

File ID Number	12-2363
Introduction Date	9/12/12
Enactment Number	12-2424
Enactment Date	9/12/12
By	



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education
From: Tony Smith, Superintendent
Kimi Kean



Subject: District Submitting Grant Proposal

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2012-13 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2012-13 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D.#	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
12-2363	x	Grant	New Highland Academy	Teacher professional development to continue to and collaboration to improve student learning outcomes at New Highland Academy.	September 1, 2012 through June 13, 2013	S.H. Cowell Foundation	\$24,600.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$24,600.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal year to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

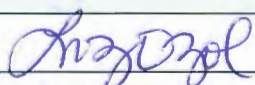
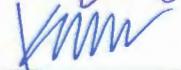
Grants Face Sheet; Proposal

OUSD Grants Management Face Sheet

Title of Grant: Funding for NHA PD and Collaboration	Funding Cycle Dates:
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Liz Ozol, Principal, New Highland Academy, 8521 A Street, Oakland 94621, liz.ozol@ousd.k12.ca.us	Grant Amount for Full Funding Cycle: \$24,600
Funding Agency: S.H.Cowell Foundation	Grant Focus: Teacher professional development and collaboration
List all School(s) or Department(s) to be Served: New Highland Academy	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Increased time for teacher planning, collaboration and professional development will improve the quality of the lessons planned as well as how they are taught. The higher rigor and scaffolded demands on students will result in improved student performance.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.75% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	We will use the School Transformation Rubric developed by Partners in School Innovation to measure our impact on several key areas: Instructional Program Expectations, Leadership Team Role and Effective Lesson Design. We also have set goals of growth in SRI (12 months growth by June 1) and performance on the Science Writing Task (increase score by 1 point on rubric from fall to spring).
Does the grant require any resources from the school(s) or district? If so, describe.	None.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 4.25% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Liz Ozol, see above.

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Liz Ozol		8/6/12
Department Head (e.g. for school day programs or for extended day and student support activities)	Kimi Kean		8/6/12

Grant Office Obtained Approval Signatures:

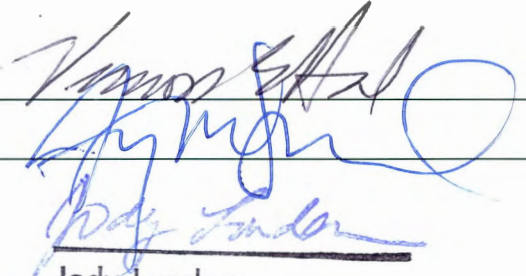
Entity	Name/s	Signature/s	Date
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Fiscal Officer

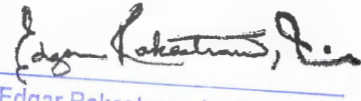
Vernon Hal

Superintendent

Tony Smith



Jody London
President, Board of Education



Edgar Rakestraw, Jr., Secretary
Board of Education

Proposal to S.H. Cowell Foundation
from
New Highland Academy, Oakland Unified School District
July 2012

Opening Statement

New Highland Academy requests a \$24,600 grant to extend Cowell support for teacher professional development and collaboration to improve student learning outcomes.

Community Description

The New Highland attendance area continues to face significant challenges and stresses. This neighborhood in East Oakland has one of the highest percentages of low-income residents and has high rates of illness, injury and health issues. The violent crime rate is the highest in Oakland as per March 2009 as are the rates of domestic violence and child abuse. Other issues of high concern include poor air quality, unemployment, and lack of access to fresh foods and reliable transportation. 87% of students are eligible for free and reduced-price lunches.

Since 2006, when New Highland Academy opened as a new small school, student outcomes have improved steadily, from 7% scoring at the proficient and advanced levels on the California Standards Test (CST) in English language arts (ELA) to 46%, and in math, from 11% to 58%. Some aspects we attribute to this success are our work with Partners in School Innovation over three years, from 2008 to 2011. With support from PartnersSI, our teachers did focused work in their weekly collaborative teams, using data to analyze student strengths and weaknesses, and strategically using this information to plan remediation, as well as plan the next standards-based units of ELA instruction. Cowell grants supported all of these efforts.

Other factors that have positively influenced our success are a strong safety net for students with moderate and severe behavioral issues, a rich arts program that includes both visual arts and dance for every student, and increased parent involvement through increased outreach to families and a Family Literacy class located on-campus.

History and context

Last year, 2011-2012, the Cowell Foundation provided \$71,290 to support:

- Stipends for seven teachers to participate in Mills College Teacher Scholars action research projects

- A part-time Teacher on Special Assignment (TSA) to focus on supporting teachers with data – sustaining work originally facilitated by PartnersSI
- A part-time Literacy Coach position to build staff capacity to teach reading comprehension
- Release days for grade-level teacher teams
- Subs to release teachers by grade level for weekly meetings with the principal, and for individual teacher data-conferences with the principal
- Stipends for members of the school Instructional Leadership Team (ILT) to meet after school

The Mills Teacher Scholars work was very successful as measured by teacher self-evaluations, the success of their presentations to the public, and the interest in participation by even more teachers next year. The learnings of individual teachers will hopefully have a ripple effect for school-wide implementation and improvement of teacher practice.

Around January retired administrator Maureen Hartney began to work three days per week to provide administrative support. Theoretically this would have allowed TSA Alicia Cernitz to focus on working with data to support teachers. She was responsible for updating the master roster to track student's ELA results on the interim benchmarks. As testing coordinator, she was responsible for facilitating student testing with all district measures including CELDT, SRI, ELA and Math benchmarks and facilitating distribution of data reports. In reality, however, Ms. Cernitz was largely occupied with administrative duties including student discipline and lunch supervision, but the presence of Ms. Hartney was key to allowing me to conduct the weekly PPLC's (principal + grade level professional learning communities).

Beginning in November, I conducted weekly forty-minute meetings with each grade level of teachers. A sampling of positive outcomes of these meetings:

- Kindergarten teachers videoed themselves teaching and together we discussed what we saw. The bilingual teacher had taught students procedures for reading independently in groups. We observed this in her video. When other K, and later first grade, teachers saw this, all began to implement procedures for students to read books in small groups, upping the expectation of what these students could do independently.
- Third grade teachers observed each other implementing a new reading strategy of generating plausible guesses for unknown words. This was a great success. All three teachers implemented this strategy and in a couple of months students could independently make plausible guesses and thus make better meaning of what they were reading.

- Fourth grade teachers tracked focal students over several months and were able to better diagnose individual students' needs as well as try some new interventions.

The funds budgeted for a literacy coach sat for quite a while because at first I was looking to hire an external coach or consultant. Eventually my ILT suggested that we had capable teachers on staff who could offer coaching and training. Three teachers provided training at our first buyback day: Ms. Julie Palacios (second grade, bilingual Spanish) in writing, and Ms. Aija Simmons (fifth grade) and Ms. Channon Jackson (fifth grade) in reading comprehension strategies. Aija then expressed a willingness to work with interested second grade teachers, and Channon to work with interested third grade teachers to coach them on reading comprehension strategies. These strategies included summarizing and plausible guessing for unknown words. This peer coaching included model lessons taught in the coachee's classroom, observation of the coachee teaching, and out of class debriefing and planning meetings. Although limited in scope, the peer coaching was very well received by the participating teachers and resulted in higher implementation of targeted reading comprehension strategies. This is a model that I believe we can build on.

The grade-level release days also were invaluable to teachers, providing time to analyze student assessment data in depth and to plan lessons collaboratively. Data conferences were held mid-year and provided a valuable opportunity for me to discuss individual student's progress and areas of growth, as well as to talk about specific next steps to support each student. Although a regular monthly ILT meeting was held, it was difficult to schedule additional meetings, which had been our plan, due to conflicting commitments. So stipends were not spent on additional ILT meetings, and those funds were applied toward negatives in the budget at the end of the year.

Description of the Proposed Work

The work that I would like Cowell to support in 2012-2013 is as follows:

- Four cycles of release days. Teachers have an all day sub to cover their class while they meet as a grade level to analyze most recent data (ELA and math benchmarks) and plan remediation groups as well as plan the next ELA units of instruction. This year we will also be focusing on integrating literacy strategies with science instruction.
- Peer coaching – we want to build on the success of this year's peer coaching. Two to three classroom teachers who have strong ELA instructional strategies and outcomes (Simmons, Neal-de-Stanton and Palacios) will teach model lessons, observe and plan with four-to-six

teachers who opt into the coaching. Grant funds will cover the cost of subs for the coaches as well as pay for planning and debrief time out of the classroom.

- Seven monthly after-school professional development sessions – Grant funds will pay teachers a stipend for attending one additional PD meeting per month. We will continue to focus on Reading Comprehension strategies as well as integrate our new Science and Literacy focus. We will also revisit the Response to Intervention (RtI) model to make sure that every teacher understands the expectations and has the tools to provide appropriate intervention.
- Six months of weekly Principal's Professional Learning Community meetings – Funds will cover the cost of two subs each week to release teachers to sustain grade-level conferences with the principal. These meetings will be aligned with the focus of the monthly PD sessions.

Each of these components will be aligned with the others. For example, in the beginning of the year, we will revisit RtI. Our first cycle of release days will be devoted to identifying the Tier 2 students who need an additional intervention beyond the base program. The first PD session will review diagnostic tools and intervention strategies to use for RtI. The first several PPLC meetings will be devoted to monitoring individual students' progress and deciding who to exit based on improvement and who needs a higher level of intervention.

Objectives

Our objectives are as follows:

- Identify first round of Tier 2 RtI students by Oct. 1 and get baseline SRI. Move students the equivalent of 6 months of growth by March 1, and 12 months growth by June 1, as measured by the SRI.
- Use (and collect) the "Looking back/forward" tool developed by PartnersSI to document weekly PLC work. This one page tool tracks key ELA standards taught in the past week, evidence of student learning of the standards, plan for teaching next week's key standards, how it will be assessed (e.g. quiz, paragraph) and a specific to-do list with teachers' names for who will do what.
- This data will allow me to monitor and support grade level teams at their weekly PLC meetings. Over the course of the month I will rotate through the grade levels during their Wednesday meetings to discuss student learning and, with teams, adjust our plans to make sure we are on track to meet our goals (see bullet 1 and 4).
- Using a 4-point assessment rubric for summarizing text, move students up a point on the rubric from fall to spring administration. Or alternatively, using PWA Science Writing Task, move up 1 point on rubric from fall to spring administration. (Focus TBD by ILT by September 30, 2012).

- Collect evaluations and reflections from teachers who voluntarily participate in coaching on how coaching influenced their practice.
- On the School Transformation Rubric (developed by PartnersSI), move up a point in the following domains (based on teachers ratings and ratings by outside observers from PartnersSI):
 - Move from 3 to 4 or higher on “Instructional Program Expectations” under “Vision”
 - Move from 2 to 4 on “Leadership Team Role” under “Results-oriented Leadership”
 - Move 1 or more points higher on all elements of “Effective Lesson Design”

Rationale for the Work

The proposed work represents the necessities that we can't afford after we use the school budget to fund essential personnel. Over the past six years, including the last three years with Cowell support, we have successfully built our capacity for teacher leadership and for strategic use of student assessment data. In the past year, unfortunately, our school was impacted by the lack of administrative support, as the District could not sustain funding for an assistant principal. In total honesty, this resulted in a less than a “laser like focus” on instruction by the principal. Instead I spent several hours per day supervising student in the cafeteria and on the yard and handled student disciplinary referrals. In the coming year I will refocus on instruction and use the objectives outlined above to guide our work. I will continue to seek ways to collaborate with teacher leaders to share the load.

Sustainability Strategy

Honestly, the prospects for sustainability are grim. With the threat of even greater cuts by the state to education, it is difficult to project how we can continue to do the same work, and do the work more effectively each year, with fewer and fewer resources. However, my intention as principal is to support my teachers and staff to continue to implement, refine and improve strategies and practices that we know contribute to higher student achievement. We know that using the Looking Forward/Back Tool contributes to greater coherence in grade level planning and focus. Even though we may not be able to afford additional planning time in the future, we will continue to use that tool. The peer coaching is an investment that will pay dividends in the future as teachers refine their skills and more effectively teach their students. Even though we won't necessarily have the funds to sustain all the activities and positions that we've relied on in the recent past, we will seek to sustain the norms and practices that have led to stronger, more effective collaboration and accelerated student learning

Budget for the Proposed Work

Grade level planning release days	\$8,640	16 teachers x 4 days x \$135/sub
Peer coaching support	\$5,000	Sub days for 3 teachers @\$135: 2x month for 3 months or 1x month for 6 months AND 32 hours of planning/prep time @ \$80/hr (about 10 hours per teacher)
Monthly paid PD time	\$5,600	\$50 per session x 16 teachers = \$800 per schoolwide meeting. 7 meetings per year = \$5600 (Adjust to \$5,000 because not every teacher will attend every meeting)
Weekly PPLC's for 6 months	\$5,400	2 subs @ \$135 x 20 days
TOTAL	\$24,640	

Last year, the Cowell funds were incorporated into a grant to Partners in School Innovation rather than being paid directly to OUSD. I discovered during the year that in order to pay for many of the services outlined in the grant proposal - for example, substitute teachers - the funds needed to be in the NHA's site budget managed by OUSD. (I also learned that OUSD does not deduct indirect costs from direct donations to a school). As a result of this lag in our understanding, we got a late start in implementing several components of the grant. Learning from that experience, this year New Highland Academy requests that a grant be paid directly to the school.

Work Plan Chart

Milestones of progress:

- Collection of weekly PLC documentation tool begins immediately and continues throughout the year.
- Grade level planning documents collected after each cycle.
- Peer coaching – reflections/evaluations collected November, February and May.
- Evaluations collected after each monthly PD session.
- Notes kept by principal from weekly PPLC meetings.
- We will hire PartnersSI to conduct an STR review in the spring. (We have a baseline from June 2012.)

August	Staff orientation/revisit vision and plan for the year
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September	1 st PD – RTI
October	1 st release day cycle Peer coaching begins 2 nd PD – Science Writing PWA task – review student writing, plan fall instruction related to writing & science
November	Peer coaching continues PPLC’s begin – weekly grade level meetings with principal 3 rd PD – TBA (science, writing or reading comprehension)
December	2 nd release day cycle Peer coaching continues PPLC’s continue – weekly grade level meetings with principal
January	4 th PD – TBA Peer coaching continues PPLC’s continue – weekly grade level meetings with principal
February	5 th PD – TBA Peer coaching continues PPLC’s continue – weekly grade level meetings with principal
March	6 th PD – TBA 3 rd release day cycle Peer coaching continues PPLC’s continue – weekly grade level meetings with principal
April	7 th PD – TBA PPLC’s continue – weekly grade level meetings with principal
May	PPLC’s final month – weekly grade level meetings with principal
June	4 th release day cycle & planning for next year

Oakland Unified School District

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Master

File Number: 12-2363

File ID: 12-2363	Type: Agreement or Contract	Status: Draft
Version: 2	Reference:	In Control: Teaching and Learning Committee
File Name: Grant Application Approval - New Highland Academy		File Created: 09/12/2012
		Final Action:

Title: Approval and support by the Board of Education of District's Grant Proposal to the S.H. Cowell Foundation seeking \$24,600 for teacher professional development to continue to and collaboration to improve student learning outcomes at New Highland Academy for the period September 1, 2012 through June 13, 2013 and, if awarded, in whole or in part, authorization to accept same, pursuant to the terms and conditions thereof, if any.

Notes:

Sponsors:	Enactment Date:
Attachments:	Enactment Number:
Funding Source:	Hearing Date:
Contact: liz.ozol@ousd.k12.ca.us	Effective Date:

History of Legislative File

Ver- sion:	Acting Body:	Date:	Action:	Sent To:	Due Date:	Return Date:	Result:
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Text of Legislative File 12-2363