates
Translation *(on-site)*	$30	16	2	**$960**	**16** meetings at 2 hours per meeting, at $25 an hour
Refreshments *(light)*	$50	16	1	**$800**	**16** meetings at $25 for refreshments each (recommend potlucks for meals)
Materials	$860	n/a	n/a	**$860**	**$860** reimbursement allocation per team
Childcare *(on-site)*	$22	16	2	**$720**	**16** meetings at 2 hours per meeting at $20 an hour
School Visits *(at least two prior to submission)*	$2000	3	n/a	**$6,000**	**3** visits includes reimbursement for subs, bus, airfare, hotel, food
Proposal Writer Contract *(through OUSD approved list)*	$65 - $150	n/a	100	**$6,500 - $10,000**	**100** hours of writing / facilitation at $65-$150 an hour - rates may vary depending on experience
-Teacher Extended Contract *(only hours outside contract)*	$30	16	12	**$2,760-5,000**	Average calculated at **6** teachers at **2** hours per meeting, 16 meetings, at **$30** an hour *(Actual costs may vary)*
Security *(if needed due to*					

All 4 Timeline I schools have contracted Professional Proposal Writing Support

School Visits

3 different schools on the Peninsula

5 schools in LA and Long Beach,

8 schools in Denver

5+ schools here in Oakland

Visits have included:

- parents
- students
- teachers
- school leaders
- CBO members

We have also been strategic about including both **Site Based Committee** members and **Proposal Team Members**.

EXAMPLE:

Fremont over 20 stakeholders have participated in school visits in the last two months.

Engagements

Intensive Support Schools Initiative Meetings

Schedule for Site-Based Committees, Proposal Writing Teams, school visits and workshops.

Site-Based Committee Meetings

Brookfield

- 3/19/15, 4:30 pm, Brookfield

Castlemont

- 3/31/15, 4 pm, Castlemont
- 4/7/15, 4 pm, Castlemont
- 4/14/15, 4 pm, Castlemont
- 4/21/15, 4 pm, Castlemont
- 4/28/15, 4 pm, Castlemont

Fremont

- 3/19/15. 5:30 pm, Fremont
- 4/2/15. 5:30 pm, Fremont
- 4/16/15. 5:30 pm, Fremont
- 4/30/15. 5:30 pm, Fremont
- 5/14/15. 5:30 pm, Fremont

Frick

- 3/18/15, 6 pm, Frick (open to the public)
- 4/1/5/15, 6 pm, Frick
- 4/15/15, 6 pm, Frick (open to the public)
- 4/22/15, 6 pm, Frick
- 4/29/15, 6 pm, Frick
- 5/6/15, 6 pm, Frick
- 5/13/15, 6 pm, Frick

McClymonds

- 3/18/15, 4:30 pm, McClymonds
- 4/14/15, 6 pm, McClymonds
- 4/28/15, 6 pm, McClymonds
- 5/12/15, 6 pm, McClymonds

Proposal Writing Team Meetings

Frick Team

- 3/19/15, 6 pm
- 4/2/15, 6 pm
- 4/16/15, 6 pm
- 4/30/15, 6 pm

School Visits

- Castlemont, Fremont, McClymonds teams:

  Renaissance High School, Long Beach, LA High School of the Arts, L
  The Incubator School, Los Angeles, Da Vinci High School, Los Angele
  When: 2/17/15-2/20/15
  Contact: brandi.patterson@ousd.k12.ca.us

  Summit High School and Burnett Middle School, Redwood City
  When: 3/18/15

  DSST, Vista, High Tech, Emily Griffith Technical College
  When: 3/23/15-3/24/15
  Contact: lucia.moritz@ousd.k12.ca.us

- Frick:

  Los Angeles area schools
  When: 3/5/15-3/6/15

  Denver Public Schools
  When: 3/23/15-3/24/15

  Harvard
  When: 4/26/15-4/28/15

Workshops

- 4/1/15, proposal writing teams, Tilden Auditorium
- 4/14/15, proposal writing teams, Tilden Auditorium
- Week of 4/20, proposal writing teams, Tilden Auditorium
- 4/18/15 OR 5/2/15, proposal writing teams, Holy Names
- 4/1/15, proposal writing teams, Tilden Auditorium
- Primary contact: kathlene.jones@ousd.k12.ca.us

Community Meetings

Castlemont

- 1/6/15, 6 pm, Castlemont,
- 2/5, 6 pm, Castlemont
- 2/23/15, 6 pm, Castlemont

Frick

- 1/7/15, 6 pm, Frick
- 1/21/15, 6 pm, Frick
- 2/4/15, 6 pm, Frick
- 2/25/15, 6 pm, Frick
- 3/11/15, 6 pm, Frick

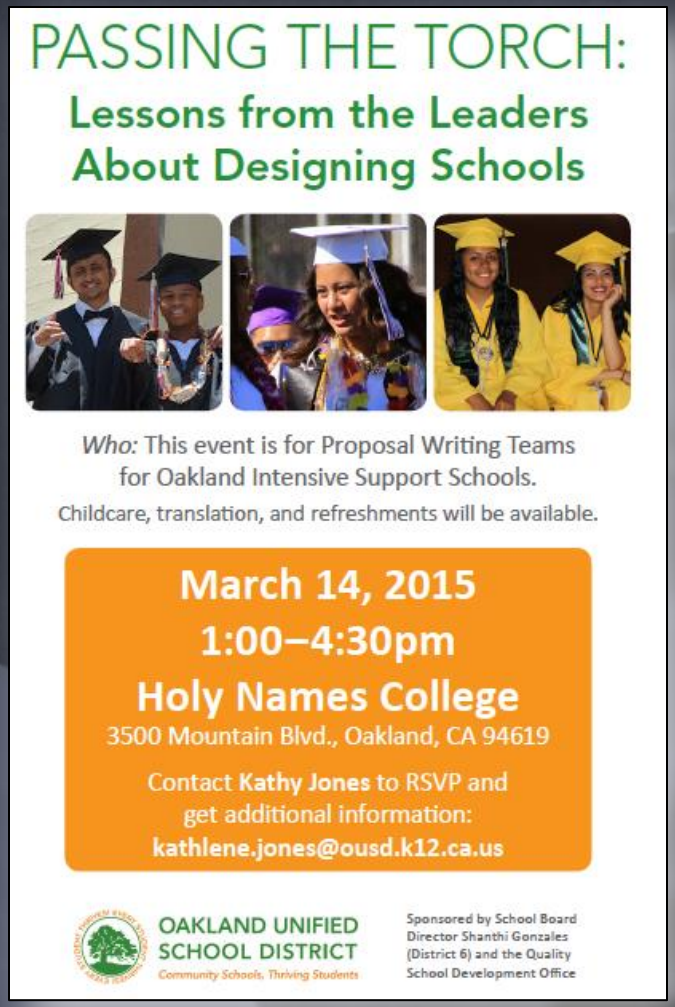
McClymonds

- 1/3/15, 5 pm, McClymonds
- 2/3/15, 5 pm, McClymonds
- 2/24/15, 5 pm, McClymonds

Brookfield Mediation Schedule

- 3/25/15, staff
- 4/1/15, staff
- 4/2/15, parents
- 4/14/15, parents
- 4/22/15, staff
- 4/28/15, parents
- 5/5/15, parents
- 5/6/15, staff

Passing the Torch: Lessons Learned



The role of the community was critical. It put pressure on the district to be flexible and deliver resources. The initial planning community also kept me focused on our collective goals and not get distracted by the dozens of new initiatives that came at us over the years. The work of the visioning committee also directed the work of our staff. Many times over the years, I had to say .... that idea is interesting and may be great for another school, but does it move us closer to our mission and vision? As a principal, half my battle was fought staying focused on our initiatives and our vision.

- Principal / Co-Founder, Carmelita Reyes
Oakland International High School

Workshops

Proposal Writing Team Events

A special **Thank You** to the educators, parents, students, partner organizations and community members who have chosen to commit their time and energy to building a great educational vision and plan for students and families. The following events are provided by the District to **Proposal Writing Teams** originating out of each Intensive Support School that have submitted Letters of Intent as part of the 2015 Call for Quality Schools process.

The following *site-based* Proposal Writing Teams have been identified to receive this assistance:

Castlemont High School
Lead Contact: William Chavarin / Jorge Wahner
william.chavarin@ousd.k12.ca.us /
jorge.wahner@ousd.k12.ca.us

Frick Middle School
Lead Contact: Sharon Gray / Christina Anderson
sharon.gray@ousd.k12.ca.us /
christina.anderson@ousd.k12.ca.us

Fremont High School
Lead Contact: Nidya Baez / Johanna Paraiso
nidya.baez@ousd.k12.ca.us /
johanna.paraiso@ousd.k12.ca.us

McClymonds High School
Lead Contact: LaShonda Taylor
lashonda.taylor@ousd.k12.ca.us

Brookfield Elementary
Participation is extended to representatives of the Brookfield Site-Based Committee or its designees.

PARTICIPATION REQUIREMENTS: Where noted with an (*) a minimum of two representatives from each Proposal Writing Team must participate, including the designated Proposal Writer.
ALL Proposal Writing Team members are encouraged to attend. Please RSVP to kathlene.jones@ousd.k12.ca.us

Date / Time	Time	Location	Purpose
April 1, 2015 *	4:30-6:30pm	Tilden Auditorium	Proposal Guidelines & Process guidance Overview of *Draft* 2015-16 expectations & support - including Summer 2015
April 14, 2015 *	4:30-7:00pm	Tilden Auditorium	Consultancies on Proposal sections
Week of: April 20, 2015	All Day - 3 Days Up to 3 team members	Harvard University Massachusetts	Graduate fellows small group & panel feedback on Proposal planning w/ national perspective on school transformation. Includes School Visits
April 18 or May 2 *Final Date TBD*	1:pm-4:30pm	Holy Names Univ	Passing the Torch – Part II: Lessons Learned in School Re-Design *(more info to follow)*
May 7, 2015 *	4:30-7:00pm	Tilden Auditorium	Consultancies on Proposal sections

ALL events with (*) include food, translation, and childcare. Tilden Auditorium: 4551 Steele Street Oakland 94619

Proposal Writing Teams

- Orientation
- Consultations
- Content Feedback
  - *With District Content experts*
- Lessons Learned
  - *Experienced School Design Leaders*
- Study Tours

Opportunity Call

Call for Quality Schools theory of action and strategy includes Intensive Support Schools and Opportunity Calls.

Opportunity Calls provide all schools the opportunity to self-select to participate in a process to generate a school redesign proposal. If approved, the school would undergo a 14-18 month program implementation planning process. These may include magnet program, grade configuration changes, and significant shifts in program design.

Program Implementation Planning includes coaching, rigorous plan deliverables, school visits, and a school-based design team of diverse stakeholders.

Staff capacity and funding limited roll-out of Opportunity Calls in 2015. Schools may anticipate participating in Spring 2016 for opening 2017-18

Quality School Development

School Design

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Program Implementation Planning

What should drive our design?

Quality School Pillars

Educator Development & Pipelines
Strong School Culture
Increased Time on Task
Rigorous Academics
Linked / Personalized Learning

Proposal Guidelines

School Culture
Leadership
Teaching
Educational Program
Facilities

Linked Learning Pillars

Rigorous Academics
Technical Skills
Work-based Learning
Personalized Support

Site-based Criteria

Priority Grades Served
Priority Populations
Priority Program Considerations

Lessons Learned

Prioritize School Visits
Ground Swell of Parent Demand
Focus on Vision First
Get Clear on Intended Outcomes
Invest Time in Planning
Stay Committed
Long Haul

School Quality Standards

Quality Learning Experiences
Safe, Supportive & Healthy
Focused on Improvement
Meaningful Engagement
Effective Leadership

What should drive our design?

Quality School Pillars

Educator Development & Pipelines

Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success. Successful schools embed thoughtful Plans for succession.

Increased Time on Task

Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration, and professional learning.

Linked / Personalized Learning

Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards. Rigorous academics includes a commitment of district support for personalized learning, technology infrastructure support, support with building design needs, and 21st century library/media center integrated into the educational program to promote strong literacy and research development.

Strong School Culture

Successful schools will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This emphasis must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.

Rigorous Academic

Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards. Rigorous academics includes a commitment of district support for personalized learning, technology infrastructure support, support with building design needs, and 21st century library/media center integrated into the educational program to promote strong literacy and research development.

What should drive our design?

School Performance Framework

Academics (60%)

SBAC, Growth, HS Readiness (8th), Graduation, A-G Completion, Pathways

Climate - Socio-Emotional (40%)

EL Redesignation, Suspension, Chronic Absence, SEL Survey, Climate Survey

Who will be supporting us?

- Teams held in Cohort Model
- Weekly Strategy Meetings
- Monthly Forums w/Planning Teams
- Direct Service to Planning Process
- School Focus Study Sessions
- School Punch-list Oversight
- Tracker Monitoring of Planning Process
- Building Red-phone Capacity for 2016-17

DRAFT – Discussion ONLY

Who will be supporting you and us?

DRAFT – Discussion ONLY

3rd Party Lead Partner & Evaluator

3rd Party Lead Partner

- Facilitate Cycles of Inquiry – *Essential Question*
- Quarterly Community Report-outs & Engagements
- Provide process development assistance
- Provide content and training in equity-centered leadership
- Stoplight Reports on Planning Progress
- Progress on Pillars implementation
- Board Reports on Strategies & Challenges
- Facilitate monthly Extended Site Visits
- Performance indicator progress reports on growth beginning Year One

Advocacy Groups

Board of Education

D. Montes de Oca
S. Bradford
Project Manager(s)
Research & Data

Engagement and Youth Leadership CBO's

Cabinet
Chiefs
Deputy Chiefs

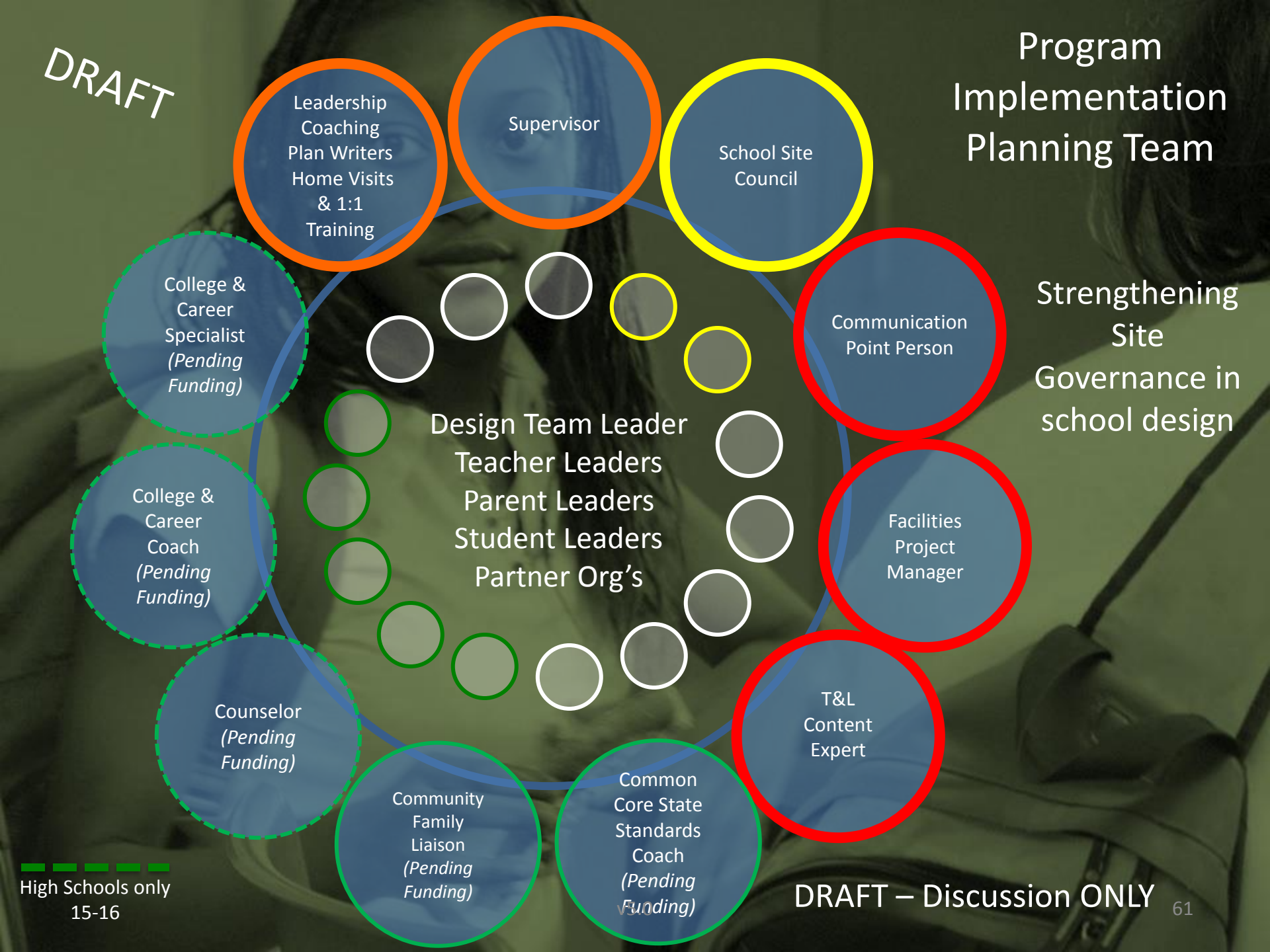
Program Implementation Planning Teams

Labor
OEA, UAOS
SEIU, AFSME

DRAFT – Discussion ONLY

v5.0

Supporting


DRAFT
Program Implementation Planning Team
Leadership Coaching Plan Writers Home Visits & 1:1 Training
Supervisor
School Site Council
College & Career Specialist (Pending Funding)
Communication Point Person
Strengthening Site Governance in school design
Design Team Leader
Teacher Leaders
Parent Leaders
Student Leaders
Partner Org's
College & Career Coach (Pending Funding)
Facilities Project Manager
Counselor (Pending Funding)
T&L Content Expert
Community Family Liaison (Pending Funding)
Common Core State Standards Coach (Pending Funding)
High Schools only 15-16
DRAFT – Discussion ONLY

Program Implementation Planning Strands

DRAFT

Summer 2015

- **Strand 1:** Know Thy Self – Leadership Development
- **Strand 2:** Know Thy Community – Vision

Academic Year 2015-16

- **Strand 3:** Assessment I, II
- **Strand 4:** Curriculum I, II
- **Strand 5:** Instruction I, II
- **Strand 6:** School Culture I, II
- **Strand 7:** Outreach I, II, III, IV
- **Strand 8:** Budgeting
- **Strand 9:** Staffing I, II, III, IV
- **Strand 10:** Professional Development I, II
- **Strand 11:** Plan Implementation Phasing

Deliverables:

Each Strand will require associated plan components, w/ rubrics, collaborative feedback support, and socializing among stakeholders.

Program Implementation Sessions

To include; shared readings, expert guests, content presentations, collaborative planning time

Year 0: Summer 2015

DRAFT

July

Week 1	Week 2	Week 3	Week 4
Orientation Know thy self	Leadership Inventory	Equity Training	Vision Theory of Action

<< TEAM BUILDING THROUGH-OUT >>

August

Week 5	Week 6	Week 7	Week 8
Orientation Know thy community	1:1 Training	Vision Theory of Action	Industry Asset Mapping

- **Program Planning Session:** Two-Day Sessions
  - 9-12:30pm ISS Facilitated
  - 1:30-4pm Team Time
- **Retreats:** Two 3-4 days
- *Researching Leading for Equity Retreat Opportunities*

Ongoing Demands:

- Op's Campus Readiness (Close/Open)
- Leadership Institute (Aug)
- Returning Staff PD (Aug)
- Last Minute Hiring
- Registration

Year 0: Summer 2015

SAMPLE: FLEXIBLE

DRAFT

July

Week 1	Week 2	Week 3	Week 4
Bridge Program Planning	Bridge Program Planning	Parent Coffee & Conversations Home Visits	Parent Coffee & Conversations Home Visits

August

Week 5	Week 6	Week 7	Week 8
Parent Coffee & Conversations Home Visits Overnight Trip	Bridge Program Overnight Trip	Bridge Program	Registration

- Incoming class Home Visits &/or Coffee & Conversations
- 6th / 9th Grade Overnight Trip
- Summer Bridge (6th / 9th) 5-10 days
  - College Fridays
  - Begin College & Career Plans
  - Boot Camp

Available dates 9th Grade Overnight (2 nights) 6th Grade pending

- Aug. 3-5 100 kids
- Aug. 5-7 100 kids
- Aug. 10-12 150 kids
- Aug. 12-14 150 kids

Year 0: Planning Strands 2015-16

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Strands	September	October	November
	Affirm Vision & Theory of Action Assessment I	Assessment II Curriculum I	Curriculum II Instruction I Promo Materials

Strands	December	January	February
	Instruction II School Culture I Outreach I	Outreach II School Culture II Budgeting	Staffing I Ordering for 2016

Strands	March	April	May
	Staffing II Plan Implementation Phases	Staffing III Summer Planning Outreach III	Staffing IV P. D. Plan for 16-17 Fall 2016 Planning I

Strands	June	July	August
	Fall 2016 Planning II	Outreach IV Staff Prof Develop Facilities Prep	Bridge Program Staff Prof Develop

Year 0: Productivity 2015-16

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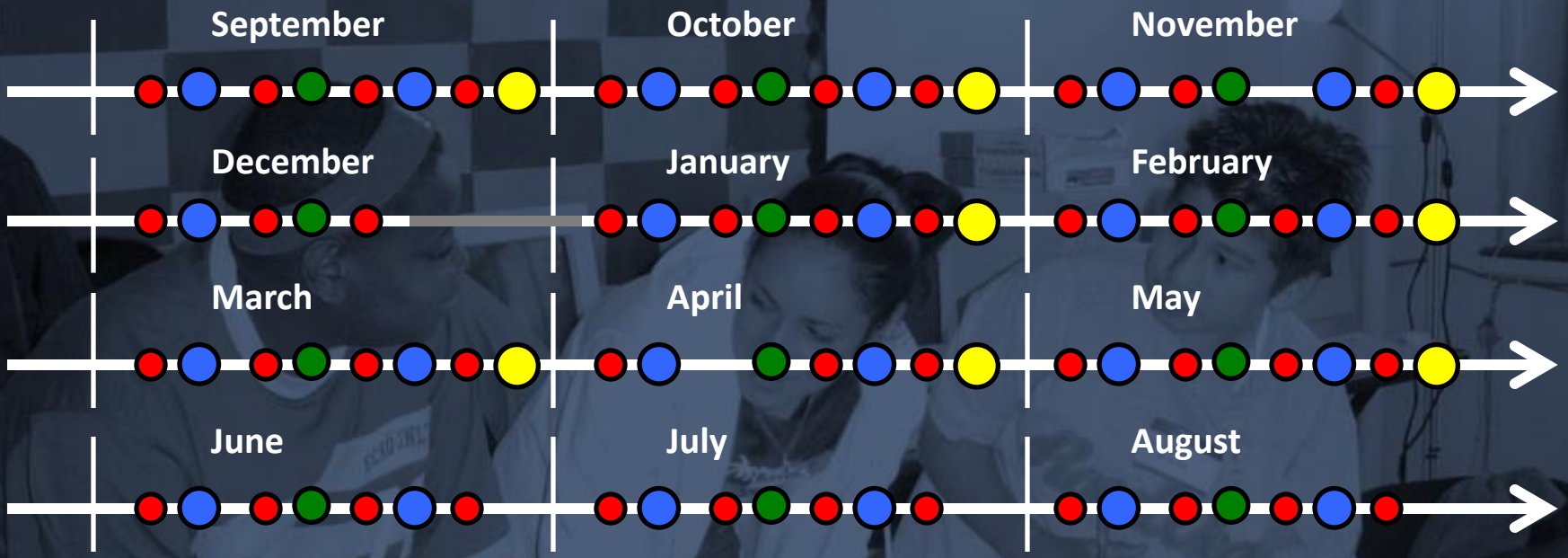

- Bi-Weekly Day-Long Off-Site Program Planning Session (ISS-Led)
- Weekly Design Team (Implementation Planning Team)
- Monthly Design Community Engagements (1/2 day)
- Monthly School Visits (2 day min Visit/Travel/Debrief)
- Monthly (strand) Deliverables
- Student Leadership Development throughout

  (Intensive - in partnership with youth leadership organizations – transformational model that mitigates phase-in / phase-out approach)

LEVERS

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- Bargaining 2015-16 *(under negotiation)*
  (two year credit for one year service, 10 fewer students than avg. class size)
- Budgeting 2016-17
  ($$ additional curriculum support)
- Staffing 2016-17 *(under negotiation)*
  (site based decision-making – all staff)
- Enrollment 2016-17
  (campaign level outreach)
- **Red Phone Priority**
  (front of the line)
  - Operations Departments
  - Academic Guidance
  - Network Support
  - Talent Office

Quality School Development

Questions & Discussion