



Action Plan for Improved Student Achievement

Board of Education
November 18, 2008



Jefferson

Elementary

School



Targets Met

- Demonstrated growth in API for our African-American subgroup (+23).
- Met 20 of 21 AYP targets for the 2007-2008 school year.
- Met 95% participation rate for both ELA and math
- Met school wide math proficiency
- Met AYP level by “safe-harbor” method for both our EL subgroup and Hispanic/Latino subgroup in ELA



Targets Not Met

- Hispanic/Latino subgroup declined 36 points
- Socio-economically disadvantaged students declined 27 points
- English learners declined 35 points
- We did not meet the proficiency level for English/Language Arts for our SED subgroup. We did however meet the AYP level by “safe-harbor” method for both our EL subgroup and Hispanic/Latino subgroup in ELA



Areas of Focus

- We identified the need to improve students' level of reading comprehension.
- We identified the need to improve students' level of writing.
- We also identified the need to improve our delivery of ELD instruction for all our EL students.



Planning Process

- Initially planning was conducted with the site Leadership team.
- The leadership team looked at the school data and the impact that corrective action would have on our school and program.
- The leadership team engaged smaller groups within grade level teams to generate areas for action.
- The feedback provided by grade level teams was compiled and shared at our full staff meeting.
- Ideas were generated about our program improvement addendum.
- These ideas were further discussed at subsequent staff meetings.



Planning Process (cont.)

- Site principal met with the ELAC parents group and asked for feedback.
- This feedback was incorporated into the draft proposal that was presented to the teaching staff and further refined.
- The draft proposal was then voted on by secret ballot by certificated staff.
- The proposal was then presented to the newly elected SSC and approved.



Highlights of the Action Plan

- Restructuring of the current school day for first, second, and third grade students adding an additional 21.5 hours of instruction for all students and an additional 107.5 hours of targeted instructional minutes for all ELs and Title 1 students (Restructuring Committee to convene).
 - All students attend school from 8:10 – 2:00
 - Title I and English learner students stay for extended day instruction from 2:10 – 3:00
 - Teacher workday remains the same (8:10 – 3:00)
 - Student schedules change.



Highlights of the Action Plan

- The addition of a computer lab teacher to:
 - Provide standards-based technology instruction
 - Reduce the student to adult ratio in the fourth and fifth grade classes thus allowing targeted intervention to be integrated into the instructional day.



Highlights of the Action Plan

- Common grade level planning time provided to teachers to:
 - Focus on reviewing student data
 - Plan common lessons
 - Plan the use of culturally relevant instructional strategies
 - Improve delivery of the standards-based instructional program



Monitoring and Accountability

- Accountability for collaborative planning time
- On-going review of benchmark assessments
- The implementation of student agendas/planners in the upper elementary grades to increase student/teacher communication.
- The agendas/planners will increase student accountability with school work and homework.



**Monroe
Elementary
School**



Targets Met

- Met 21 of 21 AYP targets
- Met AYP Participation rates for ELA and Math
- Met school wide AYP for ELA and Math
- ELL students met their target
- Asian students were their met
- Overall, every grade level did better in Math than Language Arts



Targets Not Met

- Hispanic students declined 28 points
- SED students declined 21 points
- African American students did not meet AYP percent proficient (note: not a statistically significant subgroup)



Areas of Focus

- English Language Arts, especially writing conventions
- Professional Development
- Focal subgroups (Latino, African American, SED students)



Planning Process

- September, Daniel Chaja gave a 90-minute presentation of STAR data to staff
- He reviewed disaggregated data pointing out multiple ways of looking at the data (by ethnicity, by gender, by socioeconomics, by comparison studies, by similar school data, etc.)
- Teachers individually were asked to fill District's Data Analysis, Reflection, and Action Plan Form. (Collected in October)



Planning Process

- In November, at grade level meeting, teachers synthesized their individual reflections of presentation into one grade level reflection and action plan. (Collected at the end of November)
- School Site Council and ELAC were shown again the schools state test data, shown teachers' reflections and recommended actions. SSC discussed and approved recommended actions of grade levels and principal



Highlights of the Action Plan

- Professional Development for Teachers, Para Educators, and Site Leader
 - Equity lead team to provide training
 - SIOP lead teachers to provide training
 - REAP lead teachers to provide training
 - Use of technology and Edusoft software
 - Peer observations



Highlights of the Action Plan

- Increase Common Grade Level Planning Time with common agreed upon strategic focuses
 - Use of data to plan instruction
 - Weekly recording of grade level meetings on SMART form
 - On-going examination of progress of focal students
 - Implementation of instructional strategies



Highlights of the Action Plan

Strategic Intervention

- 2 Tracks of Before and Afterschool Intervention
 - 1) ELD/EDY Instructional Assistance
 - 2) Students not at Basic academic levels
 - 3) Credentialed teachers to offer after school intervention (focus on reading and writing)
- Reinforce Parent/Teacher Communication; Parent/Principal and District Office Communication
- Equity and culturally responsive teaching



Monitoring and Accountability

- Review of district benchmark assessment results following each administration and adjust accordingly
- Review SMART forms and grade level commitments
- Strategic monitoring of students in the intervention programs
- On-going monitoring and assessment of student performance (including focal students)
- Site walk-throughs



**WASHINGTON
ELEMENTARY
SCHOOL**



Targets Met

- Met 14 of 17 AYP targets
- Met AYP participation rates for ELA and Math
- Met school wide AYP Math and ELA targets
- Met Hispanic/Latino, SED, English learner AYP math targets



Targets Not Met

- Hispanic/Latino subgroup declined 37 points
- SED subgroup declined 29 points
- English Learner subgroup declined 44 points
- Did not meet Hispanic/Latino AYP ELA target
- Did not meet SED AYP ELA target
- Did not meet English Learner AYP ELA target



Areas of Focus

- Academic Language
- Culturally Relevant Strategies
- Build structures to support:
 - on-going Parent Education
 - on-going data conversations, resulting from focal student plans, between teachers, principal and parents
 - a safe school climate
 - systematize action plans/support for long-term English Learners



Planning Process

- Process started last year, even before we realized that we had not met our goals
- Administered survey to staff to determine the needs for Professional Development and how we were going to focus that PD
- Reflected on the need for collaboration time to review data regularly, plan for focal students and lesson planning
- We took those results to the SSC and the ELAC and incorporated their input into the action plan
- This school year, the data was shared with the staff, the SSC and to the school community at a coffee klatch
- We determined that our plans that we made last school year were still applicable to meeting our targets
- Plan approved by School Site Council



Highlights of the Action Plan

Curriculum and Instruction:

- Grade level Planning time focused on:
 - Review of assessment results to plan instruction
 - Use of core materials
 - Implementing culturally responsive teaching strategies
- Additional release time for grade level collaboration
- Additional release time for bilingual teacher collaboration
- Peer coaching



Highlights of the Action Plan

Curriculum and Instruction:

- Purchase culturally relevant supplemental materials for ELD
- Increased support for grade 4 and 5 students in bilingual program
- On-going review of EL students data to inform ELD planning
- Develop support plans for long term EL students not making progress



Highlights of the Action Plan

Intervention:

- Identify students for extended day learning opportunities
- Provide counseling support for students in need
- Data talks with teachers and principal after each summative testing cycle
- Focal Student Plans



Highlights of the Action Plan

Professional Development:

- Develop culturally relevant professional library for teachers
- Provide training for Culturally Relevant teaching with CCRTL
 - 7 teachers in the coaching cadre for year 1
- Entire staff trained in “Frontloading” Strategies for Academic Language
 - Time with coaches from CRLP (California Reading Literacy Project) to deepen implementation of Frontloading Strategies



Engaging Families

- Parent Education-Latino Literacy Project and Data Conversations (INSPIRE)
- Academic conferences with EL parents
- Home visits conducted by some teachers



Monitoring and Accountability

- **Review of district benchmark assessment results following each administration and adjust accordingly**
- **Monitoring of grade level planning agreements**
- **Strategic monitoring of students in the intervention programs**
- **On-going monitoring and assessment of student performance (including focal students)**
- **Peer coaching and walk-throughs**



JOHN MUIR

MIDDLE

SCHOOL



Targets Met

School wide and all subgroups targets met (AYP):

- Participation – Math
- Participation – ELA

School wide target met:

- Proficiency- ELA

Subgroup targets met:

- Asian
 - Participation – Math & ELA
 - Proficiency- ELA & Math
- Filipino
 - Participation – Math & ELA
 - Proficiency- ELA & Math
- White
 - Proficiency - ELA



Targets Not Met

- School wide Math -9.8
- African American ELA -8.5
- African American Math -22.5
- Latino ELA -11.3
- Latino Math -19.8
- White Math -8.2
- SED (Socio-economically disadvantaged) Math -14.2
- SED ELA -6.3
- EL ELA -16.5
- EL math -17.5
- Special Ed ELA -22.6
- Special Ed math -25.7



Planning Process

- Data analysis at Leadership Team retreat
- Department data analysis and planning in August and September
- Action planning and recommendations at Leadership Team meeting in October
- Department feedback and input on Leadership recommendations
- Staff vote/decision in October on tools and ways to implement action plan, especially additional early release day
- Parent information campaign in October on action plan/additional early release day
- Parent group information and support meetings in October
- Approval by School Site Council in October



Major Areas of Focus

- Standards based instructional planning
- Focused staff development
- Strategic interventions and programs
- Focal group work
- Equity and CRT walkthroughs
- Empowering Parents
- Preparing Students for success



Standards-Based Instruction

- Schedule Change:
 - Additional early release day on Mondays beginning Nov. 17 for focused department and course-alike collaborative lesson planning
- ELA
 - Vocabulary development
 - Culturally responsive teaching strategies
 - Oral and written conventions
 - Reading comprehension and literary analysis
- Math
 - Statistics, data analysis, and probability
 - Multistep problems, graphing and functions
 - Quadratics and polynomials
 - Quantitative relationships and evaluating expressions



Professional Development

- SECONDARY Academic Language Tools (SALT)
- Sheltered Instruction Observation Protocol (SIOP)
- Culturally Responsive Teaching and Learning (CRTL)



Strategic Interventions

- AVID
- GEAR-UP
- REACH
- CRTL in classrooms
- Saturday Academy
- Before and after school tutoring and homework intervention classes
- Organizational skills support classes



Focal Student Group Work

- Data driven inquiry and lesson study in every department using benchmark assessments, CST blueprints, and released questions
- Focal student group work:
 - African American, Latino subgroups, ELL, EDY, SWD
 - Enhanced intervention and support programs
 - Regular monitoring of focal group progress
 - Equity embedded in all phases of action plan
- Equity and Culturally Responsive Teaching walk-throughs



Empowering Parents

- Aeries Browser Interface parent portal
- TeleParent
- Under-represented parent group committees
 - Presentation of data
 - Supporting school goal for improved student achievement
- Translation of distributed materials, interpreters at parent meetings
- Project INSPIRE



Preparing Students for Success

- linkstolearning.com
- Use of STAR blueprints
- Use of test preparation materials
- Review of quarterly assessments
- Student incentives
- School wide support: SSR, SAVI, Cornell Notes, Salzman Tools



Monitoring and Evaluation

- Early release Monday to collaborate, examine student work and progress
- Quarterly monitoring of student progress by focal group using local and benchmark assessments and quarterly grade reporting: departments, counselors, administration
- Department binder chronicling agenda, minutes, lesson studies, scripts, student work, units and assessments developed
- CST/STAR scores for Spring 09