

Quality School Development



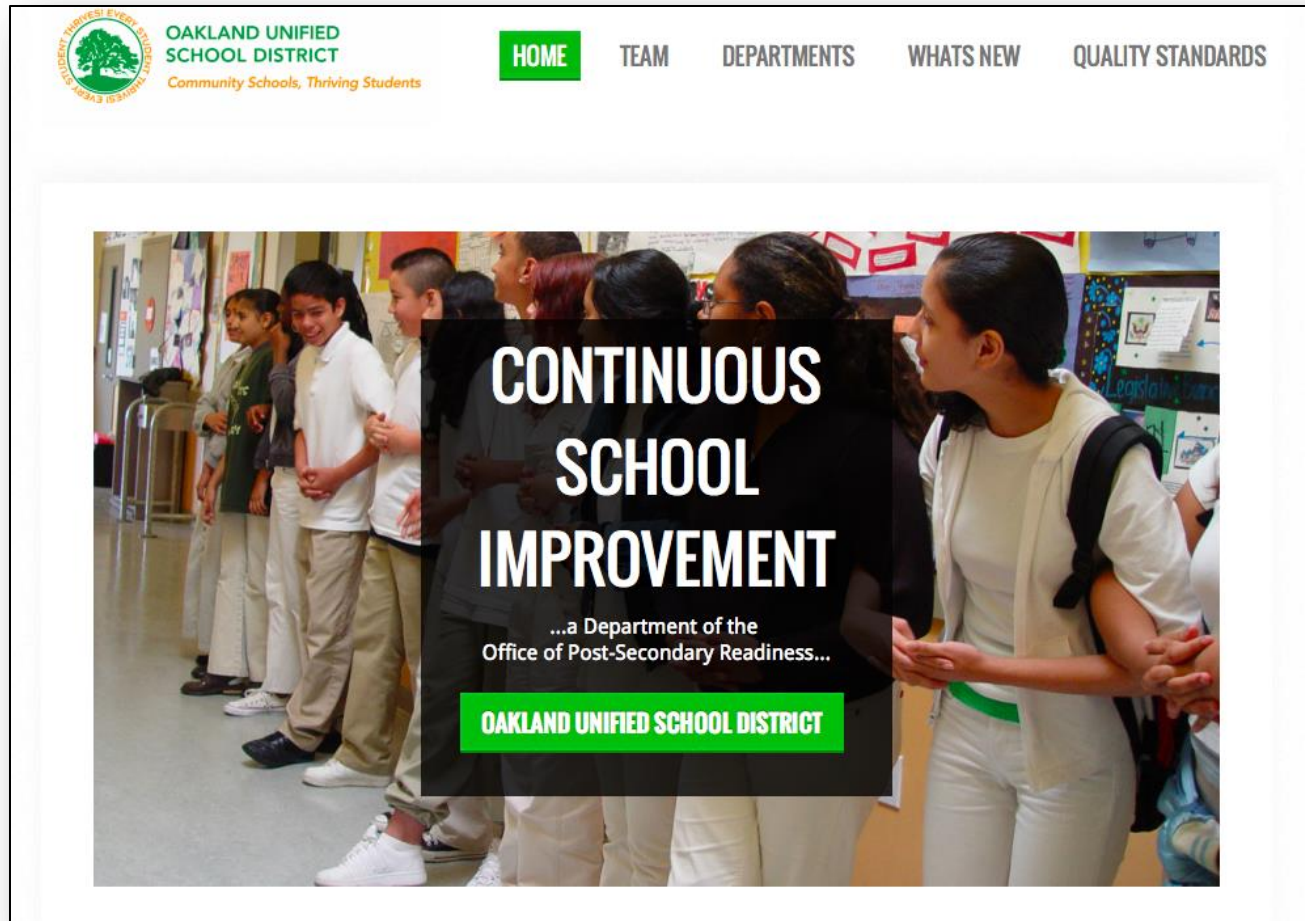
A process of building school, community and system capacity for Continuous School Improvement



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

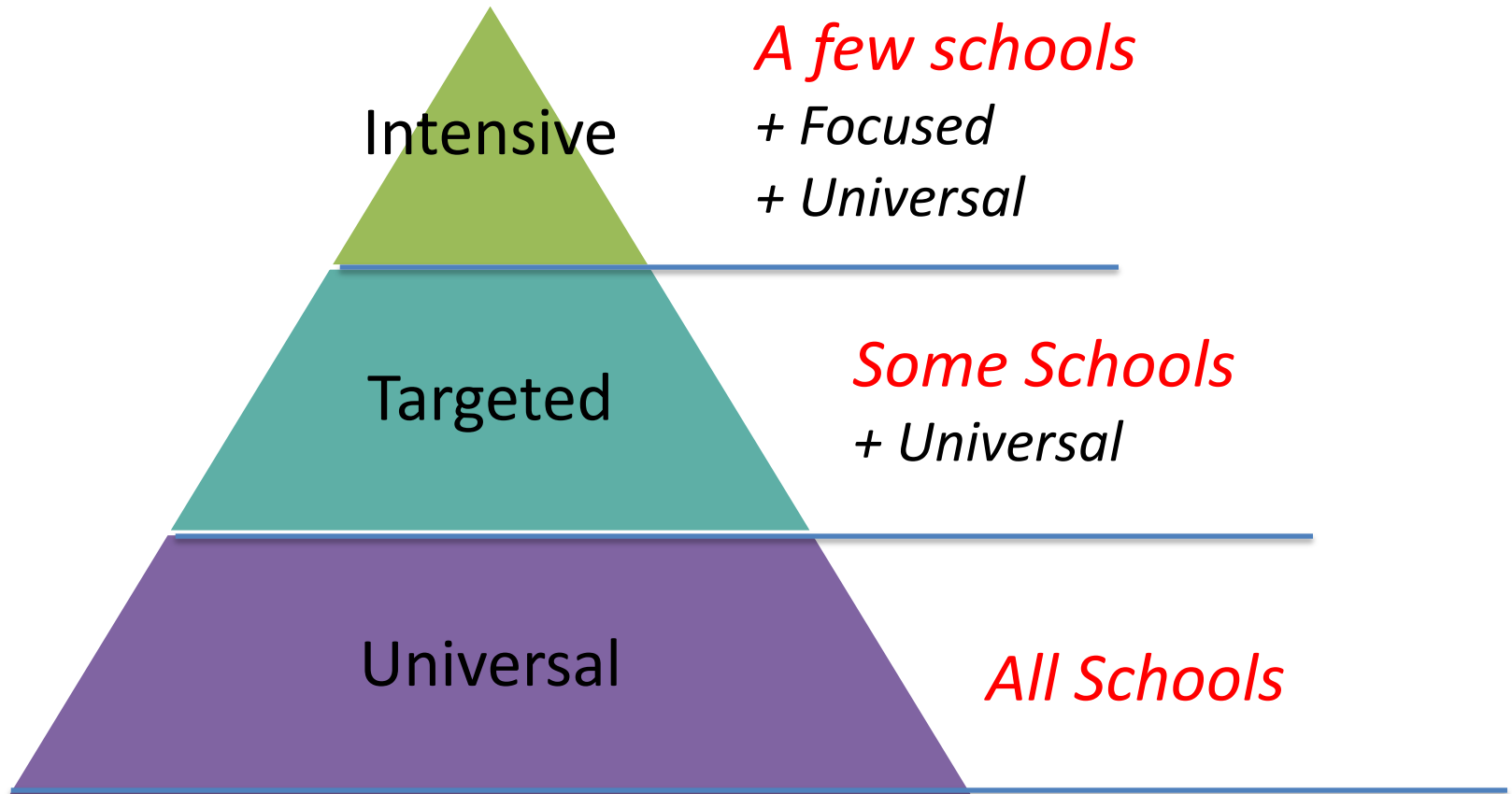
Continuous School Improvement must be the priority at all levels of the organization.



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Community Schools, Thriving Students

Continuous School Improvement is a Tiered Approach.

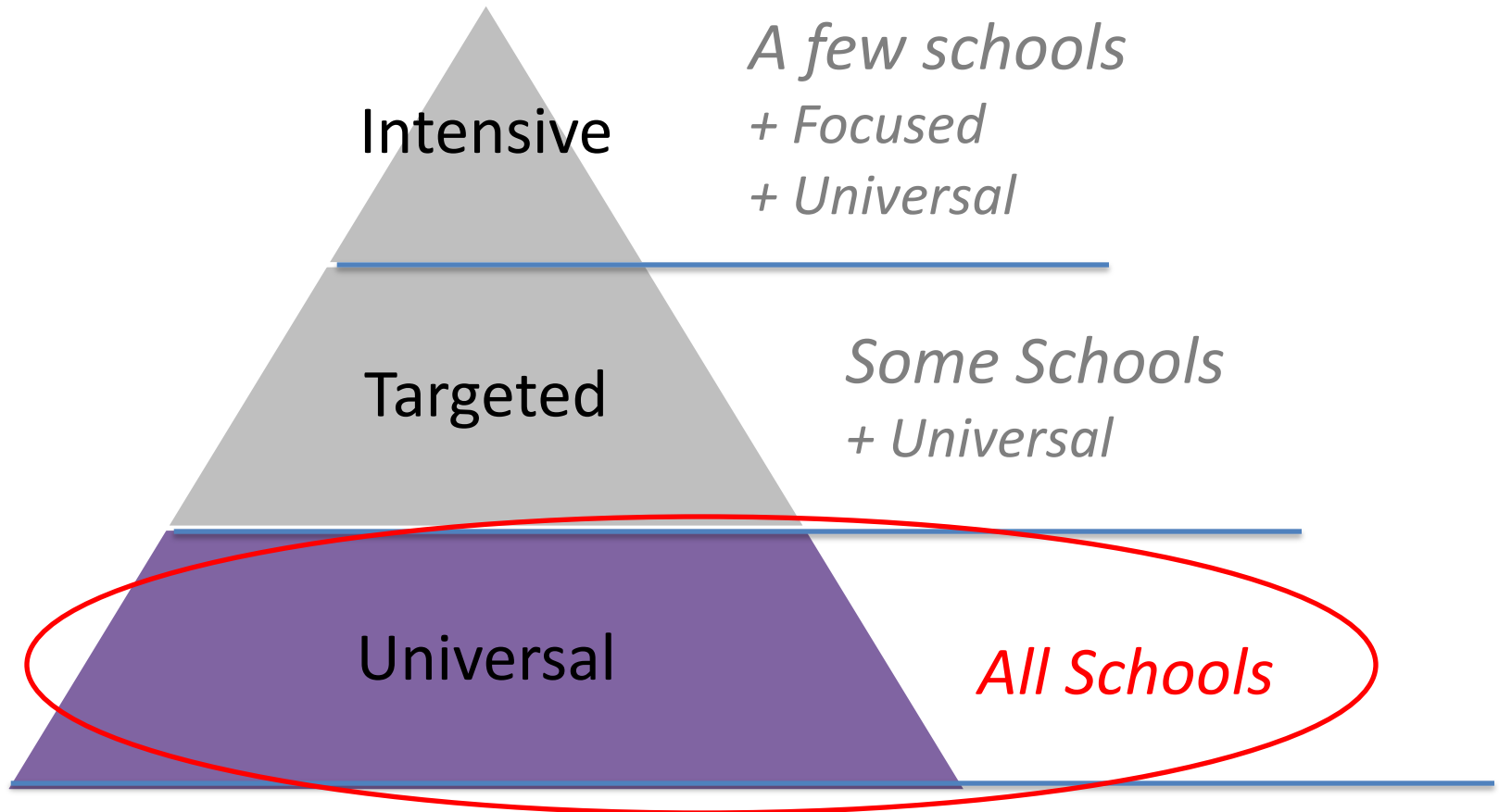


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Community Schools, Thriving Students

v5.0

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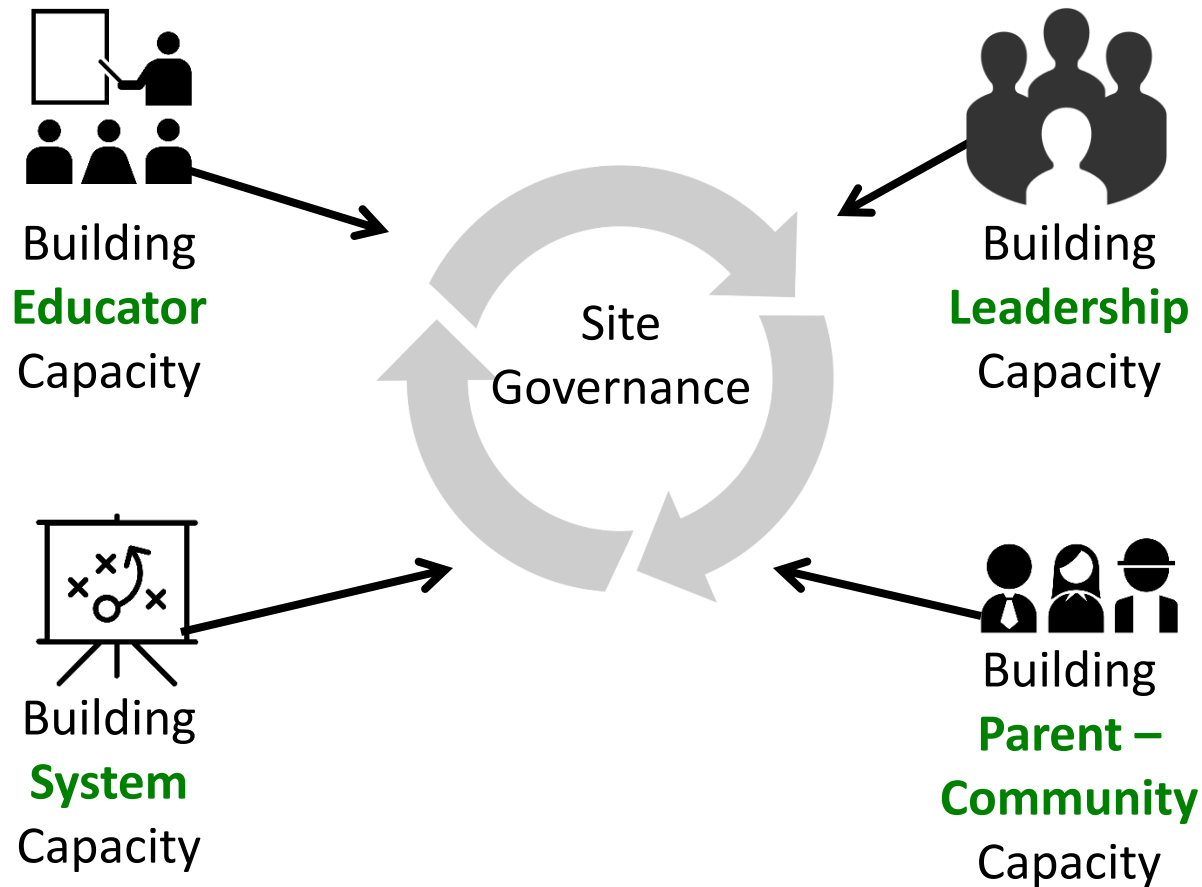


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Community Schools, Thriving Students

v5.0

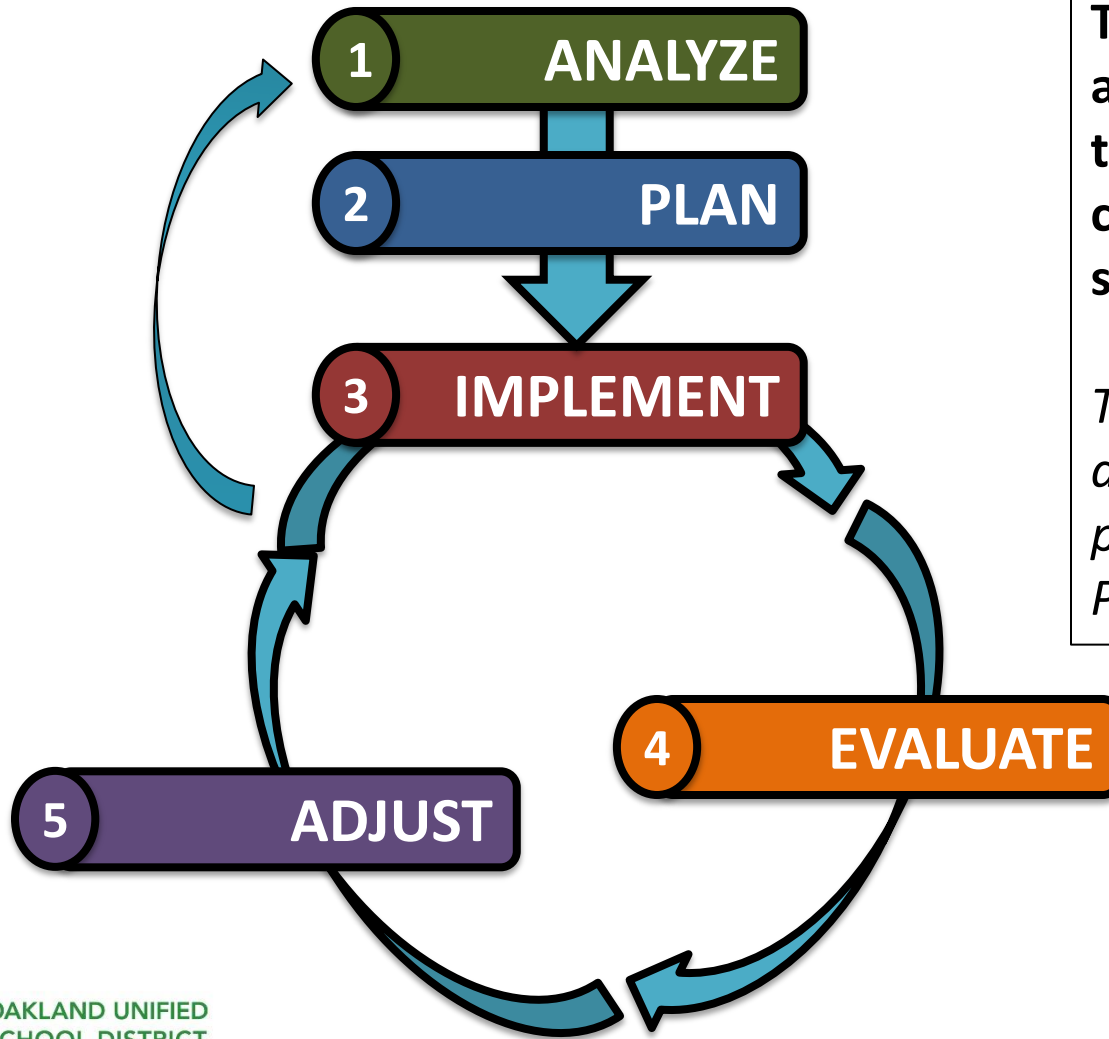
Continuous School Improvement must be the priority at all levels of the organization.



OAKLAND UNIFIED
SCHOOL DISTRICT

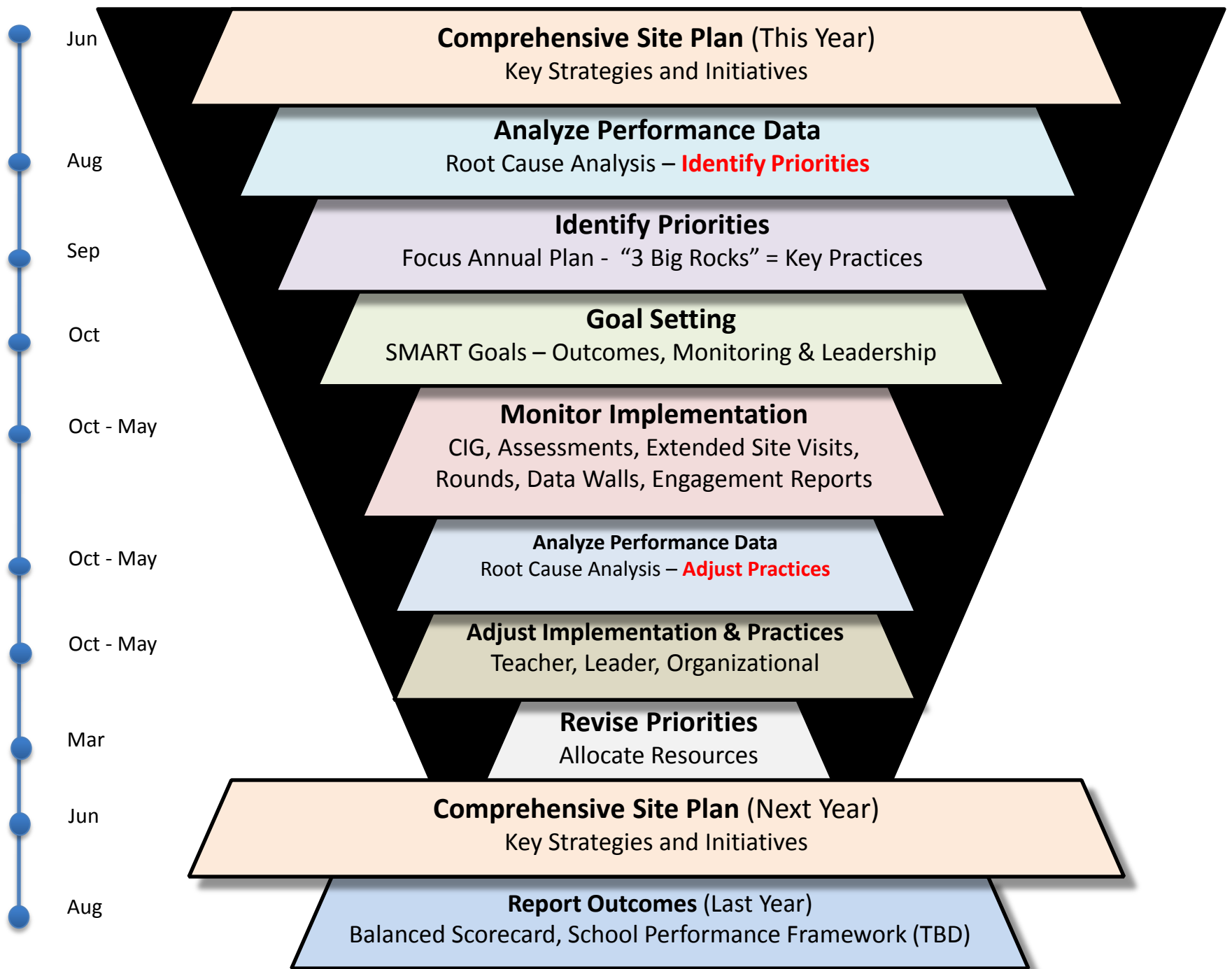
Community Schools, Thriving Students

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.



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

Monitor Implementation

CIG, Assessments, Extended School
Rounds, Data Walls, Engagement

Analyze Performance

Root Cause Analysis – Adjust

Adjust Implementation & Practice

Teacher, Leader, Organizational

Revise Priorities

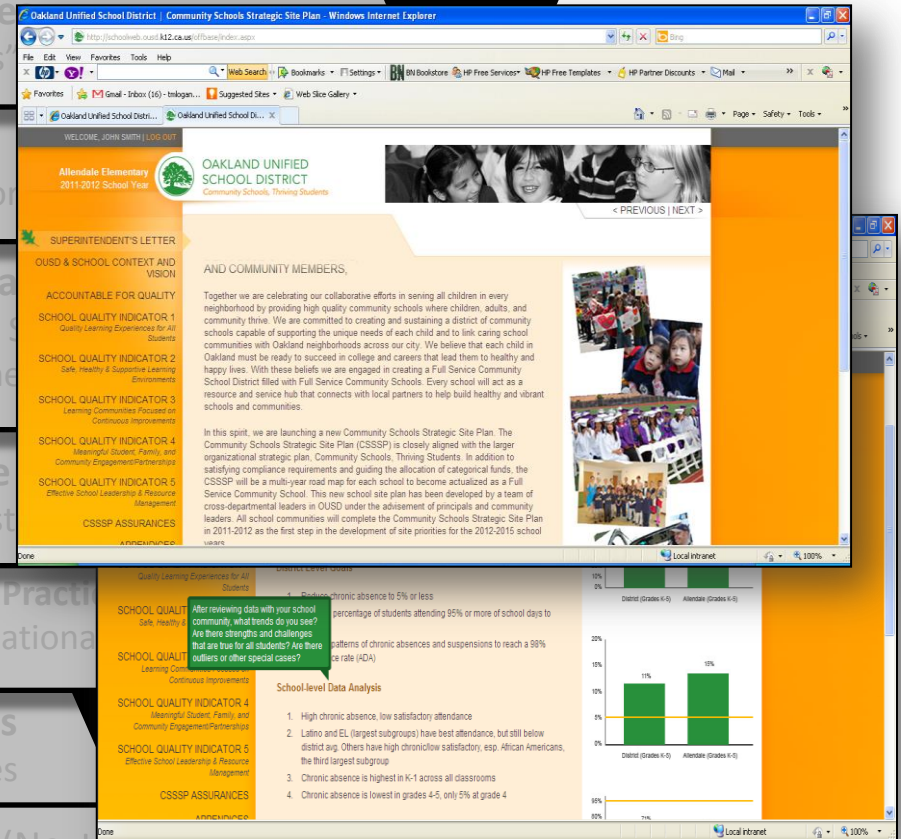
Allocate Resources

Comprehensive Site Plan (Next Year)

Key Strategies and Initiatives

Report Outcomes (Last Year)

Balanced Scorecard, School Performance Framework (TBD)



Comprehensive Site Plan (This Year)

Key Strategies and Initiatives

Analyze Performance Data

Root Cause Analysis – **Identify Priorities**

Focus Annual Plan – 3 Big Rocks – Key Practices

Goal Setting

SMART Goals – Outcomes, Monitoring & Leaders

Monitor Implementation

CIG, Assessments, Extended Site Visits,
Rounds, Data Walls, Engagement Reports

Analyze Performance Data

Root Cause Analysis – Adjust Practices

Adjust Implementation & Practices

Teacher, Leader, Organizational

Revise Priorities

Allocate Resources

Comprehensive Site Plan (Next Year)

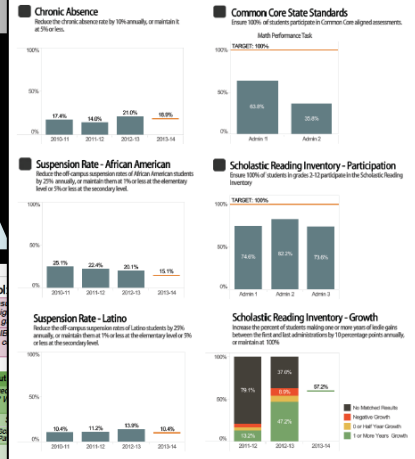
Key Strategies and Initiatives

Report Outcomes (Last Year)

Balanced Scorecard, School Performance Framework (TBD)

SCHOOL BALANCED SCORECARD

ABC HIGH SCHOOL



Continuous Improvement Inquiry & Planning Tool

2014-2015 School Year Big Question: How are you aligning strategies to ensure Control Funding Formula (CFF) design students? How are you ensuring that August Big Question (Summative View): How can data from last year's SRI, DLE (graduation rates, dropout rates, A-G needs this year?

1A. ANALYZE STRENGTHS: What do the data say about August Sub-Questions: Which content areas/grade levels improve your trends look like over multiple years? What do you notice?

Data Analysis Data Measure

8th grade has the highest rate of proficiency in the school-52.2%

56% of low income students grew SRI Low-Income Students

60.3% of students read at grade level or above SRI Schoolwide

71% of students grew in 7th and 8th grade SRI Grade Level

11.4% didn't grow and 10.6% only grew half year or less

59.3% of student leave UPA not reading at grade level.

17.4% didn't grow and 10.6% only grew half year or less

59.3% of student leave UPA not reading at grade level.

17.4% didn't grow and 10.6% only grew half year or less

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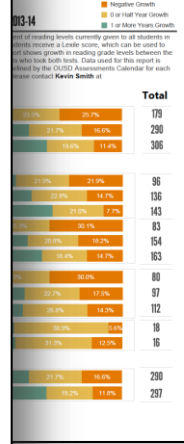
59.3% of student leave UPA not reading at grade level.

DRAFT v2.0



OAKLAND UNIFIED SCHOOL DISTRICT
Community, Culture, Learning, Leadership

CONTINUOUS SCHOOL IMPROVEMENT Root Cause Analysis Primer



Comprehensive Site Plan (This Year)

Key Strategies and Initiatives

Analyze Performance Data

Root Cause Analysis – Identify Priorities

Identify Priorities

Focus Annual Plan - “3 Big Rocks” = Key Practices

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 by 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 teachers 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

Report Outcomes (Last Year)

Balanced Scorecard, School Performance Framework (TBD)

Comprehensive Site Plan (This Year)

Key Strategies and Initiatives

Analyze Performance Data

Root Cause Analysis – Identify Priorities

Identify Priorities

Focus Annual Plan - “3 Big Rocks” = Key Practices

Goal Setting

SMART Goals – Outcomes, Monitoring & Leadership

Aligns to:

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

SMARTe Goal?

Specific
Measurable
Achievable
Results Oriented
Timely
Equitable.

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:

- Create
- observe
- Cus
- Inte
- and
- Use

Sample		Leadership Practices (includes Principal, ILT, TL, TSA)		Organizational Practices	
Big Rock Student SMARTe Goals	Teachers Practices	Assets	Challenges	Assets	Challenges
Big Rock Goal: BAL All kindergarten students will read at instructional level 0 (FAR) by June, 2015 (no baseline)	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. 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

Comprehensive Site Plan (This Year)

Key Strategies and Initiatives

Analyze Performance Data

Root Cause Analysis – Identify Priorities

Identify Priorities

Focus Annual Plan - “3 Big Rocks” = Key Practices

Goal Setting

SMART Goals – Outcomes, Monitoring & Leadership

Monitor Implementation

CIG, Assessments, Extended Site Visits, Rounds, Data Walls, Engagement Reports

Adjust Implementation & Practices

Teacher, Leader, Organizational

Revise Priorities

Allocate Resources

Comprehensive Site Plan (Next Year)

Key Strategies and Initiatives

Report Outcomes (Last Year)

CIG = Continuous Improvement Guide



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

CONTINUOUS IMPROVEMENT GUIDE 2014-15

Every Student Thrives!

Comment	School Name	Has this Target already been met?	What is the priority project of focus?	What is the priority project of focus?	What is the priority project of focus?	What is the priority project of focus?	What is the priority project of focus?	What is the priority project of focus?	What is the priority project of focus?
Comment	School Name	Has this Target already been met?	What is the priority project of focus?	What is the priority project of focus?	What is the priority project of focus?	What is the priority project of focus?	What is the priority project of focus?	What is the priority project of focus?	What is the priority project of focus?

Report -- Key Indicators

Indicator	YTD-wk 10/16	CRISIS 2014 (10/16/2014)	YTD-wk 10/16	YTD-wk 10/16	YTD-wk 10/16
Chronic Absenteeism	12.7%	12.7%	12.7%	12.7%	12.7%
Suspension	12.7%	12.7%	12.7%	12.7%	12.7%
% Students Suspended	12.7%	12.7%	12.7%	12.7%	12.7%
% Reading At/Below Current Grade Level	12.7%	12.7%	12.7%	12.7%	12.7%



Oakland Unified School District Planning Template

Site Visit Information

Name: _____ Date: _____

Email: _____ Time: _____

Phone Number: _____

Start Time - End Time	Activity	Notes #
8 am - 8:30 (20 min)	Teacher Focus Group (Weekly provided)	
8:35 am - 8:55 am (20 min)	Wid Briefing	
9:00 - 10:00 (60 min)	Classroom Observations	

Teacher Name	Quality/Content

Analyze Performance Data

Root Cause Analysis – **Adjust Practices**

[illegible]

Continuous Improvement Inqui

2014-2015 School Year Big Question: How are you all Control Fundi students? How

August Big Question (Summative View): How can data (graduation ra) needs this year!

Investigation Question	Yes	No	What evidence do we see that we have met this goal?
Investigation Question 1: What is the impact of the current data on the school's improvement plan?	Yes	No	What evidence do we see that we have met this goal?
Investigation Question 2: What is the impact of the current data on the school's improvement plan?	Yes	No	What evidence do we see that we have met this goal?

1A. ANALYZE STRENGTHS. What data do you say about our strengths?

August Sub-Questions: Which content area/grade levels improved/declined? What do your trends look like over multiple years? What achievement gaps do you notice?

Data Analysis

1B. ANALYZE CHALLENGES. What data do you say about our challenges?

August Sub-Questions: Which content area/grade levels improved/declined? What do your trends look like over multiple years? What achievement gaps do you notice?

Data Analysis

Data Measure Student Group Lens

6th grade has the highest rate of proficiency in the

56% of low

60.3% of stu

71% of stud

Data Measure

50.7% of students do not read at grade level

Data Measure

Weekly Engagement Report -- Key Indicators

Data as of Friday, Oct 31 2014

1C. CAP Prior Learning, etc.

2A. REU

August Sub

PD provided

Data Measure

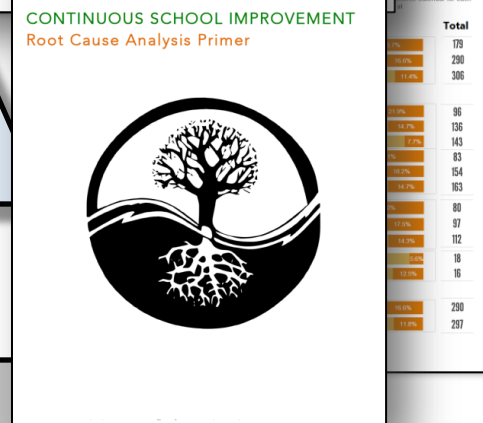
Network	School Name	Enrollment		Chronic Absenteeism	Suspension Incidents	% Students Suspended	% Reading At/Above Current Grade Level using SB
		YTD-wk 1	1st QUARTER 2014				
		10/30/14	10/30/14	10/30/14	10/30/14	10/30/14	10/30/14
MSL1 (Ran Smith)	Bert Harris Middle School	513	506	13.2%	24	2.8%	20.7%
MSL1 (Ran Smith)	Barrenwood Middle School	416	416	12.2%	62	3.8%	42.2%
MSL1 (Ran Smith)	Edna M Brewer Middle School	821	827	8.9%	11	0.4%	47.8%
MSL1 (Ran Smith)	Kyle Middle School	785	795	11.4%	28	3.6%	37.0%
MSL1 (Ran Smith)	Monterey Middle School	804	805	5.9%	2	0.1%	43.5%
MSL1 (Ran Smith)	Northwest Middle School	527	529	7.6%	24	3.8%	17.0%
MSL1 (Ran Smith)	Urban Pioneer Academy	523	516	5.9%	20	3.8%	29.4%
MSL1 (Ran Smith)	West Oakland Middle School	218	224	4.0%	2	1.3%	32.5%
MSL1 (Ran Smith)	Westside Middle School	523	515	11.8%	20	3.9%	17.0%
MSL2 (Charles Willson)	Alliance Academy	395	394	13.9%	17	3.6%	9.5%
MSL2 (Charles Willson)	Bayview Community Prep	412	412	14.8%	25	6.1%	16.4%
MSL2 (Charles Willson)	Bayview International Academy	308	308	14.0%	25	8.1%	16.6%
MSL2 (Charles Willson)	United for Success Academy	408	408	24.0%	25	6.1%	16.6%

Data Measure

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SAN FRANCISCO
UNIFIED
SCHOOL DISTRICT

SCHOOL DISTRICT



Comprehensive Site Plan (This Year)

Key Strategies and Initiatives

Analyze Performance Data

Root Cause Analysis – Identify Priorities

Identify Priorities

Focus Annual Plan - “3 Big Rocks”

Goal Setting

SMART Goals – Outcomes, Measures

Monitor Implementation

CIG, Assessments, Extended Learning, Rounds, Data Walls, Engage

Analyze Performance Data

Root Cause Analysis – Adjust Practices

Adjust Implementation & Practices

Teacher, Leader, Organizational

Allocate Resources

Comprehensive Site Plan (Next Year)

Key Strategies and Initiatives

Report Outcomes (Last Year)

Balanced Scorecard, School Performance Framework (TBD)

	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.

Comprehensive Site Plan (This Year)

Key Strategies and Initiatives

Analyze Performance Data

Root Cause Analysis – Identify Priorities

Identify Priorities

Focus Annual Plan - “3 Big Rocks” = Key Practices

Goal Setting

SMART Goals – Outcomes, Monitoring & Lead

Monitor Implementation

CIG, Assessments, Extended Site Visits,
Rounds, Data Walls, Engagement Reports

Analyze Performance Data

Root Cause Analysis – Adjust Practices

Adjust Implementation & Practices

Teacher, Leader, Organizational

Revise Priorities Allocate Resources

Report Outcomes (Last Year)

Balanced Scorecard, School Performance Framework (TBD)



Budget for Parker TK-8 Expansion			
Spring 2014 (January-June)			
Location	Item	Description	Cost
Parker	Grade Level Expansion Curriculum	Cont. and Supplemental BAL (LCL 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 Wk \$5,000		\$5,000
Parker	Teacher substitutes/LT- planning, school visit 6 ILT Members/6 visits, planning sessions @150		\$5,400
Parker	Principal substitutes/LT- planning, school visits	1 Principal Substitute/6 visits, planning sessions	\$1,800
Parker	Summer Expansion Institute/Students	75 students @ \$200	\$5,000
Parker	Furniture		\$3,000
Parker	Brochures/Marketing		\$2,300
Total			\$26,300
School Year 2014-2015 @			
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 (LCL In-Kind \$10.0	\$0
Parker	LCL Content Specialist	Specialist 2days/week	\$0
Parker	TSA- for Expansion teaching and leadership	1.0 FTE @ \$786	\$786,000
Parker	Noon Supervisor	2FTE @ \$5,000	\$8,000
Parker	Site Sub for Expansion support	1.0 FTE @ \$30K	\$30,000
Parker	Teacher substitutes	1 day/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		\$3,500
Parker	Expansion Principal Pay Increase		10,000
Total			\$157,800
School Year 2015-2016 @			
Location	Item	Quantity	Cost
Parker	Grade Level Expansion Curriculum	CORE and Supplemental BAL (LCL In-Kind \$30.0	\$0
Parker	LCL 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	\$8,800
Parker	Teacher substitutes - Expansion Team	1 day/week @ \$150/day - 54 weeks	\$8,100

Comprehensive Site Plan (This Year)

Key Strategies and Initiatives

Analyze Performance Data

Root Cause Analysis – Identify Priorities

Identify Priorities

Focus Annual Plan - “3 Big Rocks” = Key

Goal Setting

SMART Goals – Outcomes, Monitoring &

Monitor Implementation

CIG, Assessments, Extended Site Visits, Instructional Rounds, Observation & Data Walls, Engagement Rounds, and how well are we implementing these

Analyze Performance Data

Root Cause Analysis – Adjust Practices

Adjust Implementation & Practices

Teacher, Leader, Organizational

Revise Priorities

Allocate Resources

Comprehensive Site Plan (Next Year)

Key Strategies and Initiatives

Balanced Scorecard, School Performance Framework (TBD)

DRAFT SPSP 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 SPSP should stay focused on three to four Major Improvement Strategies.
2. To fill out each section below, analyze/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:

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 5, with numbers 4 and 6 addressed within these.

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goal 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/OSC 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

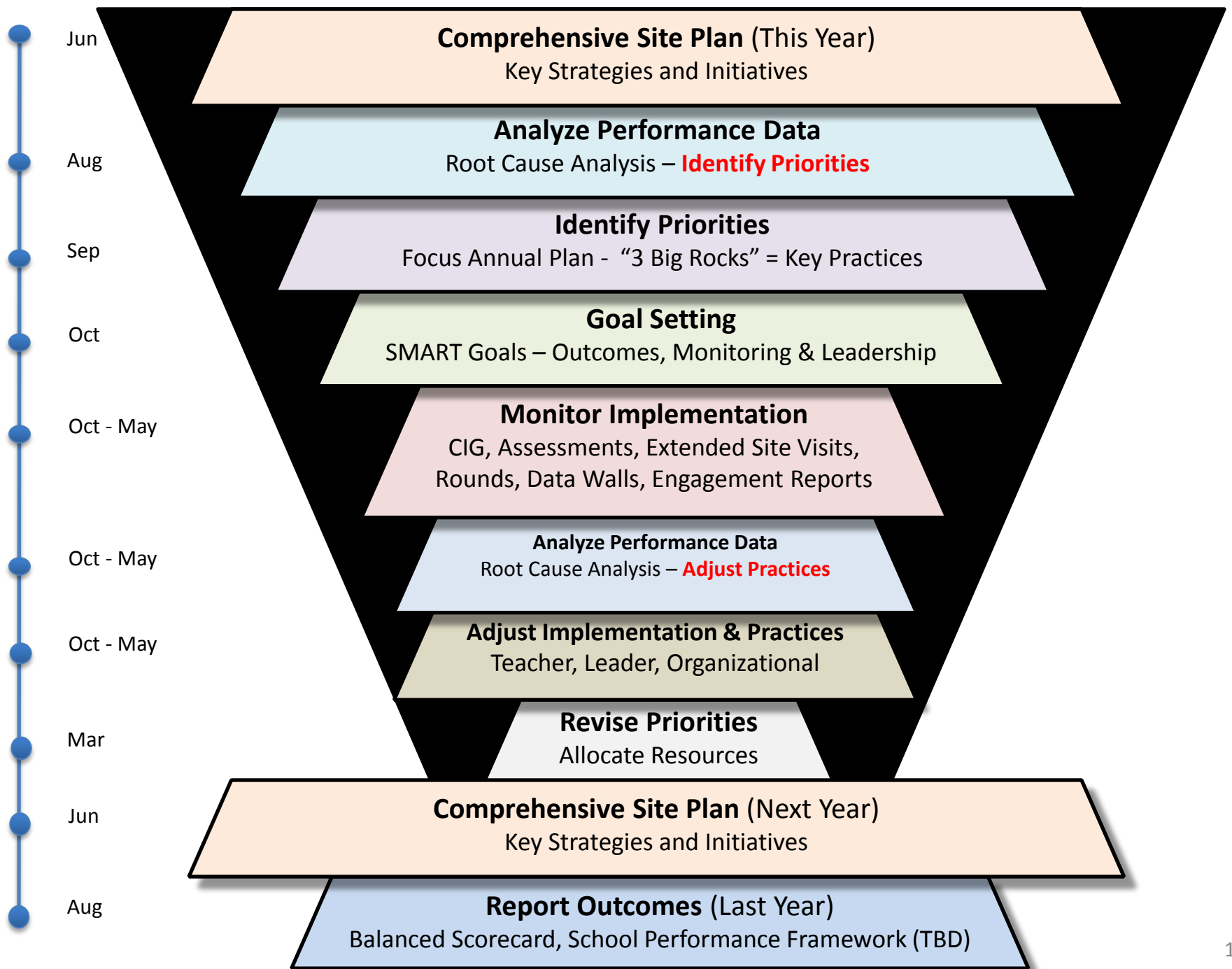
MAJOR IMPROVEMENT STRATEGY Develop a Major Improvement Strategy that addresses the Key Root Causes identified above.

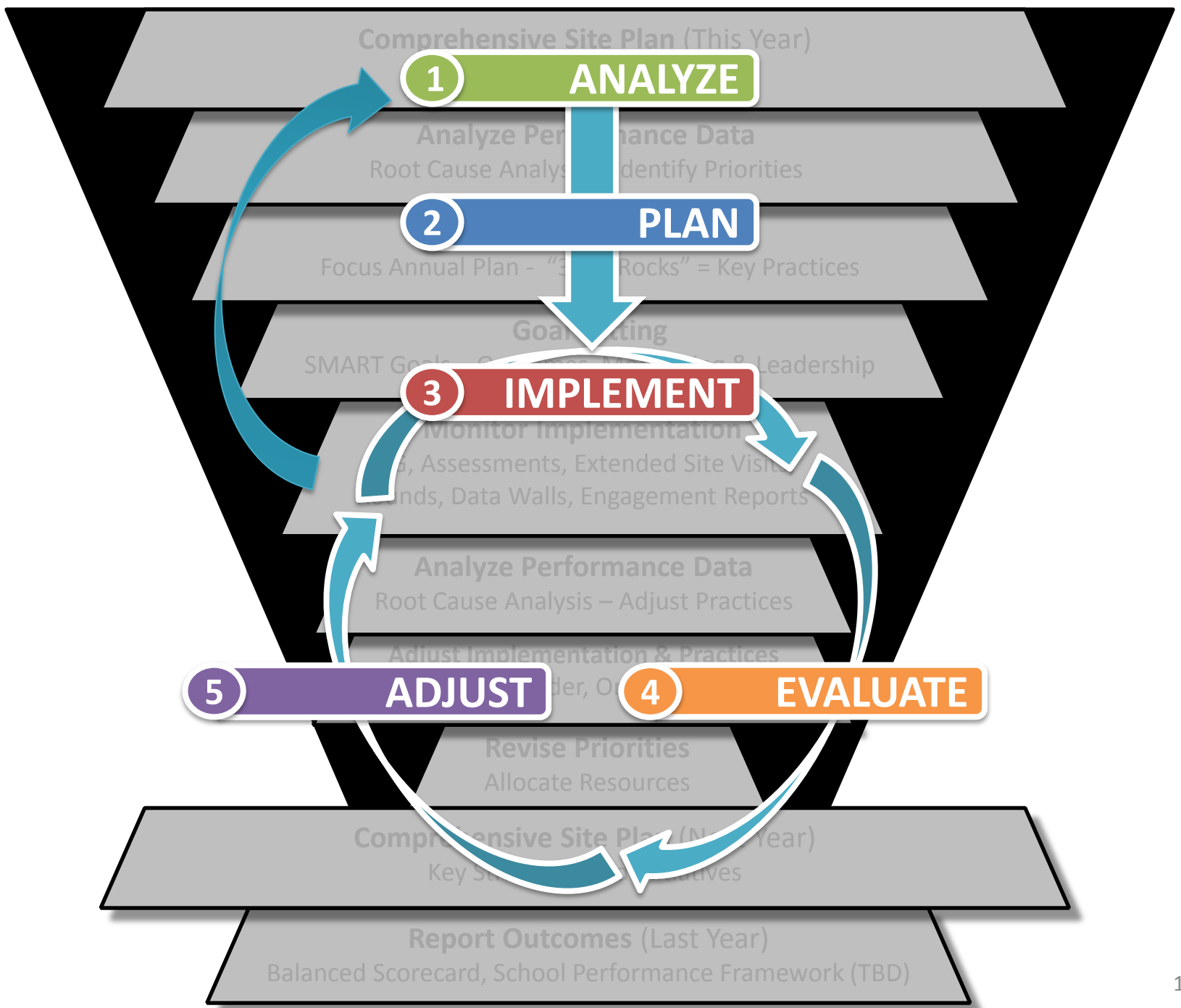
test strategy

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





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 5, 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 “Strategic Site Plan”**
- **New Site Plan structure embeds priorities and Continuous School Improvement to be used for 2015-16**
- **Includes Academic Return On Investment structures for tracking and evaluating impact of resources.**
- **“Easier to follow”**

Alignment to Priorities

[illegible]

MAJOR IMPROVEMENT PRIORITY #2:	DRAFT SPSA v1: IMPROVEMENT PRIORITY #2
<p><i>LCAP strategic priorities addressed by this Major Improvement Priority:</i></p> <ol style="list-style-type: none"> 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) 	
<p>STUDENT GOAL(S) for Improvement Priority #2</p> <hr/> <ul style="list-style-type: none"> • (Enter Main Goal here) • (Enter Related Goal here) • (Enter Related Goal here) 	

<p>LCAP STRATEGIC PRIORITIES that this Major Improvement Priority addresses:</p>		<p><i>Check the relevant LCAP Priorities.</i></p> <p><i>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 5, with numbers 4 and 5 addressed within these.</i></p>	<p>Click here for more information on the LCAP.</p>
	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)		

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**

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.**

Monitoring Progress

Tracking Development and Progress of Planning

Site Number	Site Name	Network	Grades	Principal Name	CORE Waiver	Status	3/4	3/5	3/24	3/25	4/14	4/15	4/16	4/20	4/21	4/22	4/24	Notes Below
208	Community Day/Barack Obama Academy	HS	9-12	Mekael Johnson		1	-	-	-	-	-	-	-	-	-	-	-	
218	Madison Park Upper	HS	6-12	Luorenda Taylor		2	-	-	-	-	-	-	-	-	-	-	-	
232	Coliseum College Prep Academy	HS	9-12	Amy Carozza		1	-	-	-	-	-	-	-	-	-	-	-	
301	Castlemont	HS	9-12	William Chavarin	Priority	2	-	-	-	-	-	-	-	-	-	-	-	
302	Fremont	HS	9-12	Emiliano Sanchez	Priority	4	-	-	-	-	-	-	-	-	-	-	-	Renamed tabs-Diana she
303	McClintock	HS	9-12	Tinasha Hamblin	Focus	3	-	-	-	-	-	-	-	-	-	-	-	Renamed tabs-Diana she
304	Oakland High	HS	9-12	Matin Abdulqawi	Focus	2	-	-	-	-	-	-	-	-	-	-	-	
306	Oakland Tech	HS	9-12	Staci Morison		3	-	-	-	-	-	-	-	-	-	-	-	
308	Skyline	HS	9-12	Vinm Train		1	-	-	-	-	-	-	-	-	-	-	-	
309	Bunche	HS	9-12	Betaye Steele		3	-	-	-	-	-	-	-	-	-	-	-	
310	Dewey	HS	9-12	Robin Glover	Priority	4	-	-	-	-	-	-	-	-	-	-	-	
313	Street Academy	HS	9-12	Gina Hill		1	-	-	-	-	-	-	-	-	-	-	-	
330	Soljourner Truth	HS	9-12	Willie Thompson		1	-	-	-	-	-	-	-	-	-	-	-	
336	LIFE Academy	HS	6-12	Preston Thomas		1	-	-	-	-	-	-	-	-	-	-	-	
338	MetWest	HS	9-12	Charles Plant		3	-	-	-	-	-	-	-	-	-	-	-	
352	Rudsdale Continuation	HS	9-12	Willie Thompson	Priority	1	-	-	-	-	-	-	-	-	-	-	-	
353	Oakland International	HS	9-12	Carmelita Reyes	Priority	2	-	-	-	-	-	-	-	-	-	-	-	

1: NOT YET STARTED
2: BEGINNING
3: PROGRESSING
4: NEAR COMPLETE
5: COMPLETE

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

Building Continuous School Improvement Capacity

Systematic Processes, Resources & Tools

CONTINUOUS IMPROVEMENT GUIDE & TOOLS



CONTINUOUS IMPROVEMENT GUIDE

To **download** the latest version of the OUSD Continuous Improvement Guide, designed in partnership with site leaders, [click HERE](#)



INQUIRY & PLANNING TOOL

To locate your school's Inquiry & Planning Tool to support your data analysis and cycles of inquiry, [click HERE](#)
Root Cause Analysis Primer
[Click HERE](#)



EFFECTIVE PRACTICES WEBSITE

To locate effective practices happening throughout Oakland schools that are getting RESULTS, [click HERE](#)
[...based on 3 years of Quality Reviews...]



OUSD DATA WEBSITE

To locate your school's latest data reports and to compare performance with other schools in the district, [click HERE](#)



SQR REPORTS

Are you looking for a School Quality Review report?



COMMUNITIES OF PRACTICE

Are you looking for resources for our Communities of Practice work?




ASSESSMENT INFO

Are you looking for Assessment Calendar or other info?


Building Continuous School Improvement Capacity

Data Use - Qualitative and Quantitative




[<< Back to Continuous School Improvement Page](#)

DATA PROTOCOLS




Protocols are methods of pulling data from various sources in order to make sense of it. Below you will find sample Data Protocols that we've developed or that have been shared with us within our district.


PRINCIPLES OF DATA USE AND SAFETY REGS

 [data_principles_safety_regs.pdf](#)
Download File


ROOT CAUSE ANALYSIS PRIMER

 [csi_root_cause_analysis_v2.0.pdf](#)
Download File

DATA WALLS [CLICK HERE](#)



What Do You See in These Data?



MUST SEE VIDEO from Dr. Elizabeth City of the Harvard Graduate School of Education, as she talks about the **use of data protocols** to analyze data.

Building Continuous School Improvement Capacity

Data Walls as Example of Making Learning Visible

DATA WALLS

WALLS OF FAME

HEADLINES

Continuous School Improvement

Data Walls

"Accelerated Individual Growth"

"Moving On Up: Focusing on our Goals, Making Progress Visible"

"No Child Left Behind"

OUSD Schools

of Every Student

"Moving On Up: Focusing on Progress"

9 REASONS

- 1 Data is effective in improving student achievement.
- 2 Today's students are digital natives and are increasingly expecting access to the same information that is available to them.
- 3 Technology can provide easy access to data and ease data analysis.
- 4 Accountability requires that schools and districts measure effectiveness.

Scholastic Reading Inventory

SRI College & Career Readiness Performance Band Lexile Ranges*

Grade	Below Grade Level	1 Year Below Grade Level	At Grade Level	Above Grade Level	College & Career Ready
K	80	88 to 100	100 to 130	130 to 150	150 and above
1	80 to 100	100 to 120	120 to 140	140 to 160	160 and above
2	100 to 120	120 to 140	140 to 160	160 to 180	180 and above
3	120 to 140	140 to 160	160 to 180	180 to 200	200 and above
4	140 to 160	160 to 180	180 to 200	200 to 220	220 and above
5	160 to 180	180 to 200	200 to 220	220 to 240	240 and above
6	180 to 200	200 to 220	220 to 240	240 to 260	260 and above
7	200 to 220	220 to 240	240 to 260	260 to 280	280 and above
8	220 to 240	240 to 260	260 to 280	280 to 300	300 and above
9	240 to 260	260 to 280	280 to 300	300 to 320	320 and above
10	260 to 280	280 to 300	300 to 320	320 to 340	340 and above
11/12	280 to 300	300 to 320	320 to 340	340 to 360	360 and above

Beginning Reader (BR) - 0 to 80

SRI Lexile Score Ranges - Reading Grade Levels

Grade	Below Grade Level	1 Year Below Grade Level	At Grade Level	Above Grade Level	College & Career Ready
BR	0 to 80	80 to 100	100 to 120	120 to 140	140 and above
1	100 to 120	120 to 140	140 to 160	160 to 180	180 and above
2	120 to 140	140 to 160	160 to 180	180 to 200	200 and above
3	140 to 160	160 to 180	180 to 200	200 to 220	220 and above
4	160 to 180	180 to 200	200 to 220	220 to 240	240 and above
5	180 to 200	200 to 220	220 to 240	240 to 260	260 and above
6	200 to 220	220 to 240	240 to 260	260 to 280	280 and above
7	220 to 240	240 to 260	260 to 280	280 to 300	300 and above
8	240 to 260	260 to 280	280 to 300	300 to 320	320 and above
9	260 to 280	280 to 300	300 to 320	320 to 340	340 and above
10	280 to 300	300 to 320	320 to 340	340 to 360	360 and above
11/12	300 to 320	320 to 340	340 to 360	360 to 380	380 and above

* Based on "SRI - 2014 - Content Test Sheet", Scholastic Inc., 2014

OSD Teaching & Learning Dept
November 2014

DATA WALLS QUICK-FACTS:

When?

- Phase I: Communication - Begin socializing ideas with staff, discuss settings, use-it-or-lose-it.
- By 11/21/14
- Phase II: Set-Up - Begin gathering data, assign responsibilities, begin building.
- By 12/15/14
- Phase III: Implementation & Reflection - Review first round use, inform classroom as well as administrative practice, praise and reflect on progress to date.
- By 1/23/15

IMPORTANT!

FERPA RULES MUST be followed to protect students' privacy. See [FERPA](#)

LOCATION:

Data Wall must be maintained in secured space w/ access by students or public.

Who?

- Attached (ethnically, gender, SPED, ELL)
- Principal
- Office Staff
- Coast Teams
- SGP Teams
- Chief of Schools
- SGP / CoP's
- SGP Team
- School Psychologist
- Academic Mentors
- Clinic Staff
- Mental Health Staff
- T & L Specialists

Where?

- Staff Mgmt
- Supervisory Visits
- SGP Walkthroughs
- Data Retreats
- June Retreats
- August Retreats
- Release Days
- Grade Level Mtgs
- Buy Back Days
- Monthly
- Weekly

What Data is Required ("Fight")

- OERS / OEL (ES only)
- Foundries & Pioneer (ES only)
- DRA / EDEL (ES only)
- SRI
- CELDT
- Chronic Absence
- Suspension
- Benchmark Assessments

What if I think I have

1. Is it student specific?
2. Does it have the data?
3. Is it visible to the public?
4. Does it include a plan?

IF YOU SAID "YES" TO ALL 4, YOU ARE READY TO GO!

www.ousd.org

What Data is Optional ("Loose")

Other Data Walls May Require Data Listed Below

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	Chronic Absenteeism
		YTD-wk 8/36	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%

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 ILTs, 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 school teams will include discussion and support of the school's ongoing use of the Weekly Engagement Report. We will include weekly meetings to pinpoint **hot spots** and **bright spots** (Alissa Smith) and the Academic Leadership team.

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 -

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 goal 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 peak was week of 11/2 with 37,204, therefore since the peak, 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??

School	12/12/14	12/5/14
Hoover Elementary	13.1%	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	10.3%	13.8%
Madison Park Lower Campus	10.3%	10.0%
Edna M Brewer Middle School	8.1%	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...

DRAFT v2.0

OKLAHOMA UNITED SCHOOL DISTRICT
Community Schools, Working Schools

CONTINUOUS SCHOOL IMPROVEMENT

Root Cause Analysis Primer



Quality Criteria


Plan Element Definition	Criteria
Performance Trends Description of trends for every performance indicator, identified based on analysis of three years of data.	<ul style="list-style-type: none">* Makes explicit to which performance indicator/sub-indicator the trend applies, and the direction of the trend (i.e., strengths and challenges).* Specifies the time period (e.g., 3 years, 5 years, etc.)* Includes a trend line (e.g., increasing, decreasing, fluctuating, etc.)* Includes a trend line (e.g., increasing, decreasing, fluctuating, etc.)
Priority Concerns (performance challenges) Specific statements about the school's performance challenges (not statements about budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator where the school did not meet federal, state and/or local expectations.	<ul style="list-style-type: none">* Includes a trend line (e.g., increasing, decreasing, fluctuating, etc.)* Includes a trend line (e.g., increasing, decreasing, fluctuating, etc.)* Includes a trend line (e.g., increasing, decreasing, fluctuating, etc.)* Includes a trend line (e.g., increasing, decreasing, fluctuating, etc.)

Levels of Root Cause

Root Causes can be found at any one of the following levels:

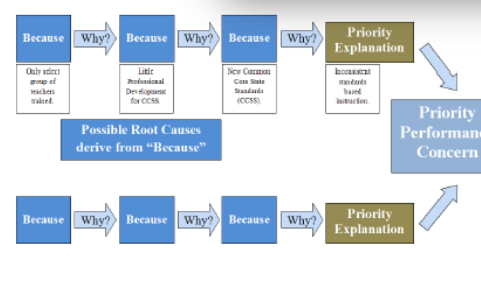
- Incident or procedural level:**
Example: A fight in the cafeteria, fight in the hallway.
- Programmatic level:**
Example: There are always fights in the cafeteria.
- Systemic level:**
Example: There are fights everywhere.
- External level:**
Example: The whole community is violent.

Root Cause Toolbox



Root Cause Analysis: Toolbox Contents

- Multiple Measures of Data
- Continuous School Improvement Flow Chart: Root Cause Analysis
- Circle Map (Blen)
- Getting to Root Causes – Why? Because Flow Map
- Fishbone Sample/Explanation
- Fishbone Template
- Developing Trend Statements



Building Continuous School Improvement Capacity

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

Continuous Improvement Inquiry & Planning Tool: AUGUST			
2014-2015 School Year Big Question:	How are you aligning strategies to ensure student achievement in the Control Funding Formula (LCFF) designated subgroups (Low Income students)? How are you ensuring that gaps are closing for your target students?		
August Big Question (Summative View):	How can data from last year's SRI, DIBELS, attendance/chronic abs (graduation rates, dropout rates, A-G completion, AP participation, C needs this year?		
1A. ANALYZE STRENGTHS: What do the data say about our strengths?			
August Sub-Questions:	Which content areas/grade levels improved/declined? What do your trends look like over multiple years? What achievement gaps do you notice?		
Data Analysis	Data Measure	Student Group Lens <i>schoolwide/ Grade Level/ Pathway/ LCAP Groups*</i>	
6th grade has the highest rate of proficiency in the school- 62.9%	SRI	Grade Level	39.7%
68% of low income students grew	SRI	Low-Income Students	11.4% or less
60.3% of students read at grade level or above	SRI	Schoolwide	39.3% level.
71% of students grew in 7th and 8th grade	SRI	Grade Level	
*LCAP priority groups include Latino students, African American Students, English Language Learners, Students with Disabilities, Foster Youth, and Low-Income Students			*LCAP Learners
2A. REFLECT ON STRENGTHS: How did our practices last year produce these strengths?			
August Sub-Questions:	What were your additional supports last year? Identify additional supports that could have contributed to improvements or declines in content areas/grades. How did you engage the team at your school to support student needs?		
PD provided on literacy strategies.			

	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 SRI within the window. Teachers will use SRI to tune and implement reading initiative (in	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?	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.
	Increase Graduation Rate of all students by 3%. Increase Graduation Rate of AAMs by 4%. Increase percentage of students	Teachers will create opportunities possible for students to pass their Extra credit, office referrals, SST		

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:

Create and implement structures and schedule for formal and informal




Leadership Practices	Assets	Challenges	Leadership Practices (includes Principal, ILT, TL, TSA)	Assets	Challenges	Organizational Practices	Assets	Challenges
ent to the mmer	Assets	Challenges	Assets	Challenges	Assets	Challenges	Assets	Challenges
grade team in shared	Assets	Challenges	Assets	Challenges	Assets	Challenges	Assets	Challenges
Teachers have a sense of im	Assets	Challenges	Assets	Challenges	Assets	Challenges	Assets	Challenges
ment	Assets	Challenges	Assets	Challenges	Assets	Challenges	Assets	Challenges

in leadership (see Assets Survey)

VISION RELATIONSHIPS RESILIENCE PARTNERSHIP MANAGEMENT INSTRUCTION ACCOUNTABILITY

Building Continuous School Improvement Capacity

New School Improvement & Data Partners provide Targeted Supports to Schools



SCHOOL PARTNER 2014-15 GUIDE
DRAFT Updated: 11/3/14

WELCOME SCHOOL PARTNER

The following document will serve as a guide for Year 1. We are appreciative that you have answered the call. We are in these new roles. This means we will be front-loading as contributing to your further development throughout the year.

CONTENTS:


- Welcome & Introduction
- School Partner Priorities 2014-15
- Scope & Sequence of Key Events & Activities
- Roles & Responsibilities of CSI Department
- Roles & Responsibilities Unique to Specific School
- Syllabus of Cross-Training of School Partners
- Transition Support

Elephant in the room...

It is important to note, while the network and networks over the last several years have differentiated needs of all schools, there is an immediate convergence for School Partner time and end of the year. **Success will NOT be achieved** if we do not address this.

Network Leaders have been told that we could leverage 100% of the Partner time. We would undoubtedly have a positive impact. However, many priorities have already been established. Rounds, SQR, and monitoring & support are all critical. **Therefore, our priority will be to decide very early on what we want our Partners and our decision position. Naming this elephant will build long-term sustainability.**

SCHOOL PARTNERS [WEBPAGE](#)



SCHOOL PARTNER 2014-15 GUIDE
DRAFT Updated: 11/3/14

SCOPE & SEQUENCE OF KEY EVENTS & ACTIVITIES

SCHOOL PARTNER 2014-15 GUIDE
DRAFT Updated: 11/3/14

Syllabus of Cross-Training of School Partners

The list below represents essential skills that many new School Partners hold. By developing Knowledge Sharing opportunities so help build each other's capacity. One step at a time...

STATUS	ACTIVITY	PARTNERS	WHEN
✓	School Partner (All Partners and Principals)	ALL	Nov
✓	1st Principal Meeting (Montes introduction)	ALL	Nov
✓	HR Orientation (Brigitte 1:1 or in group)	ALL	Jan
✓	Transition Plan (Partner w/ Current existing work)	ALL	Mar
✓	Partner Hiring & Transition (Partner w/ Current existing work)	ALL	Mar
✓	Transition Plan (Network Supt & Partner Transition)	ALL	Mar
✓	Partner Orientation (Network Supt & Partner Transition)	ALL	Mar

PENDING:

- Establishing Dates for the Knowledge Sharing
- Creating Common Agenda Template for Facilitators

Work in Progress...

OUR GOALS

- BUILDING COLLEGE & CAREER READINESS**
INCREASING ACADEMIC RIGOR
- TRANSFORMING SCHOOL CULTURE & SUPPORTING OUR PEOPLE**
- BUILDING & LEADING COMMUNITY SCHOOLS**

WE ARE READY!

Key staff have been recruited to serve as School Improvement Partners and Data Assessment Partners within EACH of the District's network of schools. Each network will have one or more of each partner role below dedicated to providing direct services to schools. The focus will be on achieving the district goals through supporting Continuous School Improvement.

Watch this brief video of Superintendent, Antwan Wilson, addressing the School Partners Kick-off Institute =>

Antwan Wilson
Superintendent, Oakland Unified School District

SCHOOL IMPROVEMENT PARTNER

- Serve as a thought-partner to principals (and ILTs) and Network and Deputy Network Superintendents,

DATA ASSESSMENT PARTNER

- Gather needed data and present to stakeholders, including school leaders, teachers, and community.

RESOURCES


- Click Effective Practices
- Click Root Cause Analysis
- Click Instructional Coaching
- Click English Language Learners
- Click CA Healthy Kids Survey Website with results for OUSD schools.
- Click Key texts that may assist in helping schools and the district improve instruction.

Collaborative School Improvement: Eight Practices for District-School Partnerships to Transform Teaching & Learning

Key text guiding the School Partners support to schools. Districts and schools share a common goal in education: to improve teaching and learning in schools. Unfortunately, school personnel routinely wonder, "what has the district done for us lately?" while district leaders, in turn, wonder "why haven't schools implemented the ideas we gave them recently?" This disconnect minimizes trust, paralyzes action, and inhibits each group from making the difference it signed up to make.

Building Continuous School Improvement Capacity

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



OAKLAND UNIFIED
SCHOOL DISTRICT
Central Office, Poudre Avenue

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*		At Expected*		1 Grade Lev Below Expected*		2 Grade Lev Below Expected*		3 Grade Lev Below Expected*		4 Grade Lev Below Expected*		5+ Grade Lev Below Expected*	
	#	Gr	#	Gr	#	Gr	#	Gr	#	Gr	#	Gr	#	Gr
Annual Growth Goal														
Schoolwide Gr 2-5	190	61	-0.25	62	0.03	41	-0.12	21	0.19	5	0.80			
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	0.80			
Grade 05	52	30	-1.00	12	-1.17	5	-1.40	5	-1.40					
African American	81	20	-0.78	28	0.04	23	0.04	7	0.97	3	1.86			
African American-F	42	10	0.00	15	0.53	14	0.20	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	0.86			
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	1.00	3	-0.67			1	1.00					
Latino	63	23	-0.12	19	-0.37	14	-0.36	5	0.20					
Latino-F	36	17	0.06	8	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	0.86					
EL	52	8	-1.25	16	-0.50	14	-0.20	11	-0.30	3	0.87			

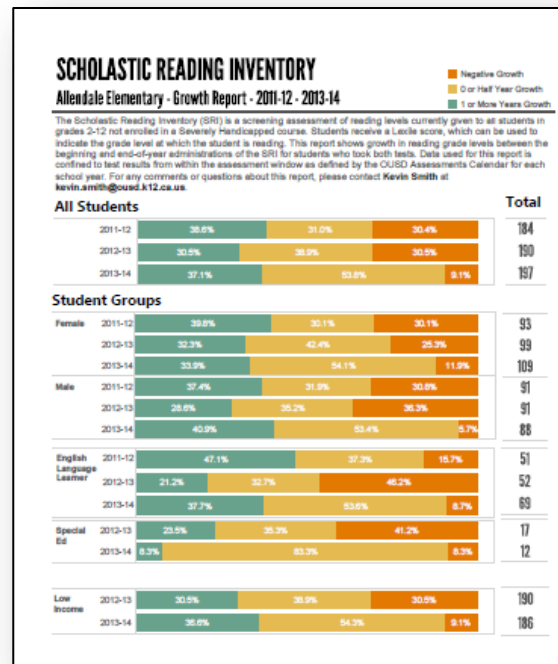
*PLEASE NOTE: Only grade & demographic groups comprised of at least 5 students are listed. In addition, only non-SDC students who had a valid English SRI score for both Admin 1 (Fall) AND Admin 3 (End Of Yr) are included in this cohort-matched report.

*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

Page 10



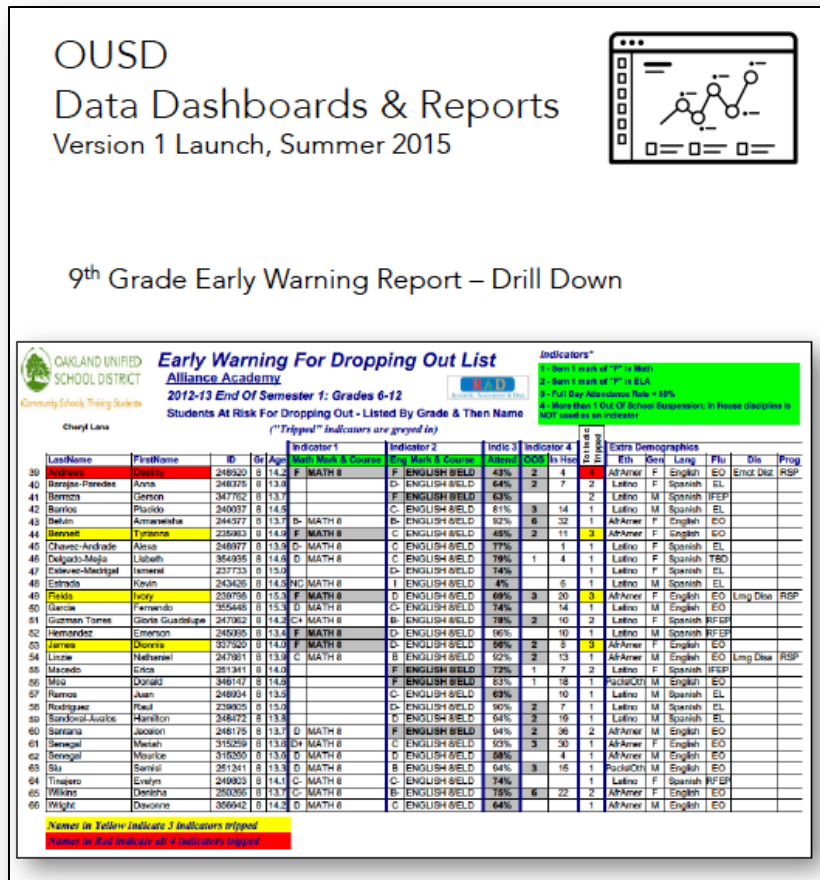
• Past

• 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



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.

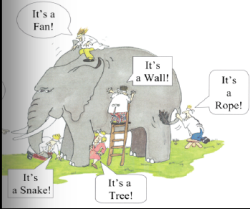
As a "Targeted Strategy", OUSD will tap the SQR process when a specific "bell is rung":

- A high school is preparing for its WASC Accreditation.
- A school has experienced Distinct Success, and OUSD wants to deeply understand the conditions for that success to replicate it.
- 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!

Deliverable(s)	Who's Involved?
SQR reports for Oakland High and Skyline High, by April 2015	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Network Superintendents Principal Advisory Committee (PAC)
Updated tools and protocols for ESV process, by May 2015	<ul style="list-style-type: none"> 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)

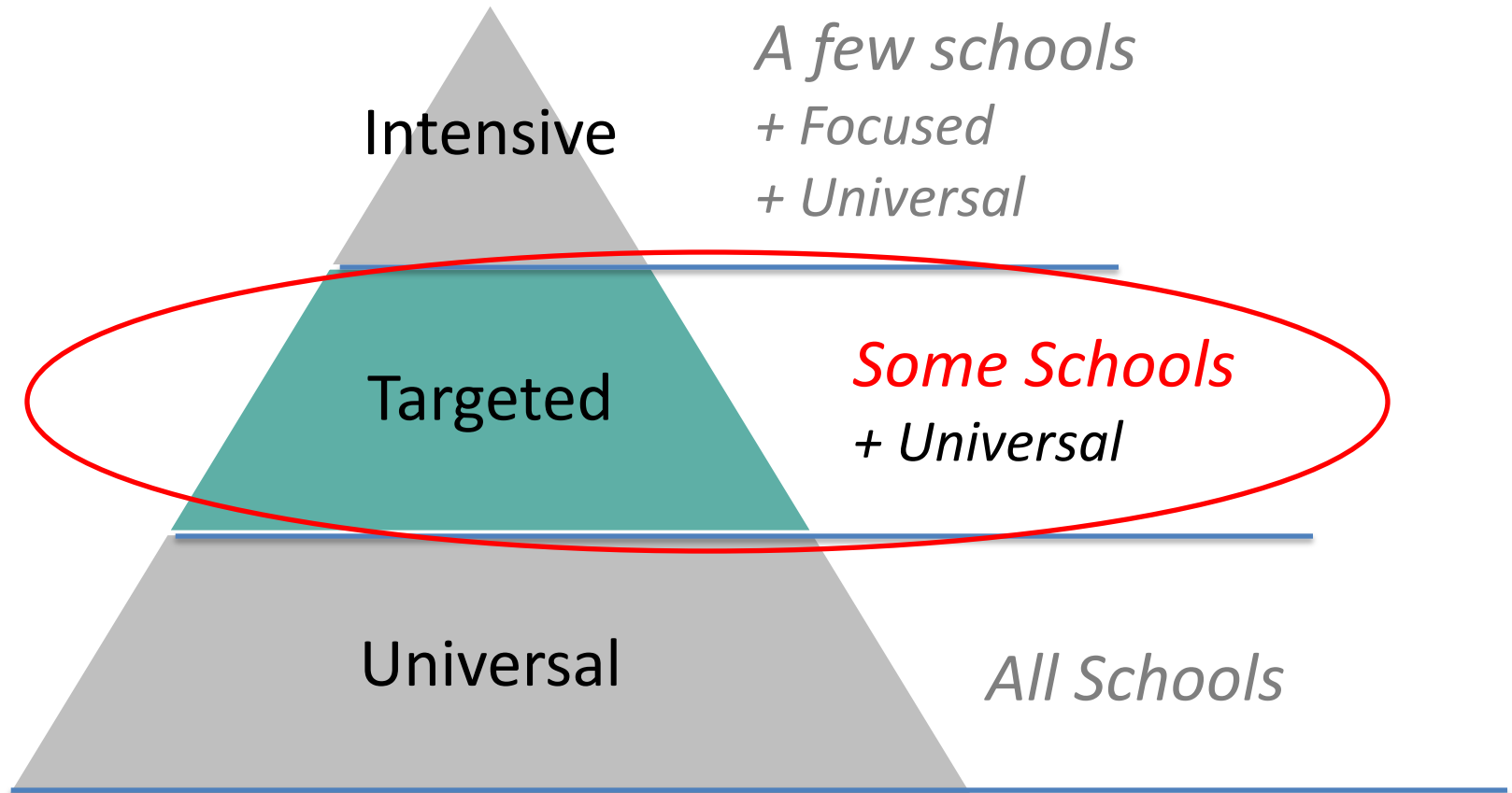
Building Continuous School Improvement Capacity

Aligning Professional Learning

- Summer Professional Learning
- Principal Institutes
- Teacher Summer Developments

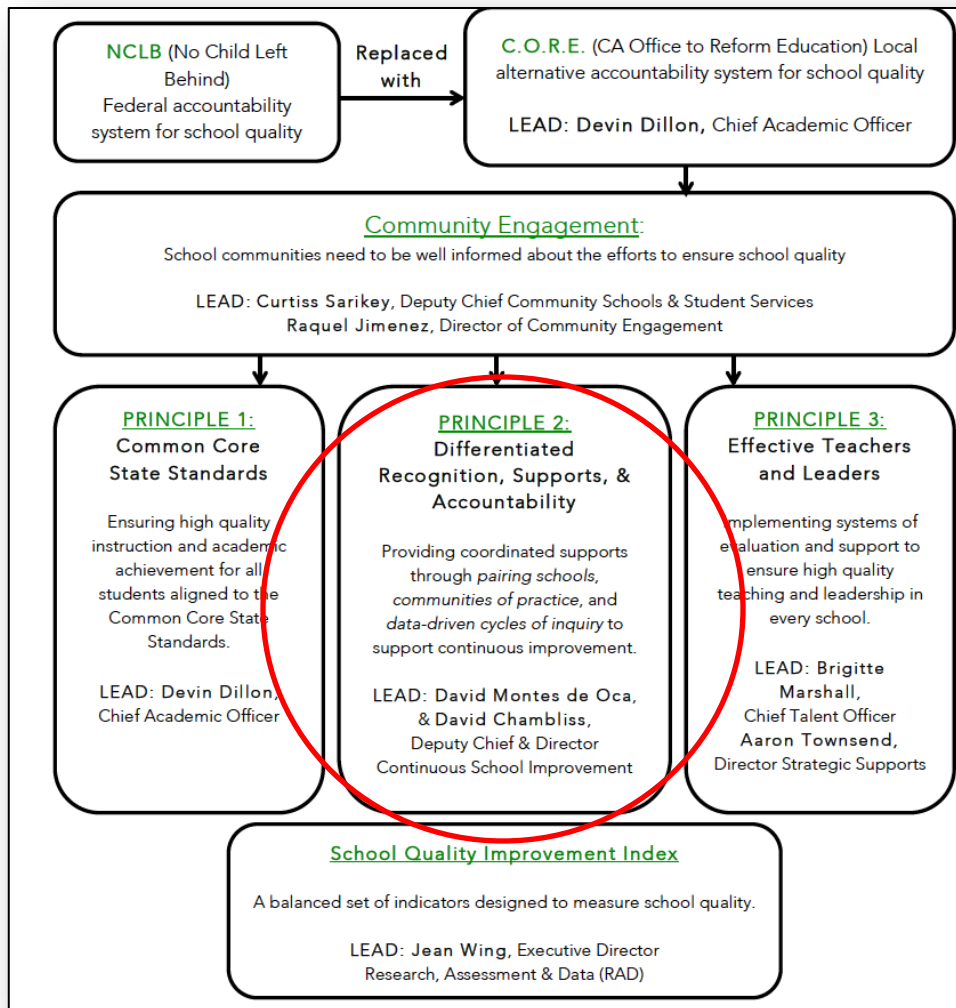
Catalog/Category	Save the Date Catalog matching	Entered Calendar	In Save the Date Catalog	Lisa's questions/Notes	Begin Date	End Date	Level
Mathematics Elementary		Y	YES	I think this needs to move because cohort week because of the flip flop, 8-5 8/9 is now Teacher Leader, now needs to be 8/12 - 8/16	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: LBUUSD / 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: LBUUSD / 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

FACILITATORS



Click [HERE](#) to download a list of the 2014-15 Facilitators for each school.

FACILITATORS

Priority schools are assigned a **Facilitator** that coordinates participation in Pairing activities. Facilitators are the Network or Deputy Superintendents.

PAIRING FACILITATOR TRAINING
DATE: **September 12, 2014**
COMPLETED
** Facilitators ONLY*

FACILITATORS

Focus schools are assigned a **Facilitator** that coordinates participation in Community of Practice activities. Facilitators are the Network or Deputy Superintendents.


COMMUNITY OF PRACTICE FACILITATOR TRAINING
DATE: **September 8, 2014**
COMPLETED
** Facilitators ONLY*

FACILITATORS

AMO schools are assigned a **Facilitator** that coordinates participation in local Community of Practice activities. Facilitators are the Network or Deputy Superintendents.

COMMUNITY OF PRACTICE FACILITATOR TRAINING
DATE: **September 8, 2014**
COMPLETED
** Facilitators ONLY*

PAIRING PROGRAM



Click [HERE](#) to download tools and resources to support the Pairing Program.

COMMUNITIES OF PRACTICE

Click [HERE](#) to download tools and resources to support the Communities of Practice Program.

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.



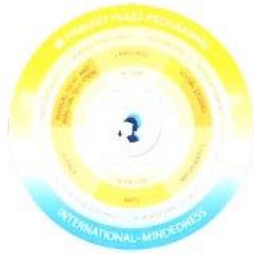
West Oakland STEM

- 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



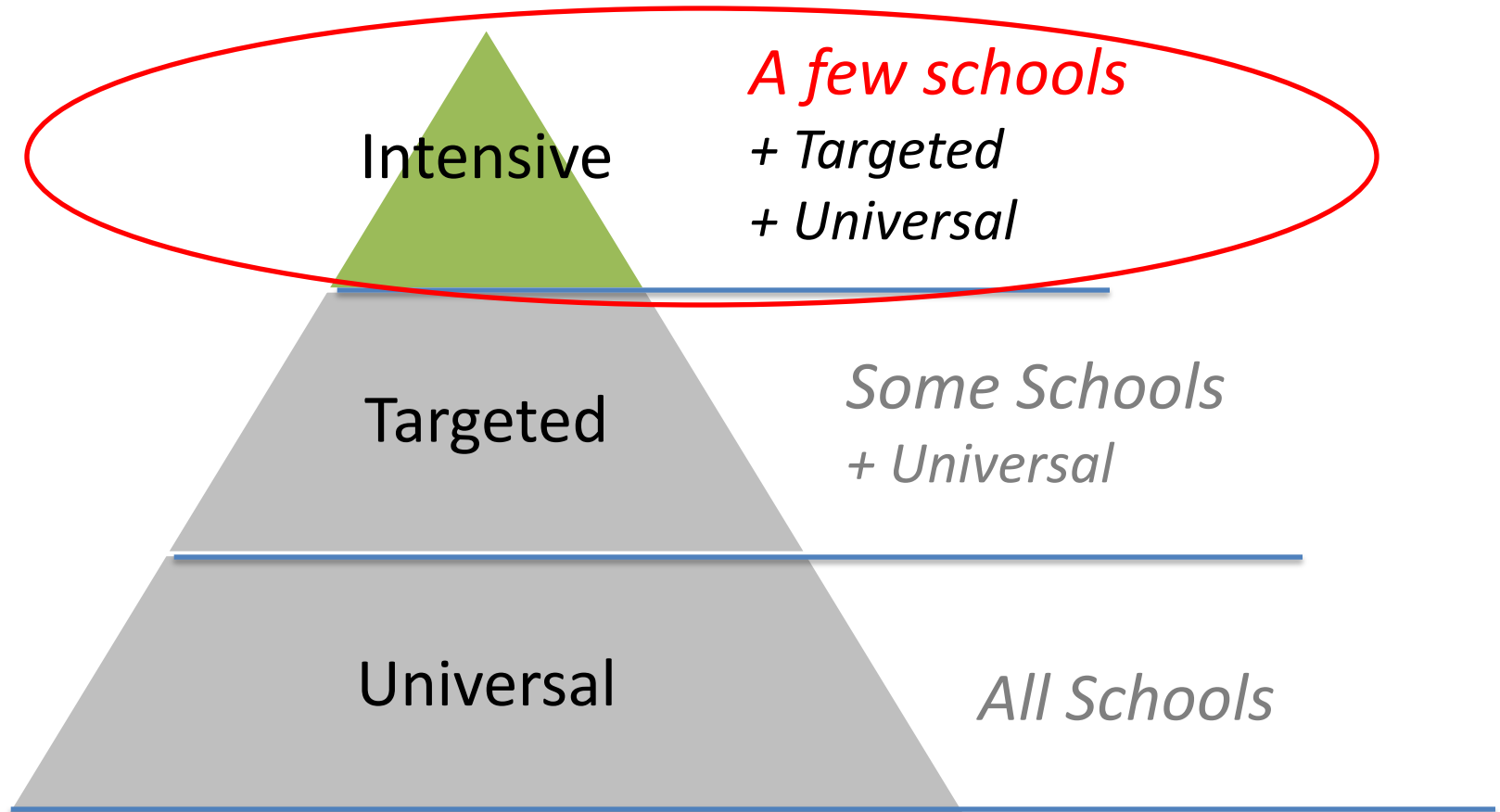
Career-related
Programme

International Baccalaureate

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.

Processes in early stages - to Lead to Larger Plan

Continuous School Improvement is a Tiered Approach.



Quality School Development



Intensive
School
Support

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

ISS Call for Quality Schools
Proposal/Support Materials

Submission Date: 2023
Submission Area: McClymonds
Submission Type: New Proposal

Proposal Title: McClymonds Propo...

Team Member	Role	Contact Information	Signature
Parent	Parent		
Student	Student		
Teacher	Teacher		
Community Member	Community Member		
Parent	Parent		
Teacher	Teacher		
Community Member	Community Member		
Parent	Parent		
Teacher	Teacher		
Community Member	Community Member		

Submission Date: 2023
Submission Area: McClymonds
Submission Type: New Proposal

Submission Title: McClymonds Propo...

McClymonds Propo...

ISS Call for Quality Schools
Proposal/Support Materials

Submission Date: 2023
Submission Area: Frick
Submission Type: New Proposal

Proposal Title: Frick ProposalWritin...

Team Member	Role	Contact Information	Signature
Parent	Parent		
Student	Student		
Teacher	Teacher		
Community Member	Community Member		
Parent	Parent		
Teacher	Teacher		
Community Member	Community Member		
Parent	Parent		
Teacher	Teacher		
Community Member	Community Member		

Submission Date: 2023
Submission Area: Frick
Submission Type: New Proposal

Submission Title: Frick ProposalWritin...

Frick ProposalWritin...

- 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

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.

2015 Call for Quality Schools
SITE BASED COMMITTEE ROSTER

Intensive Support School Name: **Castlemont High School**

Today's Date: March 13, 2014
Lead Contact Name: Michael Scott
Lead Contact Email: Michael.scott@ousd.k12.ca.us

Primary Meeting General Location: CHS
1st Meeting Date/Time: Weds., 3/25/2015, 5pm
Regularly Scheduled Meetings
Day: TBD
Frequency (weekly, bi-weekly): TBD
Time: 5pm

SITE-BASED COMMITTEE MEMBERS		Stakeholder (Choose one)	Organization Affiliation (if any)
First Name	Last Name		
Amenda	Wilson	Student	CHS
Ty'Joane	Hunter	Student	CHS
Clarissa	Chan	Teacher	CHS
Richard	Bennett	Teacher	CHS
Samantha	Odom	Other Staff	CHS
Mara	Bentlez	Partner Organization	Oakland Kids First
Hannah	Kahl	Partner Organization	Youth Uprising
Saun-Troy	Trotter	Partner Organization	YU/Children's Hospital Clinic
Chinyere	Tulashinda	Partner Organization	Youth Together
Jerome	Hunter	Parent	
Porlis	Davis Williams	Parent	

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

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

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

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/0ByPT9cdj-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 potluck 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



EXAMPLE:

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

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)
- 4/1/15/15, 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 Angeles
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

PASSING THE TORCH: Lessons from the Leaders About Designing Schools



Who: This event is for Proposal Writing Teams for Oakland Intensive Support Schools. Childcare, translation, and refreshments will be available.

March 14, 2015

1:00–4:30pm

Holy Names College

3500 Mountain Blvd., Oakland, CA 94619

Contact **Kathy Jones** to RSVP and get additional information:
kathlene.jones@ousd.k12.ca.us



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools. Thriving Students

Sponsored by School Board
Director Shanthi Gonzales
(District 6) and the Quality
School Development Office



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 Teams

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

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Strong Students

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: Niyola Baez / Johanna Paraiso niyola.baez@ousd.k12.ca.us / johanna.paraiso@ousd.k12.ca.us	McClmonds 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 (<i>more info to follow</i>)
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



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

Planning

Who will be supporting **you** and **us**?

(3rd Party Lead Partner & Evaluator)



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

Engagement and
Youth Leadership
CBO's

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

Cabinet
Chiefs
Deputy Chiefs

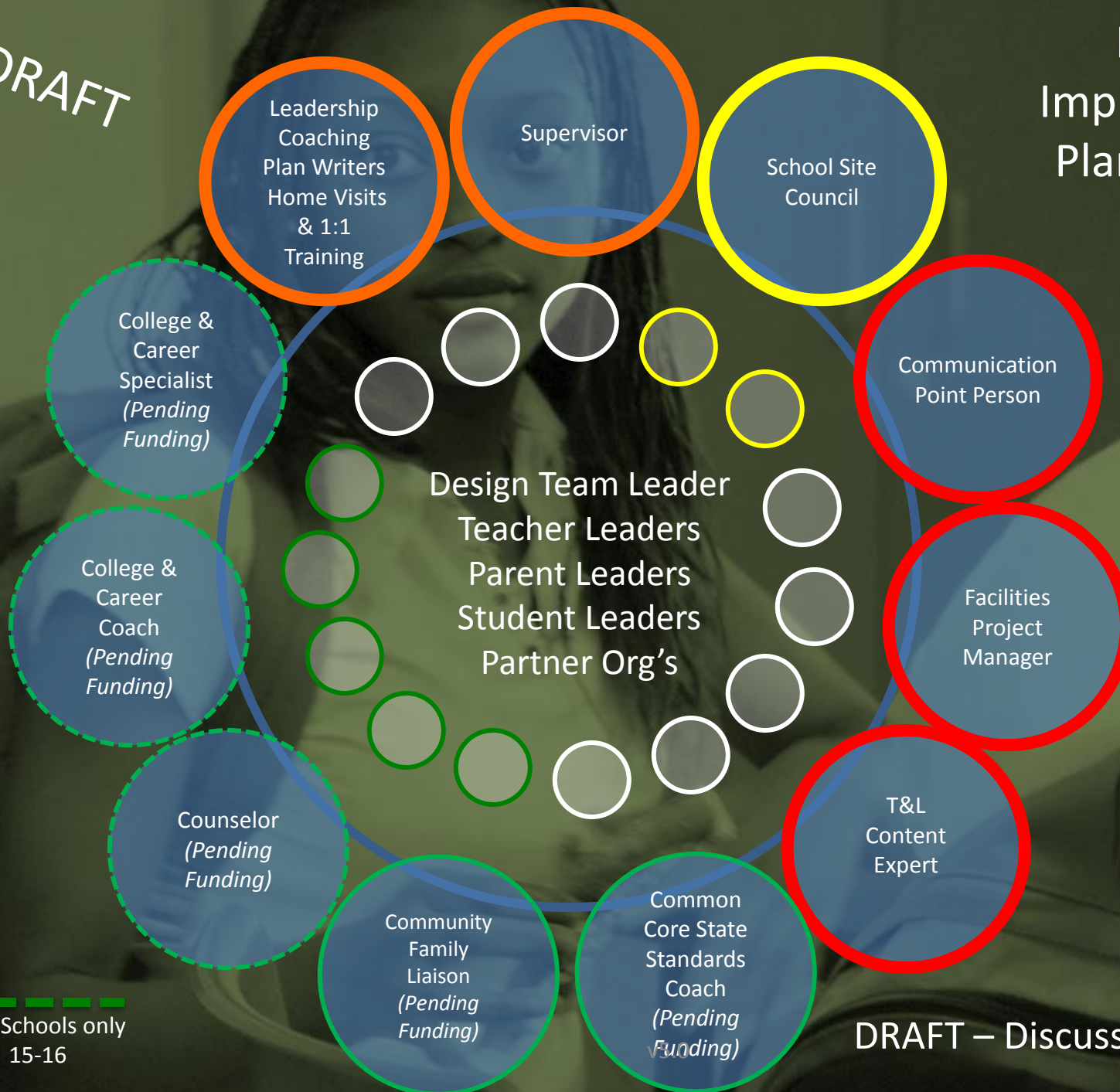
Program
Implementation
Planning Teams

Labor
OEA, UAOS
SEIU, AFSME

DRAFT

Program Implementation Planning Team

Strengthening Site Governance in school design



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

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July

Week 1

Orientation
Know thy self

Week 2

Leadership
Inventory

Week 3

Equity
Training

Week 4

Vision
Theory of
Action

<< TEAM BUILDING THROUGH-OUT >>

August

Week 5

Orientation
Know thy community

Week 6

1:1 Training

Week 7

Vision
Theory of Action

Week 8

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

Bridge Program
Planning

Week 2

Bridge Program
Planning

Week 3

Parent Coffee &
Conversations
Home Visits

Week 4

Parent Coffee &
Conversations
Home Visits

August

Week 5

Parent Coffee &
Conversations
Home Visits
Overnight Trip

Week 6

Bridge Program
Overnight Trip

Week 7

Bridge Program

Week 8

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

DRAFT

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

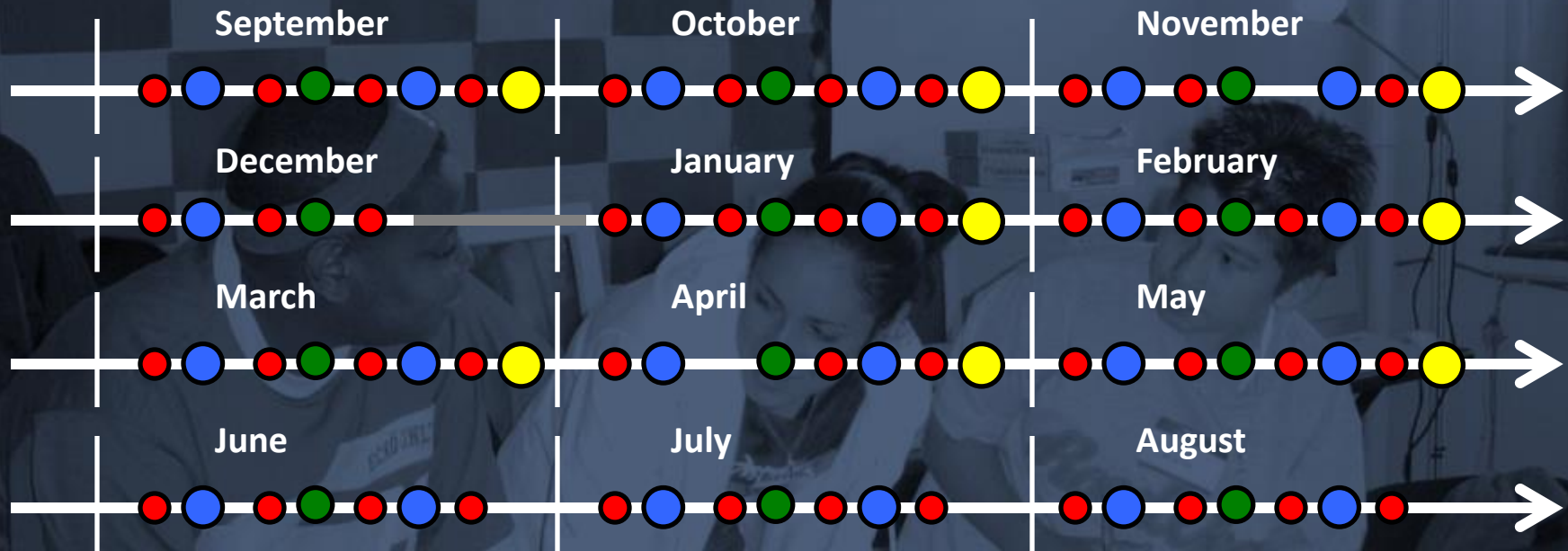
Strands	December	January	February
	Instruction II School Culture I Outreach I	Outreach II School Culture II Budgeting	Staffing I Ordering for 2016

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

DRAFT

- 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