

# Quality School Development



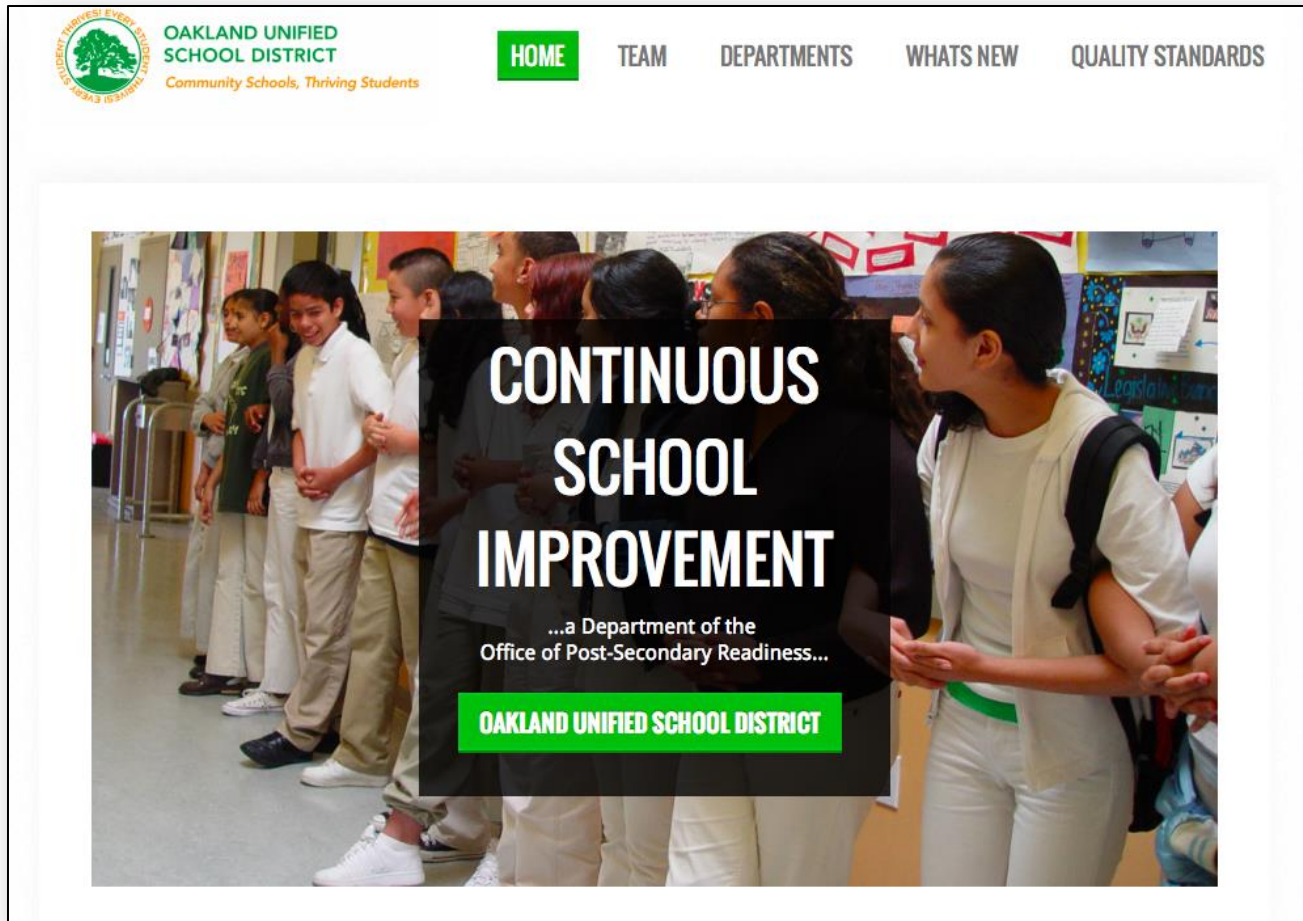
A process of building school, community and system capacity for Continuous School Improvement



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

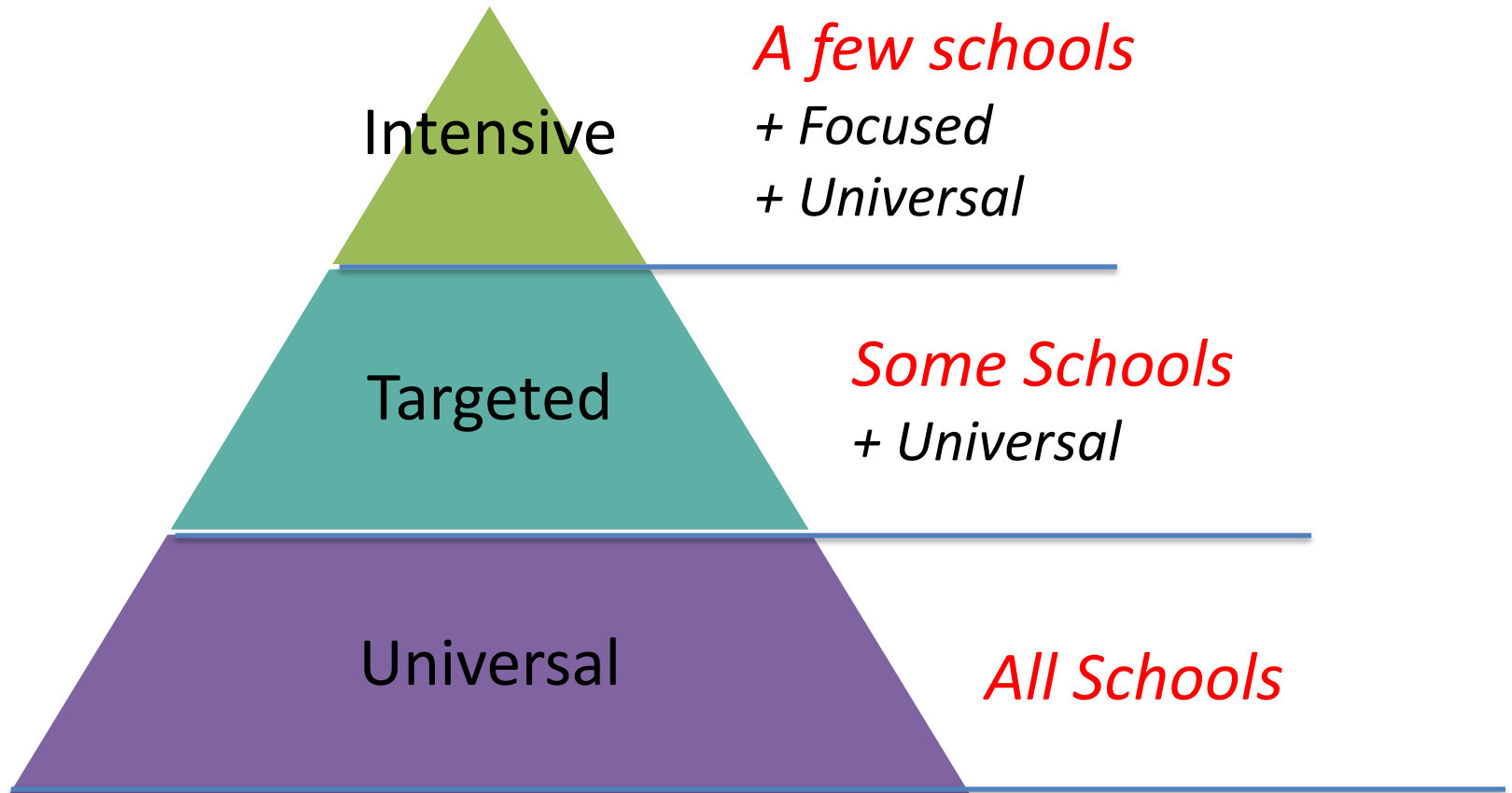
# Continuous School Improvement must be the priority at all levels of the organization.



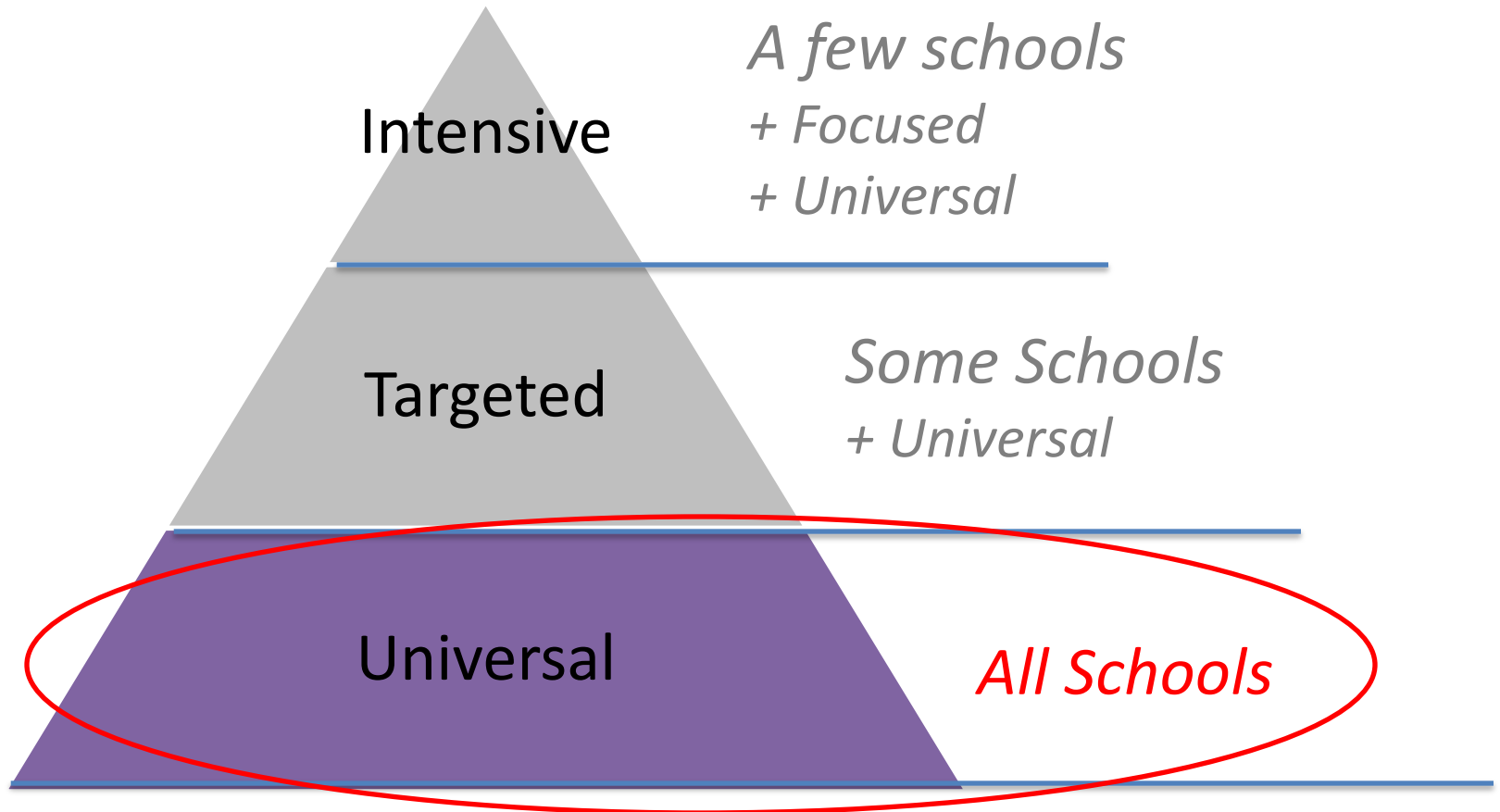
OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

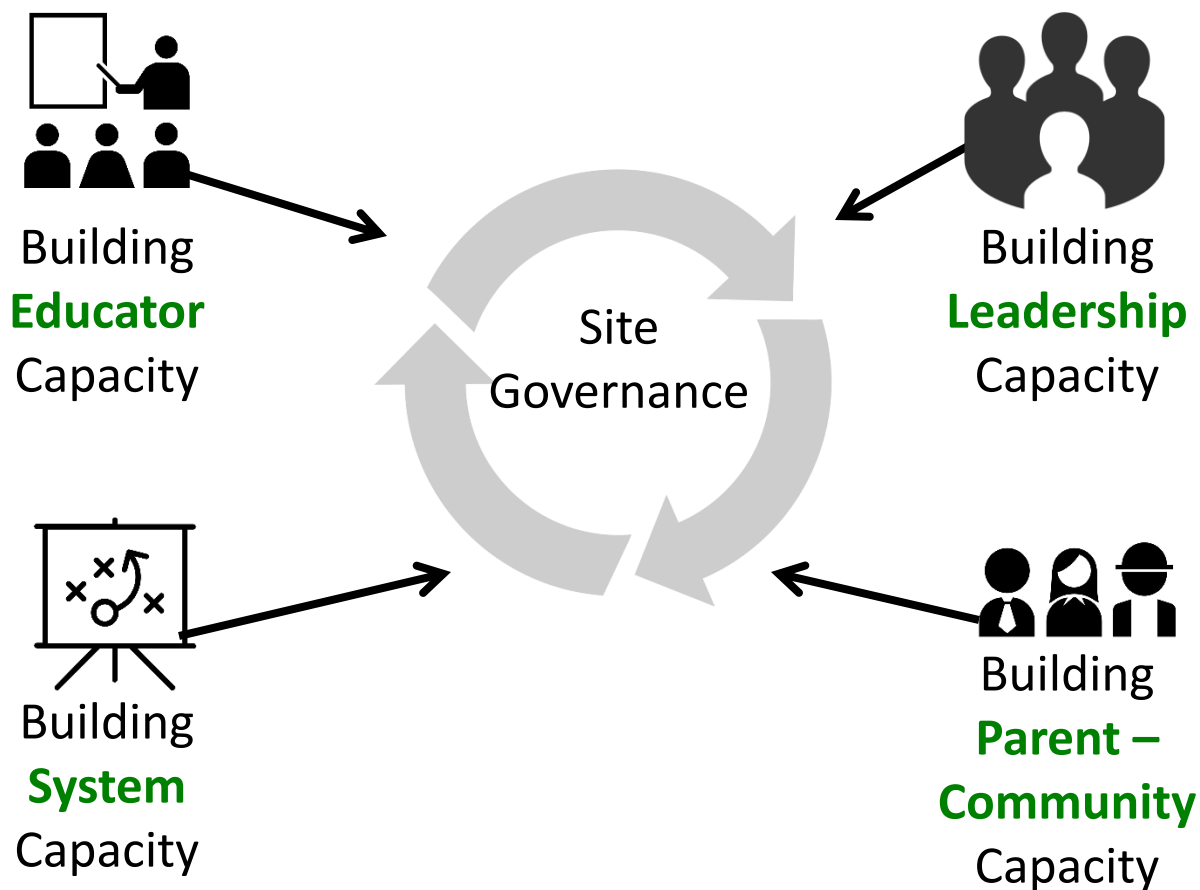
# Continuous School Improvement is a Tiered Approach.



# Continuous School Improvement is a Tiered Approach.



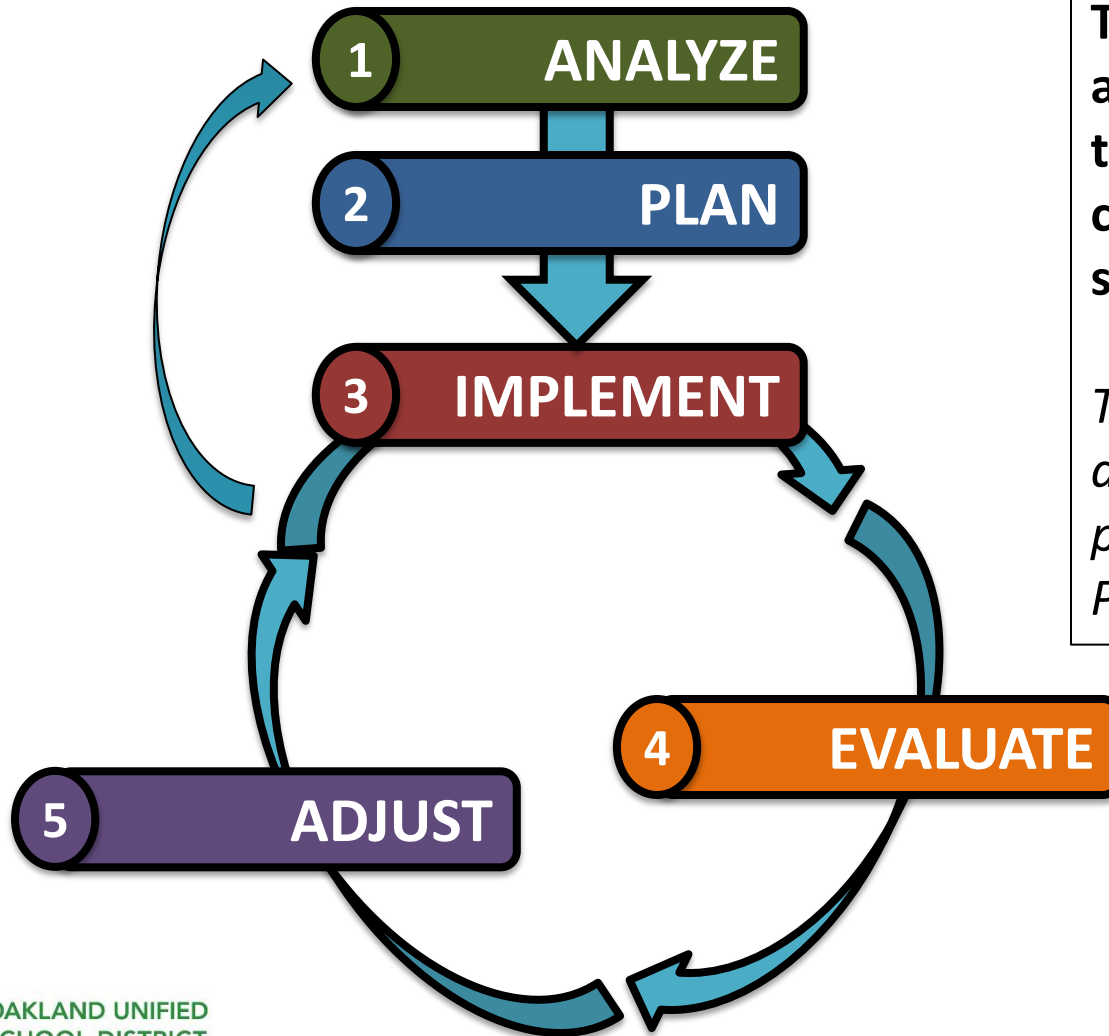
# Continuous School Improvement must be the priority at all levels of the organization.



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

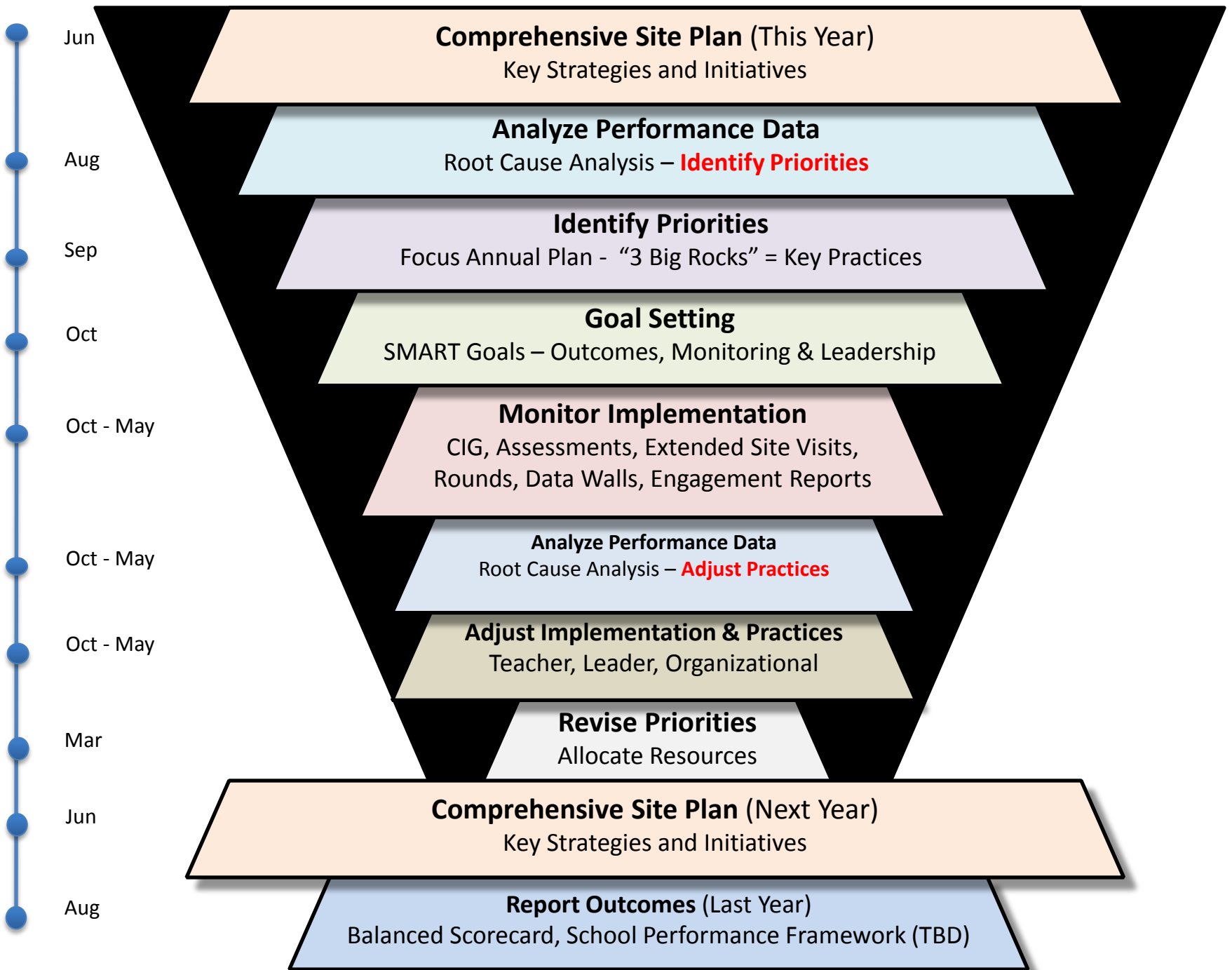
Continuous Improvement begins by establishing a **common process** in which there is training and professional development.



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  
Days, Data Walls, Engage

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)

**Oakland Unified School District | Community Schools Strategic Site Plan - Windows Internet Explorer**

WELCOME, JOHN SMITH | [Log out](#)

**Allendale Elementary**  
2011-2012 School Year

**OAKLAND UNIFIED SCHOOL DISTRICT**  
Community Schools, Thinking Students

**SUPERINTENDENT'S LETTER**  
OUSD & SCHOOL CONTEXT AND VISION

**ACCOUNTABLE FOR QUALITY**

**SCHOOL QUALITY INDICATOR 1**  
Quality Learning Experiences for All Students

**SCHOOL QUALITY INDICATOR 2**  
Safe, Healthy & Supportive Learning Environments

**SCHOOL QUALITY INDICATOR 3**  
Learning Communities Focused on Continuous Improvement

**SCHOOL QUALITY INDICATOR 4**  
Meaningful Student, Family, and Community Engagement/Partnerships

**SCHOOL QUALITY INDICATOR 5**  
Effective School Leadership & Resource Management

**CSSSP ASSURANCES**

**AND COMMUNITY MEMBERS,**

Together we are celebrating our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives. With these beliefs we are engaged in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community Schools Strategic Site Plan (CSSSP) is closely aligned with the larger organizational strategic plan, Community Schools, Thinking Students. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the Community Schools Strategic Site Plan in 2011-2012 as the first step in the development of site priorities for the 2012-2015 school years.

**School-level Data Analysis**

1. High chronic absence, low satisfactory attendance
2. Latino and EL (largest subgroups) have best attendance, but still below district avg. Others have high chronic/low satisfactory, esp. African Americans, the first target subgroup
3. Chronic absence is highest in K-1 across all classrooms
4. Chronic absence is lowest in grades 4-5, only 5% at grade 4

**Attendance Data:**

Entity	Attendance Rate
District (Grades K-5)	11%
Allendale (Grades K-5)	15%



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

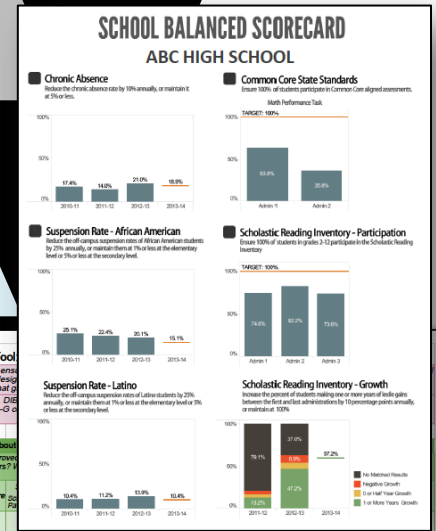
Revise Priorities  
Allocate Resources

Comprehensive Site Plan (Next Year)

Key Strategies and Initiatives

Report Outcomes (Last Year)

Balanced Scorecard, School Performance Framework (TBD)



#### 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 g August Big Question (Summative View): How can data from last year's SRI, DLE (graduation rates, dropout rates, A-G needs this year?


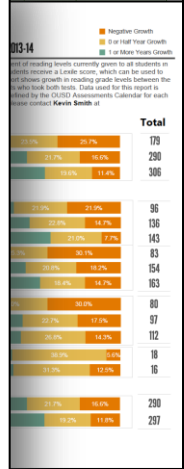
**1A. ANALYZE STRENGTHS: What do the data say about August Sub-Questions: Which content areas/grade levels improve your trends look like over multiple years? If 2015 do you notice?**

Data Analysis	Data Measure	2014-15	2015-16	2016-17	2017-18
8th grade has the highest rate of proficiency in the school: 62.2%	SRI				
66% of low income students grew	SRI	Low-Income Students			
80.3% 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	SRI	Schoolwide			
59.3% of student leave UPA not reading at grade level.	SRI	Schoolwide			

DRAFT v2.0

OAKLAND UNIFIED SCHOOL DISTRICT  
Community, Equity, Inspiring Learning

## 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

SMART Goals – Outcomes, Metrics

Monitor Implement

CG Assessments, External

Data Walls, Engage

Analyze Performance

Root Cause Analysis – A

Adjust Implementation

Order, Org

Revise Prior

**Teaching Practices**

**Leadership Practices**

**Organizational Practices**

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

	Student Learning Goals	Teaching Practices	Leadership Practices	Organizational Practices
<b>Big Rock 1:</b>	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 them 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.
<b>Big Rock 2:</b>	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.

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

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

### 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
- Collect
- Interpret
- and
- Use

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

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

EQUITY VISION RELATIONSHIPS RESILIENCE PARTNERSHIP MANAGEMENT INSTRUCTION ACCOUNTABILITY

Report On 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

# 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)

Performance Framework (TBD)



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## CONTINUOUS IMPROVEMENT GUIDE 2014-15

Every Student Thrives!

Component	Student Name	Site Visit Report (SVP) Number	Grade	Teacher	Subject	Observation	Notes	Next Steps
Math	John Doe	101	5th	Mr. Smith	Math	Student shows strong understanding of fractions.	Needs more practice with word problems.	Assign additional word problems for homework.
Reading	Jane Smith	102	4th	Ms. Jones	Reading	Student reads with fluency and comprehension.	Needs to improve reading stamina.	Encourage independent reading for 15 minutes daily.

Category	YTD-wk 10/7%	CBEPW 2014 (10/6/2014)	YTD-wk 10/7%	YTD-wk 10/7%	YTD-wk 10/7%	YTD-wk 10/7%
Enrollment	512	508	515	510	512	510
Chronic Absenteeism	12.5%	13.2%	12.8%	12.5%	12.5%	12.5%
Suspension	3.5%	3.8%	3.4%	3.5%	3.5%	3.5%
% Students Suspended	6.8%	7.6%	6.8%	6.8%	6.8%	6.8%
% Reading At/Over Current Grade Level (w/100)	45.5%	47.2%	45.5%	45.5%	45.5%	45.5%



Group	10/7%	10/7%	10/7%	10/7%	10/7%	10/7%
Group A	12.5%	13.2%	12.8%	12.5%	12.5%	12.5%
Group B	3.5%	3.8%	3.4%	3.5%	3.5%	3.5%
Group C	6.8%	7.6%	6.8%	6.8%	6.8%	6.8%
Group D	45.5%	47.2%	45.5%	45.5%	45.5%	45.5%

**Site Visit Agency Planning Template**

Site Visit Information: Name, Email, Phone Number, Date, Time

Start Time - End Time	Activity	Room #
8 am - 8:30 (20 min)	Teacher Focus Group (Check provided)	
8:35 am - 8:55 am (20 min)	Walk Meeting	
9:00 - 10:00 (60 min)	Classroom Observations	

Teacher Name: \_\_\_\_\_ Grade/Content: \_\_\_\_\_

**CIG = Continuous Improvement Guide**

# 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 & Leaders

## Monitor Implementation

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

# Analyze Performance Data

# Root Cause Analysis – Adjust Practices

## Revise Priorities

Allocate Resources

# Comprehensive Site Plan (Next Year)

Key Strategies and Initiatives

## Report Outcomes (Last Year)

Balanced Scorecard, School Performance Framework (TBD)

Indicator	School Name	2014-2015 School Year Big Question	How are you at Control? (Control)	How can data be used to improve this year?
6th grade math proficiency	Clayton High School	How are you at Control? (Control)	Students are using math in real-world contexts.	Students are using math in real-world contexts.
6th grade math proficiency	Clayton High School	How are you at Control? (Control)	Students are using math in real-world contexts.	Students are using math in real-world contexts.
6th grade math proficiency	Clayton High School	How are you at Control? (Control)	Students are using math in real-world contexts.	Students are using math in real-world contexts.

**Continuous Improvement Inquiry**

2014-2015 School Year Big Question: How are you at Control? (Control)

August Big Question (Summative View): How can data be used to improve 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:** 6th grade has the highest rate of proficiency in the school.

**1B. ANALYZE CHALLENGES:** What do the data say about our challenges?


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:** 30.7% of students do not read at grade level.

**Weekly Engagement Report -- Key Indicators**  
Data as of Friday, Oct 31 2014

Network	School Name	Enrollment		Chronic Absentees	Suspension Incidents	% Students Suspended	% Reading At/Below Current Grade Level using SRI
		YTD-wk 30/36	CBES 2014 (30/09/2014)				
MSL1	Brent Harris Middle School	533	504	11.2%	23	4.3%	25.7%
MSL1	Cheremont Middle School	436	434	12.2%	28	6.4%	42.2%
MSL1	Clayton High School	827	824	22.9%	33	4.0%	47.2%
MSL1	Frank Middle School	755	745	13.8%	33	4.4%	47.2%
MSL1	Monterey Middle School	884	885	5.0%	2	0.2%	43.5%
MSL1	Roseworth Middle School	527	526	7.4%	29	5.5%	37.5%
MSL1	Urban Promise Academy	334	324	5.0%	1	0.3%	29.6%
MSL1	West Oakland Middle School	700	722	10.7%	1	0.1%	37.5%
MSL1	Winlake Middle School	530	532	11.0%	20	3.8%	37.0%
MSL2	Alliance Academy	391	390	13.3%	11	2.8%	5.5%
MSL2	Clayton High School	827	824	22.9%	33	3.6%	36.4%
MSL2	North International Academy	301	302	14.0%	23	7.6%	16.8%
MSL2	United for Success Academy	241	241	4.6%	4	1.7%	16.8%

**CONTINUOUS SCHOOL IMPROVEMENT**  
Root Cause Analysis Primer



**Total**

179
290
306
96
136
143
83
154
163
80
97
112
18
16
290
297

# 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
<b>Big Rock 1:</b>	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.
<b>Big Rock 2:</b>	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

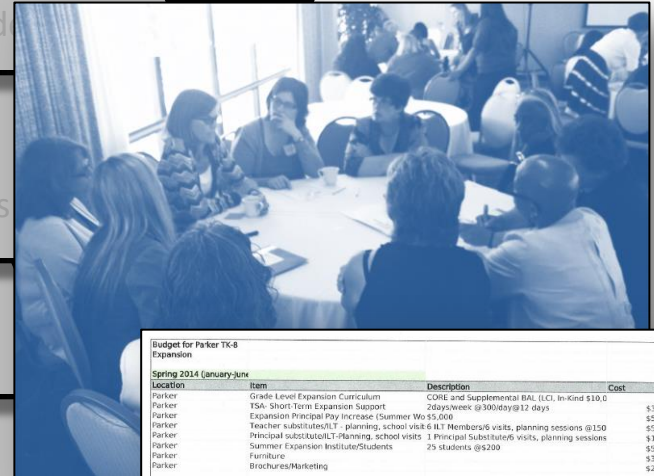
## Adjust Implementation & Practices

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	COE 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 16)	\$5,000	\$5,000
Parker	Teacher substitutes/LT- planning, school visits	6 L.T. Members@6 visits, planning sessions @150	\$5,400
Parker	Principal substitute/LT- planning, school visits	1 Principal Substitute@6 visits, planning sessions	\$1,800
Parker	Summer Expansion Institute/Students	25 students @ \$200	\$5,000
Parker	Furniture		\$3,000
Parker	Brochures/Marketing		\$2,500
Total			\$26,300
School Year 2014-2015 (0)			
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	COE 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	Non 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 (0)			
Location	Item	Quantity	Cost
Parker	Grade Level Expansion Curriculum	COE 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, 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

Balanced Scorecard, School Performance Framework (TBD)

**DRAFT SPISA v1: IMPROVEMENT PRIORITY #1** School: Allendale School ID: 101

**Instructions:**

- 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 SPISA should stay focused on three to four Major Improvement Strategies.
- 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.
- 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 this LCAP.](#)

Check the relevant LCAP Priorities.  
 Note: It is neither expected nor recommended to have one major improvement priority for each LCAP Priority. Typically a school might have one priority for each LCAP numbers 1, 2, 3, and 6, with numbers 4 and 5 addressed within those.

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. Use 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



# 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 Initiatives

## Goal Setting

SMART Goals – Outcomes, Monitoring & Reporting

## Monitor Implementation

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

## Analyze Performance Data

Root Cause Analysis – Adjust Practices

## Adjust Implementation & Practices

Instructional, Teacher, Leader, Organizational

## Revise Priorities

Allocate Resources

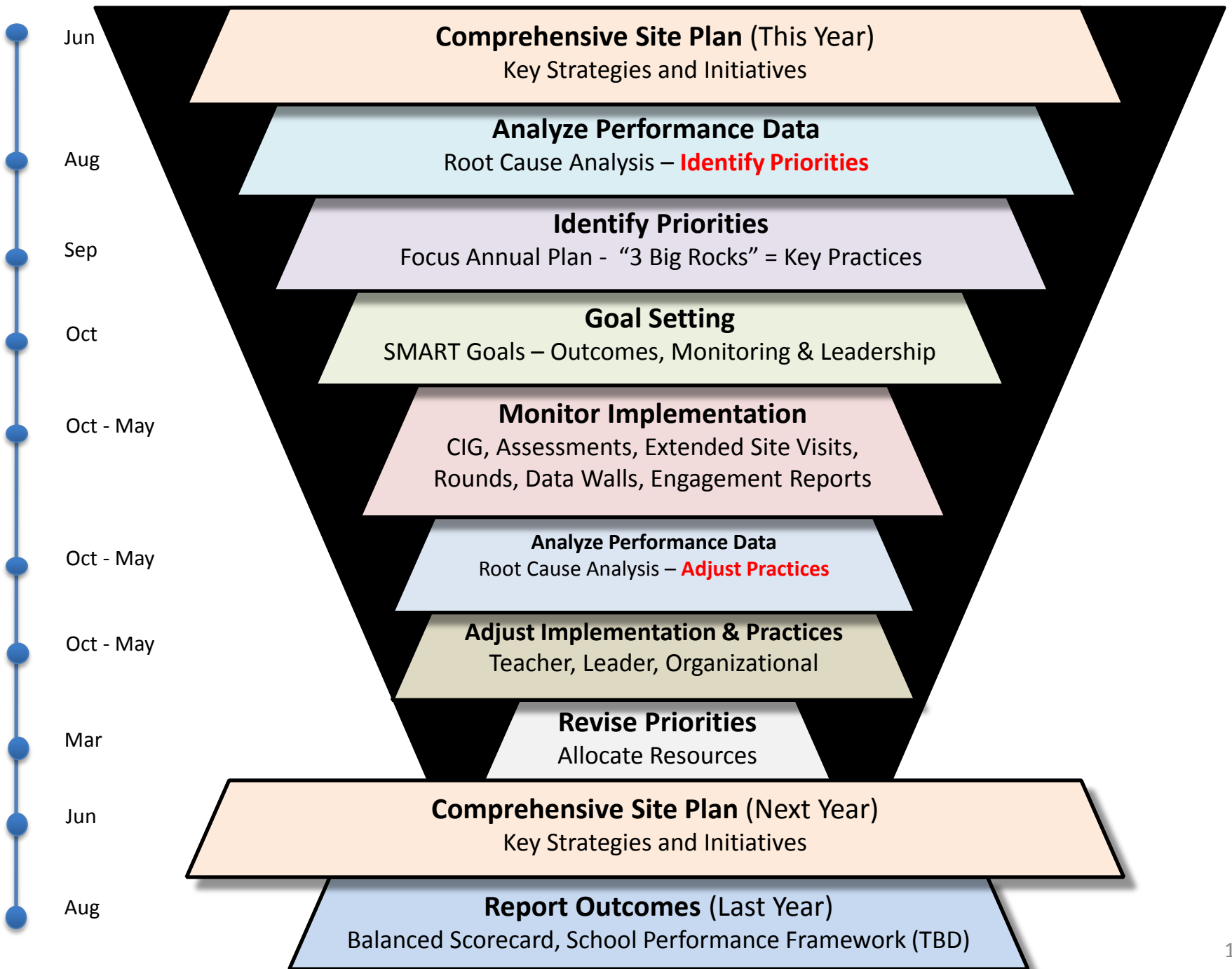
# Report Outcomes (Last Year) Balanced Scorecard School Performance Framework (2015-16)

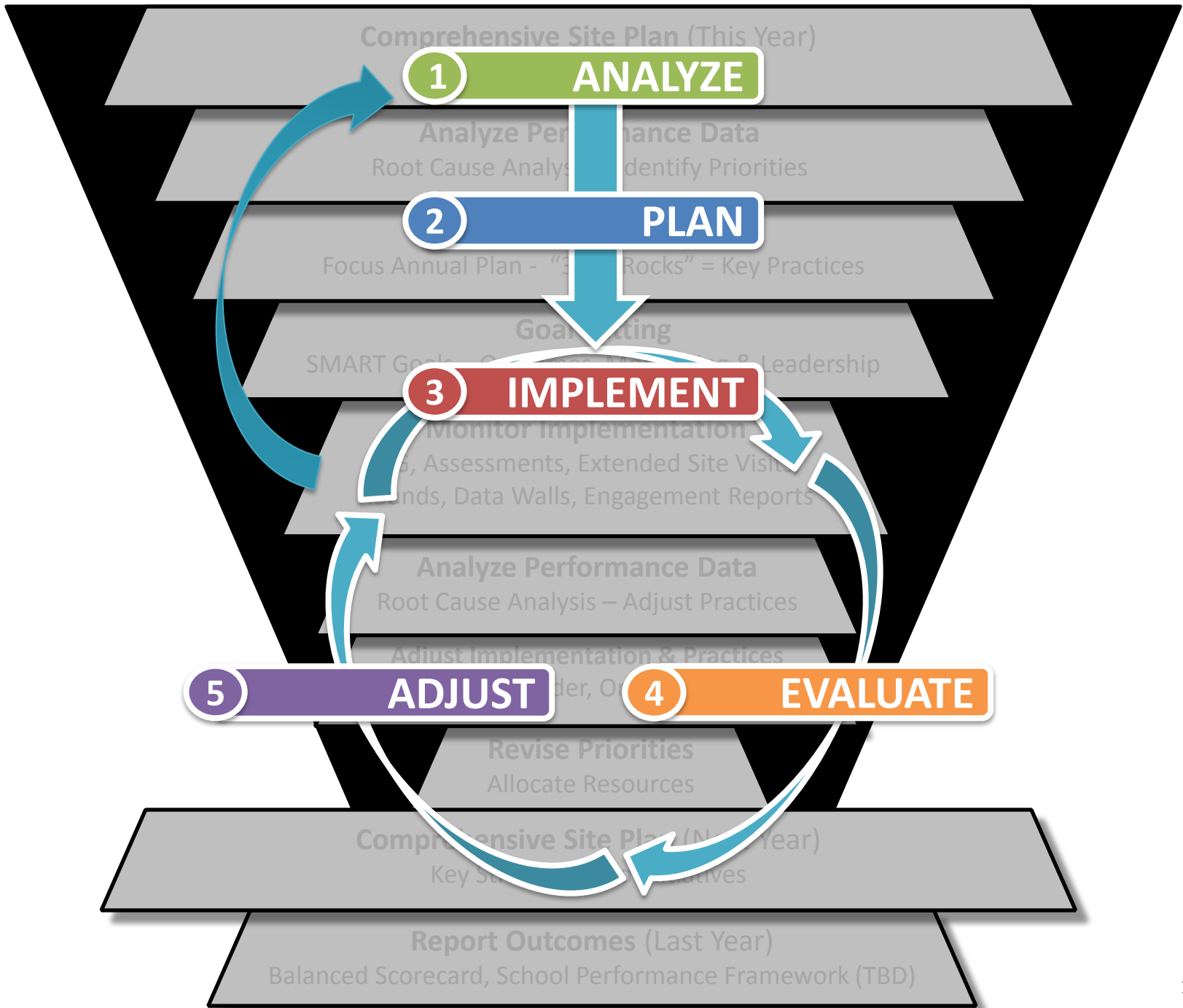


**SCHOOL PERFORMANCE FRAMEWORK 2012-2013**  
Marie Sandoval Elem  
School Level  
Elementary NW

Category	Earned	Possible	Stoplight
READING	Meets	Meets	Meets
Writing	Approaching	Meets	Meets
Math (42%)	Approaching	Meets	Meets
SCIENCE	Approaching	Meets	Meets
CHILD'S SCHOOL?	Approaching	Meets	Meets
Below the district's or Academic Proficiency	Approaching	Meets	Meets
opportunities such as enhanced, using data to increase	Approaching	Meets	Meets
5% of improvement from	Approaching	Meets	Meets
ent of staff or changes in the	Approaching	Meets	Meets
PERFORMANCE	Approaching	Meets	Meets
Meets	Meets	Meets	Meets
Does not meet	Does not meet	Does not meet	Does not meet
Approaching	Approaching	Approaching	Approaching
Meets	Meets	Meets	Meets
Meets	Meets	Meets	Meets
Stoplight	Approaching	Meets	Meets
Meets	Meets	Meets	Meets
Meets	Meets	Meets	Meets

College & Career Readiness*				X
Improvement in College & Career Readiness Over Time*				X
Student Engagement				X
Enrollment Rates				X
Parent Satisfaction			X	
*High School Only				





# 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.

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.

Click here for more information on the LCAP.

<input type="checkbox"/>	1. College & Career Readiness (LCAP Goal 1)
<input type="checkbox"/>	2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
<input type="checkbox"/>	3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
<input type="checkbox"/>	4. Student Engagement (LCAP Goal 5)
<input type="checkbox"/>	5. Parent/Family Engagement (LCAP Goal 6)
<input type="checkbox"/>	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/GSSC 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”**

# School Site Planning 3.0

## Alignment to Priorities

### FEDERAL

- Priority & Focus School plans embedded in tool.

### STATE

- LCAP Priorities and Target Student Groups embedded in tool.

### LOCAL

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

PRIORITY SCHOOL IMPROVEMENT PRIORITY: ACADEMIC STRATEGY				
Your school goals, targets, and key practices will be filled in automatically based on what you entered in your Improvement Priority #1 tool. To complete your Priority School plan, you will need to add your 2014-15, 2015-16, and 2016-17 targets and any related student practices.				
<b>SCHOOL GOAL:</b> This section will automatically populate with your entries in the Improvement Priority #1 tool; please make any changes here.				
_____ _____ _____				
<b>SCHOOL GOAL:</b> This section will automatically populate with your entries in the Improvement Priority #1 tool; please make any changes here.				
Your school will need to add the 2014-15 target below, as this is not included in your SPSA.				
Year/Entry	Indicator/Description (Proficiency, Growth and Out)	2014-15	2015-16	2016-2017
		Target	Target	Target

**MAJOR IMPROVEMENT PRIORITY #2:** DRAFT SPSA v1: IMPROVEMENT PRIORITY #2

LCAP strategic priorities addressed by this Major Improvement Priority:

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)

**STUDENT GOAL(S) for Improvement Priority #2**

- (Enter Main Goal here)
- (Enter Related Goal here)
- (Enter Related Goal here)
- (Enter Related Goal here)

Click here for more information on the LCAP.

**LCAP STRATEGIC PRIORITIES that this Major Improvement Priority addresses:** Check the relevant LCAP Priorities.

Note: It is neither expected nor recommended to have one major improvement priority for each LCAP Priority. Typically a school might have one priority for each LCAP numbers 1, 2, 3, and 6, with numbers 4 and 5 addressed within these.

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

# 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 Betwe	
206	Community Day/Barack Obama Academy	HS	9-12	Mekael Johnson		1													
216	Madison Park Upper	HS	6-12	Luorella 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 che
303	McChynolds	HS	9-12	Trisha Hamblin	Focus	3													Renamed tabs-Diana che
304	Oakland High	HS	9-12	Malin Abdulqawi	Focus	2			N										
306	Oakland Tech	HS	9-12	Staci Morrison		1													
308	Skyline	HS	9-12	Vish Jain		1													
309	Bunche	HS	9-12	Betsye 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**

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 <b>CONTINUOUS IMPROVEMENT GUIDE</b>  To <b>download</b> the latest version of the OUSD Continuous Improvement Guide, designed in partnership with site leaders, <a href="#">click HERE</a>	 <b>INQUIRY &amp; PLANNING TOOL</b>  To locate your school's Inquiry & Planning Tool to support your data analysis and cycles of inquiry, <a href="#">click HERE</a>  Root Cause Analysis Primer <a href="#">Click HERE</a>	 <b>EFFECTIVE PRACTICES WEBSITE</b>  To locate effective practices happening throughout Oakland schools that are getting RESULTS, <a href="#">click HERE</a> [...based on 3 years of Quality Reviews...]	 <b>OUSD DATA WEBSITE</b>  To locate your school's latest data reports and to compare performance with other schools in the district, <a href="#">click HERE</a>
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 <b>SQR REPORTS</b>  Are you looking for a School Quality Review report?	 <b>COMMUNITIES OF PRACTICE</b>  Are you looking for resources for our Communities of Practice work?	 <b>ASSESSMENT INFO</b>  Are you looking for Assessment Calendar or other info?
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# 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](#)



**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**

*"Accelerated Individual Growth"*

*"No Child Left Behind"*

*"Moving On Up: Focusing on Progress"*

**9 REASONS**

- 1** Data is effective in improving student learning.
- 2** Today's students are digital natives and are increasingly expecting access to the data that will help them learn.
- 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	Number of Students	1 Year Below Grade Level	At Grade Level	Above Grade Level	College & Career Ready
K	88	88 to 180	180 to 198	198 to 336	336 and above
1	28	28 to 120	120 to 144	144 to 216	216 and above
2	190	190 to 419	420 to 519	520 to 1356	1357 and above
3	420	420 to 519	520 to 759	760 to 1356	1357 and above
4	520	520 to 759	760 to 959	960 to 1356	1357 and above
5	740	740 to 879	880 to 924	925 to 1356	1357 and above
6	879	880 to 924	925 to 1008	1009 to 1356	1357 and above
7	925	925 to 1009	1010 to 1099	1100 to 1356	1357 and above
8	1010	1010 to 1099	1100 to 1249	1250 to 1356	1357 and above
9	1099	1099 to 1249	1250 to 1379	1380 to 1386	1387 and above
10	1249	1249 to 1379	1380 to 1386	1387 to 1396	1397 and above
11/12	1379	1380 to 1386	1387 to 1396	1397 to 1406	1407 and above

Reading Grade (RG) - 0 to 99

**SRI Lexile Score Ranges - Reading Grade Levels**

Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10/12	College & Career Ready
88-180	180-198	198-336	336-419	420-519	520-759	760-959	960-1099	1100-1249	1250-1379	1380-1386	1387 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, scope & maintenance. By 11/21/14
- Phase II: Set-Up - Begin gathering data, assign roles/responsibilities, begin building. By 12/18/14
- Phase III: Implementation & Reflection - Review first round use, inform classroom as well as schoolwide practice, praise and reflect on progress to date. By 1/23/15

**What Data is Required ("Frisk")**

- Diabetes / DEL (ES only)
- Foundas & Pinner (ES only)
- DRA / EDE (ES only)
- SP
- CELDT
- Chronic Absence
- Suspension
- Benchmark Assessments

**What Data is Optional ("Loose")**

- Attached (athletic), gender, SES, ELL
- Office Staff
- COG Teams
- SGR Teams
- Chief of Schools
- City / County's
- ESP Team
- School Psychologist
- Academic Mentors
- Clinic Staff
- Mental Health Staff
- IT & Specialists

**What Data is Optional ("Loose")**

- Losses
- Staff Miss
- Supervisor Visits
- Supr Walkthroughs
- Data Retreats
- June Retreats
- August Retreats
- Release Days
- Grade Level Meets
- Buy Back Days
- Monthly
- Weekly

**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%

Continuous School Improvement

### Weekly Engagement Reports

Dear Site Leaders,

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

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

This report will be provided to schools and networks **weekly**. School 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 principals will include discussion and support of the school's ongoing use of the Weekly Engagement Report. **ILTs will include discussion and support of the school's ongoing use of the Weekly Engagement Report.**

(This report is reviewed in weekly meetings to pinpoint hot spots and bright spots. See the Weekly Engagement Report for more details on the weekly meetings to pinpoint hot spots and bright spots. See the Weekly Engagement Report for more details on the weekly meetings to pinpoint hot spots and bright spots.)

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**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 88 have fallen beyond the District Suspension goal as of week 14 of the school year.

**LONGITUDINAL ENROLLMENT**  
Overall District-run school Enrollment since October CBEDS date 37,147 has **dropped by 72 students**. However, the peek was week of 11/2 with 37,204, therefore since the peek, enrollment has **dropped by 129 students**.

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

**Congratulations!** What can we learn from your efforts??

- Hoover Elementary	10.1%	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	10.8%	13.8%
- Madison Park Lower Campus	10.3%	10.0%
- Edna M Brewer Middle School	5.4%	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 UNIFIED SCHOOL DISTRICT  
Community Schools, Working Together

### CONTINUOUS SCHOOL IMPROVEMENT Root Cause Analysis Primer



#### Quality Criteria

Plan Element	Criteria
<b>Performance Trends</b> <i>Description of trends for every performance indicator, identified based on analysis of three years of data.</i>	<ul style="list-style-type: none"> <li>* Makes explicit to which performance indicator/sub-indicator the trend applies, and the direction of the trend (i.e., strengths and challenges).</li> <li>* Sp...</li> <li>(lead read)</li> <li>* Inc</li> <li>Wee</li> <li>o</li> <li>d</li> <li>d</li> <li>o</li> <li>* Inc</li> <li>To</li> <li>all st</li> <li>teste</li> </ul>
<b>Priority Concerns (performance challenges)</b> <i>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.</i>	<ul style="list-style-type: none"> <li>* Ide</li> <li>indi</li> <li>read</li> <li>* Sp</li> <li>Fede</li> <li>* Ide</li> <li>trend</li> <li>* Sp</li> <li>Eng</li> <li>o</li> <li>d</li> <li>o</li> <li>* Pri</li> <li>sub-</li> <li>do n</li> <li>ELL</li> </ul>

#### Levels of Root Cause

Root Causes can be found at any one of the fo

**Incident or procedural level:**  
Example: A fight in the cafeteria, first...

- The student
- The test

**Programmatic level:**  
Example: There are always fights in

- Instructional processes
- Materials
- Setting
- Time


**Systemic level:**  
Example: There are fights everywh

- Leadership
- Mission / Vision
- Priorities
- Morels
- Planning
- Budget

**External level:**  
Example: The whole community is

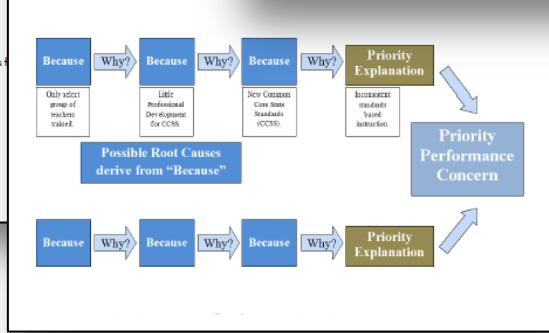
- Family
- Community
- Genes
- Wealth / Poverty

### Root Cause Toolbox



#### Root Cause Analysis: Toolbox Contents

- Multiple Measures of Data
- Continuous School Improvement Flow Chart: Root Cause Analysis
- Circle Map (Blank)
- 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 our 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 absences (graduation rates, dropout rates, A-G completion, AP participation, etc.) inform your needs this year?

1A. ANALYZE STRENGTHS: What do the data say about our strengths?	August		
<i>August Sub-Questions:</i> Which content areas/grade levels improved/declined? What do your trends look like over multiple years? What achievement gaps do you notice?			
<b>Data Analysis</b>	<b>Data Measure</b>	<b>Student Group Lens</b>	
6th grade has the highest rate of proficiency in the school- 62.9%	SRI	Grade Level	39.7%
69% 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

**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
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.	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.

### 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:*

1. 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
	ment to the mmer g	Fountas and Pinnell, 20% teachers struggling to finish	Understand BAL components	Giving hard feedback	All classrooms have leveled libraries	Principal schedule needs work so that principal is able to get into classrooms more regularly		
	grade team in shared g	3-5th grade team uses Open Court with fidelity, does not do small group instruction.	ILT includes ELA teacher leader who has strong BAL understanding and experience.	Consistently following observation schedule	PD schedule allows for PLC time 3 x a month	Time and a system for using data to inform practice		
	teachers have g sense of om ement	50% of teachers do not use of data to inform instruction regularly- just stick to Open Court materials		ILT does not have action plan for this Big Rock	There is a system in place for collecting data			

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 Schools
- Syllabus of Cross-Training of School Partners
- Transition Support

### Elephant in the room...

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

Network Leaders have been loud and clear. We could leverage 100% of the Partner time if we would undoubtedly have a position. **Therefore, our priority will be to name this elephant and decide very early on what we want our Partners and our support to be. Naming this elephant will build long-term sustainable success.**

SCHOOL PARTNERS [WEBPAGE](#)

### SCHOOL PARTNER 2014-15 GUIDE

DRAFT Updated: 11/3/14

#### Scope & Sequence of Key Events & Activities

STATUS	EVENT	DATE
✓	School Partner Orientation (All Partners and Principals)	11/10/14
✓	1st Principal Meeting (Montes introduction)	11/17/14
✓	HR Orientation (Brigitte 1:1 or 1:2)	11/24/14
✓	Transition Plan (Partner w/ Current existing work)	12/1/14
✓	Partner Hiring & Onboarding (Partner w/ Brigitte Marshall)	12/8/14
✓	Transition Plan (Network Supt & Partner Transition)	12/15/14
✓	Partner Orientation (Network Supt & Partner Transition)	12/22/14

### 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 sharing these skills across the networks, we will develop Knowledge Sharing opportunities to help build each other's capacity. One step at a time...

CONTENTS	PARTNERS	WHEN
• ELL Reevaluation Process & Monitoring	ALL	Nov
• Data access through <a href="#">PowerSchool</a>	ALL	Jan
• Attendance and Chronic Absence Strategies	ALL	Th
• BloomBoard Training (Leadership, Extended Visits)	ALL	Apr
• CAHSEE Administration Quality Assurance	HS/DAP	Top
• SRI Analysis Protocol	ALL	Lyd
• CELDT Administration Quality Assurance	ALL/DAP	Lik
• SAM Rostering Cross Training	ALL	Lyd
• Edusoft - Running Reports, Rosters	ALL	Lar
• Balanced Literacy Capacity Development	ALL	Bre
• ILT's 101 Re: PD provided to ILT's	ALL	Dar
• SBAC Administration Quality Assurance	ALL	Lea
• ELL Shadowing & Bright Spots	ALL	Ant
• ELL Data Analysis Capacity Development	ALL	Ant
• Read180 Basic SAM Functioning	MS	Lyd

**PENDING:**

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

Work in Progress...

### 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.

### 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.

### Collaborative School Improvement

**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](http://ousddata.org) in 2014-15 and new Leadership Data Portals in 2015-16

**Oakland Unified School District**  
**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

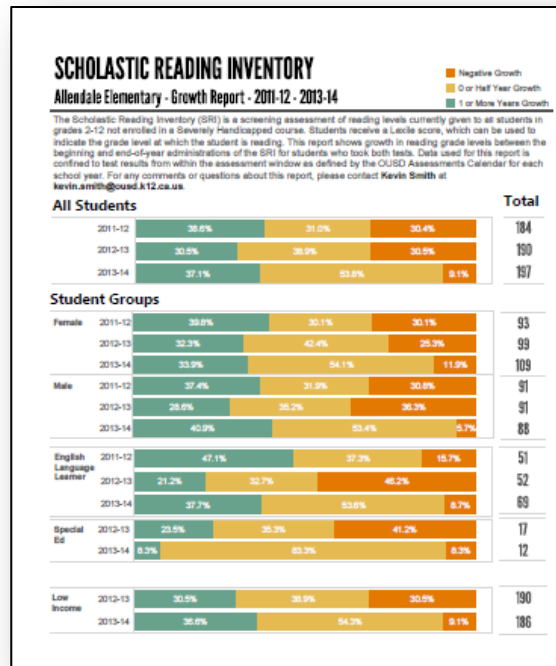
Annual Growth Group	Total Students	Initial Fall Reading Grade Level Groupings:											
		Above Expected*	At Expected*	1 Grade Lev Below Expected*	2 Grade Lev Below Expected*	3 Grade Lev Below Expected*	4 Grade Lev Below Expected*	5+ Grade Lev Below Expected*	#	Gr	#	Gr	
Schoolwide Gr 2-5	190	61	-0.25	62	0.03	41	-0.12	21	0.19	5	0.60		
Grade 02	39	7	0.14	18	0.06	14	0.43						
Grade 03	56	12	0.25	20	0.20	6	-0.33	16	0.69				
Grade 04	45	12	0.92	12	0.92	18	-0.13			5	0.60		
Grade 05	52	30	-1.00	12	-1.17	5	-1.40	5	-1.40				
African American	81	20	-0.70	28	0.04	23	0.04	7	0.97	3	1.90		
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	0.90			
Asian-F	10	5	0.00	4	0.50		1	-2.00					
Asian-M	12	6	-0.33	4	1.38		1	-2.00	1	0.00			
Filipino	8	4	1.00	3	-0.67		1	1.00					
Latino	63	25	-0.12	19	-0.27	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	0.90				
EL	52	8	-1.25	18	-0.50	14	-0.20	11	-0.30	3	0.67		

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

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

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

• Past



• Present




• Future


# Building Continuous School Improvement Capacity

## Using Early Warning System Reports to Accelerate and Intervene

OUSD  
 Data Dashboards & Reports  
 Version 1 Launch, Summer 2015



9<sup>th</sup> Grade Early Warning Report – Drill Down


**Early Warning For Dropping Out List**  
 Alliance Academy  
 2012-13 End Of Semester 1: Grades 6-12  
 Students At Risk For Dropping Out - Listed By Grade & Then Name  
 ("Tripped" Indicators are greyed in)

**Indicators\***  
 1- Item 1 mark of "F" or "W"  
 2- Item 1 mark of "F" or "W"  
 3- Flat Day Absence Rate > 80%  
 4- More than 1 Out Of School Suspension; 3+ Disciplinary in 90% used as an indicator

Last Name	First Name	ID	Gr	Age	Indicator 1 Math Mark & Course	Indicator 2 Eng Mark & Course	Indicator 3 Attendance	Indicator 4 OOB In Hrs	Indicator 5 Disc	Extra Demographics					
										Eth	Gen	Lang	Flu	Dis	Prog
39	Maldonado	248920	9	14.2	F MATH 8	F ENGLISH 8/ELD	43%	2	1	AF/Anmer	F	English	EO		
40	Barajas-Fernandez	248925	9	13.8	F MATH 8	D ENGLISH 8/ELD	64%	2	7	Latino	F	Spanish	EL	Encl Dist	RSP
41	Barrios	247762	8	13.1		F ENGLISH 8/ELD	63%	2	7	Latino	M	Spanish	IF/EP		
42	Barrios	240037	8	14.0		C ENGLISH 8/ELD	81%	3	14	Latino	M	Spanish	EL		
43	Bekim	244477	9	13.7	D MATH 8	D ENGLISH 8/ELD	92%	6	32	AF/Anmer	F	English	EO		
44	Barrios	232683	9	14.2	F MATH 8	C ENGLISH 8/ELD	45%	2	11	AF/Anmer	F	English	EO		
45	Chaves-Andrade	246977	8	13.0	D MATH 8	C ENGLISH 8/ELD	77%	1	1	Latino	F	Spanish	EL		
46	Delgado-Majia	354935	8	14.8	D MATH 8	C ENGLISH 8/ELD	79%	1	4	Latino	F	Spanish	TBO		
47	Enrique-Medraj	227733	8	15.0		D ENGLISH 8/ELD	74%	1	1	Latino	F	Spanish	EL		
48	Erredia	243426	8	14.8	PHC MATH 8	I ENGLISH 8/ELD	4%	5	1	Latino	M	Spanish	EL		
49	Flores	239796	9	15.3	F MATH 8	D ENGLISH 8/ELD	69%	3	20	AF/Anmer	F	English	EO	Ling Dis	RSP
50	Garcia	355448	8	15.3	D MATH 8	C ENGLISH 8/ELD	74%	1	14	Latino	M	English	EO		
51	Guzman Torres	247962	8	14.2	CH MATH 8	B ENGLISH 8/ELD	78%	2	10	Latino	F	Spanish	IF/EP		
52	Hernandez	245095	8	13.4	D MATH 8	D ENGLISH 8/ELD	96%	1	10	Latino	M	Spanish	IF/EP		
53	Jarros	257520	9	14.0	F MATH 8	D ENGLISH 8/ELD	96%	2	8	AF/Anmer	F	English	EO		
54	Linze	247901	8	13.9	C MATH 8	B ENGLISH 8/ELD	92%	2	13	AF/Anmer	M	English	EO	Ling Dis	RSP
55	Macedo	251341	8	14.0		F ENGLISH 8/ELD	72%	1	7	Latino	F	Spanish	IF/EP		
56	Mora	246747	8	14.9		F ENGLISH 8/ELD	83%	1	18	AUTOCH	M	English	EO		
57	Ramos	248804	8	13.6		C ENGLISH 8/ELD	89%	1	10	Latino	M	Spanish	EL		
58	Rodriguez	239605	8	15.0		D ENGLISH 8/ELD	90%	2	7	Latino	M	Spanish	EL		
59	Sandoval-Avalos	248472	8	13.8		B ENGLISH 8/ELD	84%	2	19	Latino	M	Spanish	EL		
60	Santana	248175	8	13.7	D MATH 8	F ENGLISH 8/ELD	84%	2	36	AF/Anmer	M	English	EO		
61	Sawagat	215259	9	13.8	PHC MATH 8	C ENGLISH 8/ELD	93%	3	39	AF/Anmer	F	English	EO		
62	Sevoglil	310200	8	13.0	D MATH 8	D ENGLISH 8/ELD	89%	4	1	AF/Anmer	M	English	EO		
63	Siu	251241	8	13.8	D MATH 8	B ENGLISH 8/ELD	84%	3	15	PacificCh	M	English	EO		
64	Tirajeiro	249023	9	14.1	C MATH 8	C ENGLISH 8/ELD	74%	1	1	Latino	F	Spanish	IF/EP		
65	Wilkins	250265	8	13.7	C MATH 8	B ENGLISH 8/ELD	78%	6	22	AF/Anmer	F	English	EO		
66	Wright	209642	8	14.2	D MATH 8	C ENGLISH 8/ELD	84%	2	1	AF/Anmer	M	English	EO		

Names in Yellow indicate 2 indicators tripped  
 Names in Red indicate all 3 indicators tripped

Available in both


- OUSD1
- [ousddata.org](http://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":

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

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

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

Deliverable(s)	Who's Involved?
SQR reports for Oakland High and Skyline High, by April 2015	<ul style="list-style-type: none"> <li>• SQR Team: Network Partners, Central Leaders, 2 HS Principals</li> <li>• WASC Self Study stakeholders: Each school's WASC committees, HS Network's Team</li> <li>• 15-16: potentially external provider</li> </ul>
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"> <li>• Network Superintendents</li> <li>• Principal Advisory Committee (PAC)</li> </ul>
Updated tools and protocols for ESV process, by May 2015	<ul style="list-style-type: none"> <li>• Network Teams</li> <li>• Principal Advisory Committee (PAC)</li> <li>• "The 4" school communities</li> </ul>



### 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)

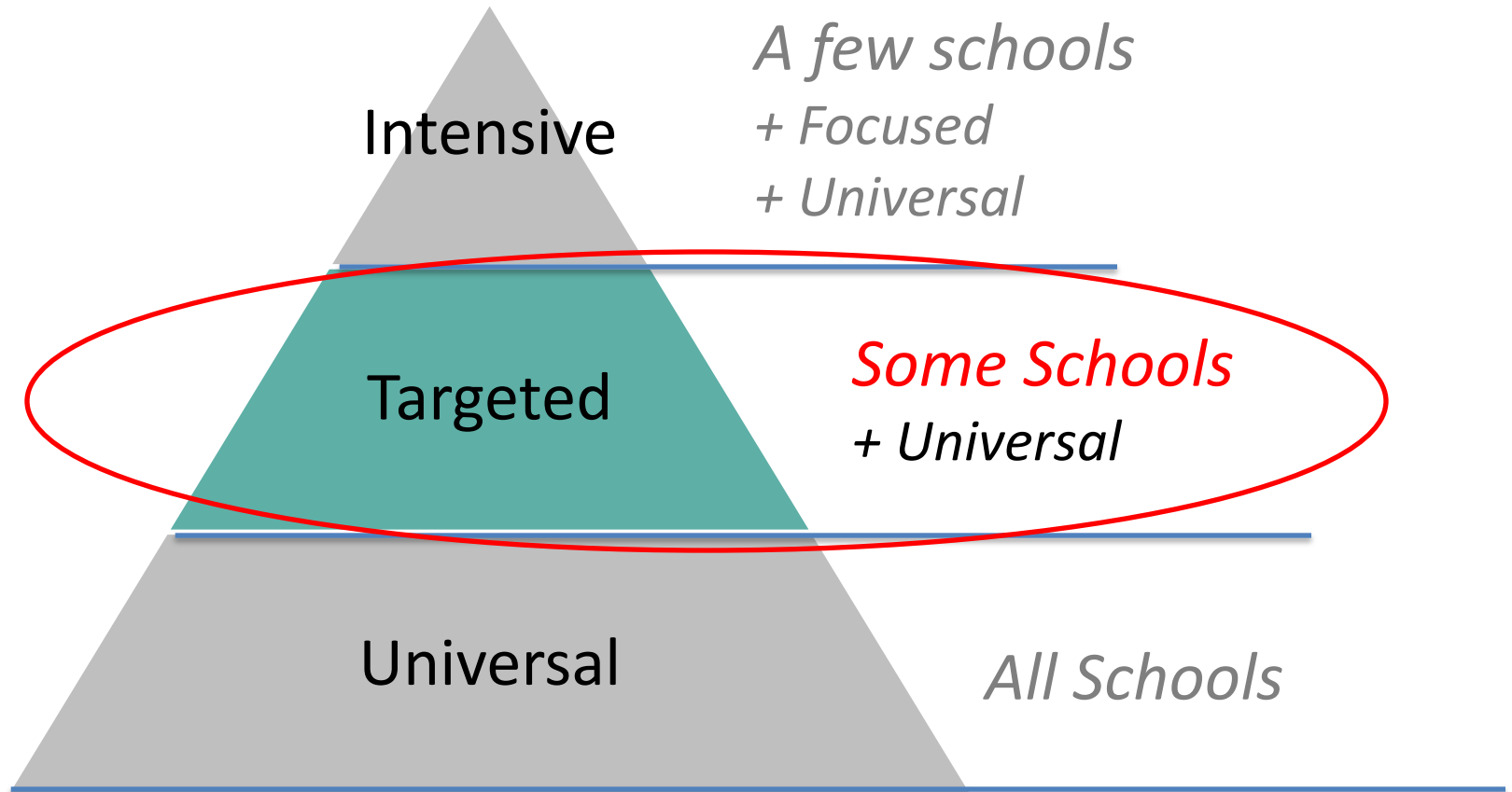
# Building Continuous School Improvement Capacity

## Aligning Professional Learning

- Summer Professional Learning
- Principal Institutes
- Teacher Summer Developments

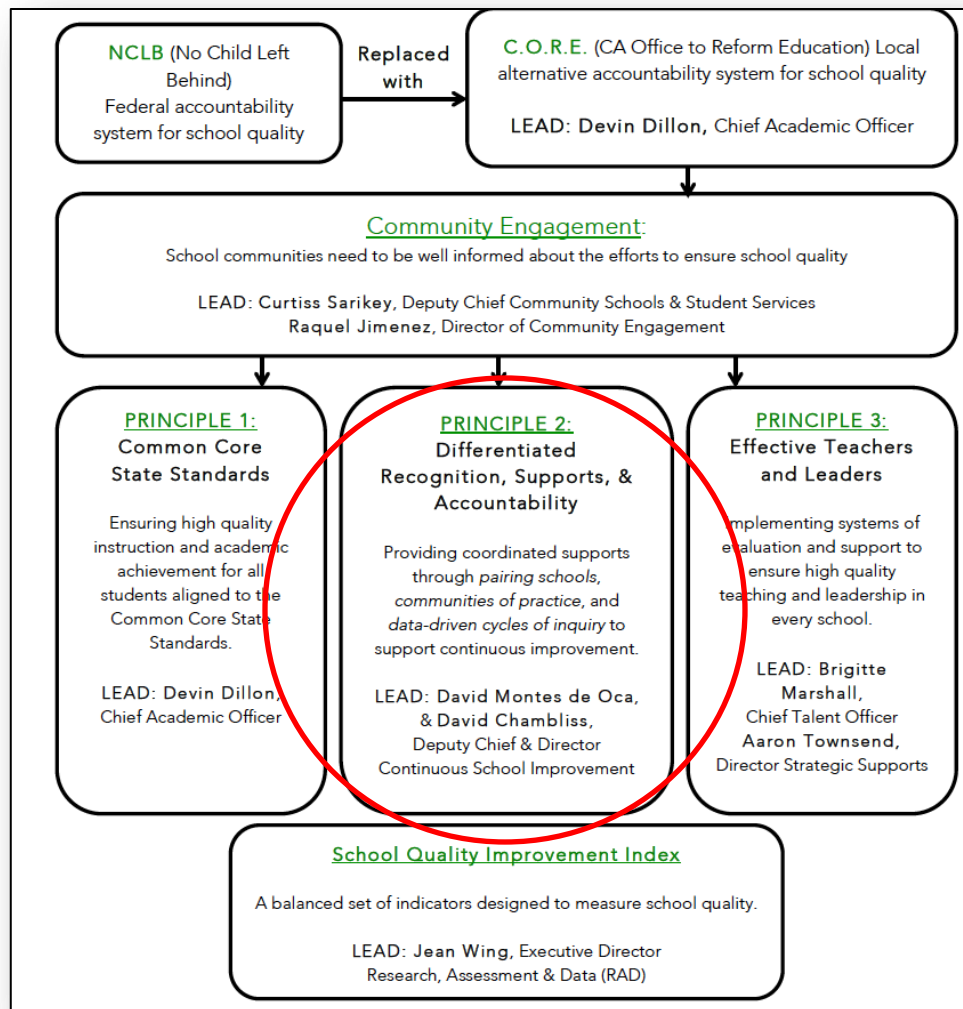
Catalog/Category	Save the Date Catalog matching	Entered Calendar	In Save the Date Catalog	Lisa's questions/Notes	Begin Date	End Date	Level
Mathematics Elementary		Y	YES	I think this needs to move because cohort week because of the flip flop, 8-5 8/9 is now Teacher Leader, now needs to be 8/12 - 8/16	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: LBUSD / Renaissance HS)*
5. Oakland International High School  
*(Pairing: SFUSD / SF International)*
6. Reach Academy  
*(Pairing: SFUSD / Rosa Parks)*
7. Roots International Academy (SIG)  
*(Pairing: FUSD / Kings Canyon MS)*
8. United for Success Acad (Former SIG)  
*(Pairing: SUSD / Washington MS)*
9. West Oakland Middle School  
*(Pairing: LBUSD / Hoover MS)*



**FOCUS SCHOOLS**

[WHATS A FOCUS SCHOOL? >>](#)


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



**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



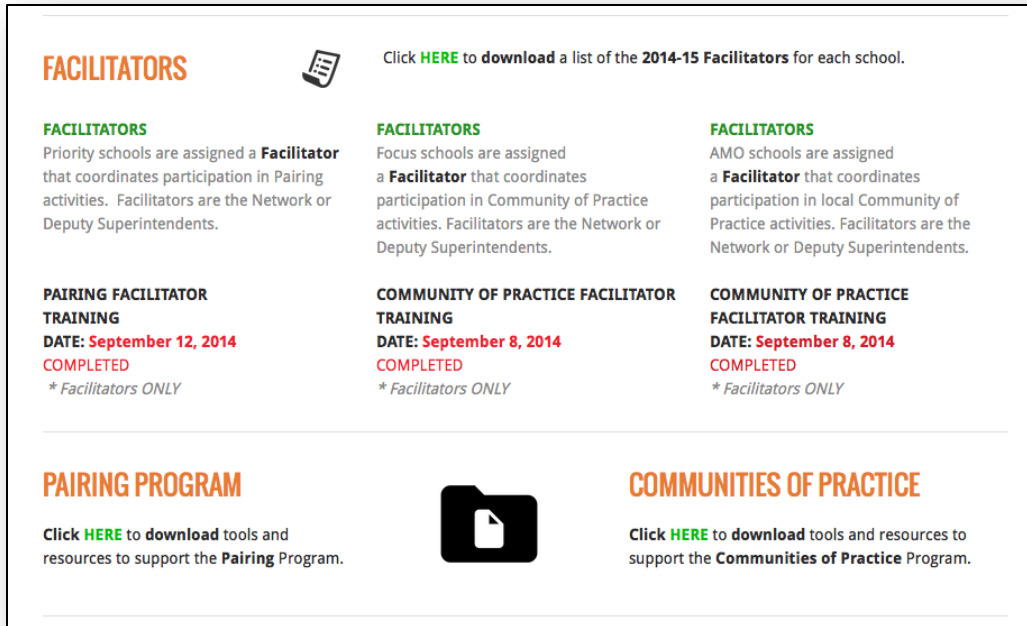
Click [HERE](#) to download **2014-15 List** of ESEA Waiver Schools


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.


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

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

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

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

**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.

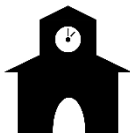
**COMMUNITIES OF PRACTICE**  
Click [HERE](#) to **download** tools and resources to support the **Communities of Practice** Program.

**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

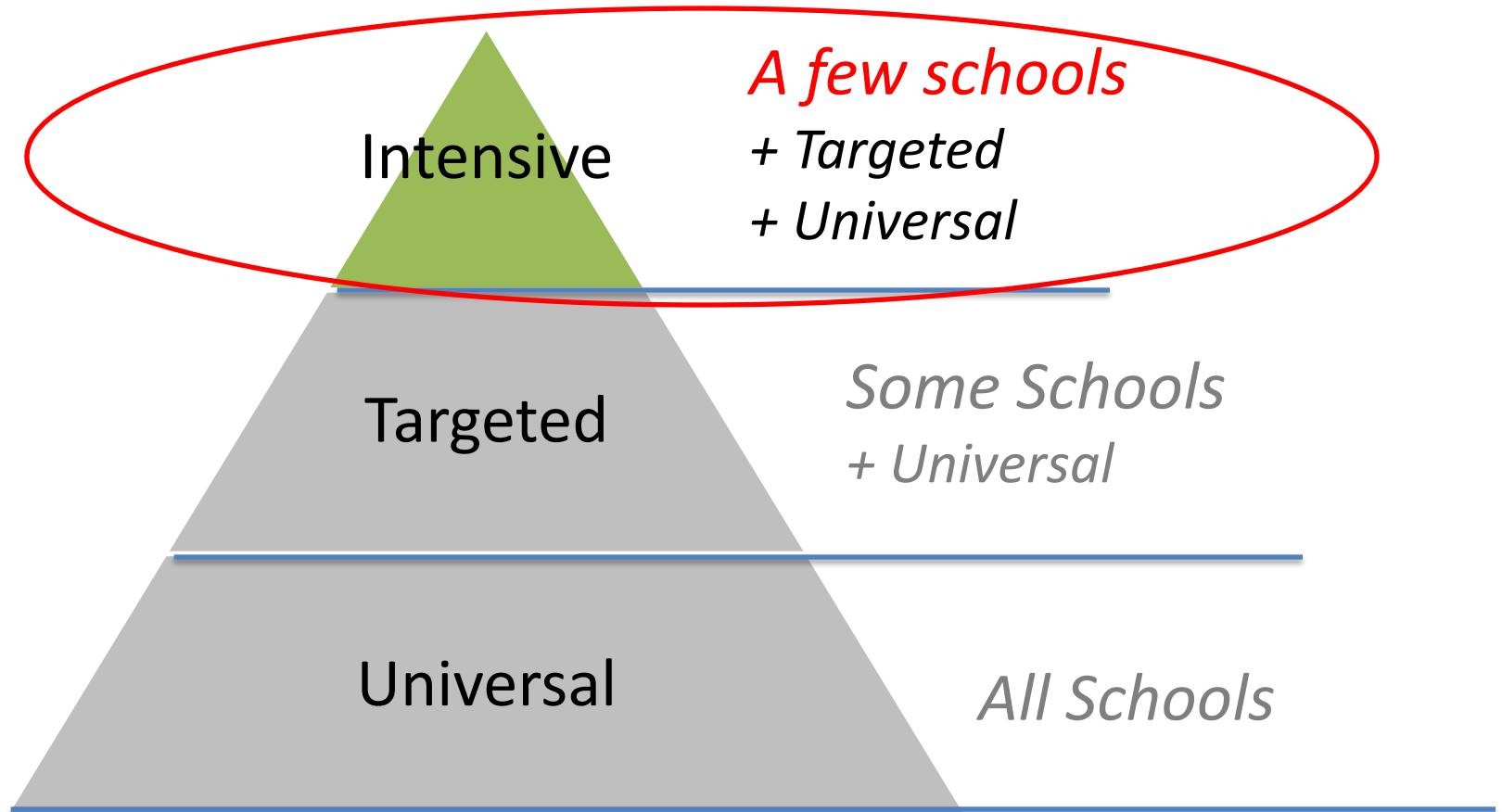
### **International Baccalaureate**

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 Cell for Quality Schools**  
**Proposal Support Materials**

**Proposal Title:** McClymonds Propo...

**Proposal Writer Name:** [Name]

**Proposal Writer Title:** [Title]

**Proposal Writer Email:** [Email]

**Proposal Writer Phone:** [Phone]

**Proposal Writer Address:** [Address]

**Proposal Writer City:** [City]

**Proposal Writer State:** [State]

**Proposal Writer Zip:** [Zip]

**Proposal Writer Fax:** [Fax]

**Proposal Writer Website:** [Website]

**Proposal Writer LinkedIn:** [LinkedIn]

**Proposal Writer Facebook:** [Facebook]

**Proposal Writer Twitter:** [Twitter]

**Proposal Writer Instagram:** [Instagram]

**Proposal Writer YouTube:** [YouTube]

**Proposal Writer Other:** [Other]

**Proposal Writer Signature:** [Signature]

**Proposal Writer Date:** [Date]

**Proposal Writer Title:** [Title]

**Proposal Writer Email:** [Email]

**Proposal Writer Phone:** [Phone]

**Proposal Writer Address:** [Address]

**Proposal Writer City:** [City]

**Proposal Writer State:** [State]

**Proposal Writer Zip:** [Zip]

**Proposal Writer Fax:** [Fax]

**Proposal Writer Website:** [Website]

**Proposal Writer LinkedIn:** [LinkedIn]

**Proposal Writer Facebook:** [Facebook]

**Proposal Writer Twitter:** [Twitter]

**Proposal Writer Instagram:** [Instagram]


**Proposal Writer YouTube:** [YouTube]

**Proposal Writer Other:** [Other]

**Proposal Writer Signature:** [Signature]

**Proposal Writer Date:** [Date]

McClymonds Propo...



**ISS Cell for Quality Schools**  
**Proposal Support Materials**

**Proposal Title:** Frick ProposalWritin...

**Proposal Writer Name:** [Name]

**Proposal Writer Title:** [Title]

**Proposal Writer Email:** [Email]

**Proposal Writer Phone:** [Phone]

**Proposal Writer Address:** [Address]

**Proposal Writer City:** [City]

**Proposal Writer State:** [State]

**Proposal Writer Zip:** [Zip]

**Proposal Writer Fax:** [Fax]

**Proposal Writer Website:** [Website]

**Proposal Writer LinkedIn:** [LinkedIn]

**Proposal Writer Facebook:** [Facebook]

**Proposal Writer Twitter:** [Twitter]

**Proposal Writer Instagram:** [Instagram]

**Proposal Writer YouTube:** [YouTube]

**Proposal Writer Other:** [Other]

**Proposal Writer Signature:** [Signature]

**Proposal Writer Date:** [Date]

**Proposal Writer Title:** [Title]

**Proposal Writer Email:** [Email]

**Proposal Writer Phone:** [Phone]

**Proposal Writer Address:** [Address]

**Proposal Writer City:** [City]

**Proposal Writer State:** [State]

**Proposal Writer Zip:** [Zip]

**Proposal Writer Fax:** [Fax]

**Proposal Writer Website:** [Website]

**Proposal Writer LinkedIn:** [LinkedIn]

**Proposal Writer Facebook:** [Facebook]

**Proposal Writer Twitter:** [Twitter]

**Proposal Writer Instagram:** [Instagram]

**Proposal Writer YouTube:** [YouTube]

**Proposal Writer Other:** [Other]

**Proposal Writer Signature:** [Signature]

**Proposal Writer Date:** [Date]

Frick ProposalWritin...

**4** ISS Schools have formed a Proposal Writing Team for Timeline I Meetings have begun. Teams include parents, students, educators, CBO partners

# Site-Based Committee Formation

**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  
**1<sup>st</sup> 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'Joare	Hunter	Student	CHS
Clarissa	Chan	Teacher	CHS
Richard	Bennett	Teacher	CHS
Samantha	Odum	Other Staff	CHS
Mara	Bentlez	Partner Organization	Oakland Kids First
Hannah	Kahl	Partner Organization	Youth Uprising
Soun-Troy	Trotter	Partner Organization	YU/Children's Hospital Clinic
Chinyere	Tuloshinda	Partner Organization	Youth Together
Jerome	Hunter	Parent	
Portia	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](mailto:kathlene.jones@ousd.k12.ca.us) for more information.

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

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

**RESOURCES - Totals listed below are ESTIMATES ONLY**  
*Each Proposal Writing Team's needs may vary and therefore please use the budget outline below as guidance only.*

Site Proposal Writing Teams	Total Cost Per	# of Meetings	# of Hours	Total	Estimates
Translation (on-site)	\$30	16	2	\$960	16 meetings at 2 hours per meeting, at \$25 an hour
Refreshments (light)	\$50	16	1	\$800	16 meetings at \$25 for refreshments each (recommend 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:

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

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

# 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](mailto: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



### 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:

<b>Castlemont High School</b> Lead Contact: William Chavarin / Jorge Wahner <a href="mailto:william.chavarin@ousd.k12.ca.us">william.chavarin@ousd.k12.ca.us</a> / <a href="mailto:jorge.wahner@ousd.k12.ca.us">jorge.wahner@ousd.k12.ca.us</a>	<b>Frick Middle School</b> Lead Contact: Sharon Gray / Christina Anderson <a href="mailto:sharon.gray@ousd.k12.ca.us">sharon.gray@ousd.k12.ca.us</a> / <a href="mailto:christina.anderson@ousd.k12.ca.us">christina.anderson@ousd.k12.ca.us</a>
<b>Fremont High School</b> Lead Contact: Nidya Baer / Johanna Paralaso <a href="mailto:nidya.baer@ousd.k12.ca.us">nidya.baer@ousd.k12.ca.us</a> / <a href="mailto:johanna.paralaso@ousd.k12.ca.us">johanna.paralaso@ousd.k12.ca.us</a>	<b>McClymonds High School</b> Lead Contact: LaShonda Taylor <a href="mailto:lashonda.taylor@ousd.k12.ca.us">lashonda.taylor@ousd.k12.ca.us</a>

**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](mailto:kathlene.jones@ousd.k12.ca.us)

Date / Time	Time	Location	Purpose
<b>April 1, 2015 *</b>	4:30-6:30pm	Tilden Auditorium	Proposal Guidelines & Process guidance Overview of Draft 2015-16 expectations & support - Including Summer 2015
<b>April 14, 2015 *</b>	4:30-7:00pm	Tilden Auditorium	Consultancies on Proposal sections
<b>Week of: April 20, 2015</b>	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
<b>April 18 or May 2 Final Date TBD</b>	1:pm-4:30pm	Holy Names Univ	Passing the Torch – Part II: Lessons Learned in School Re-Design ( <i>more info to follow</i> )
<b>May 7, 2015 *</b>	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 (8<sup>th</sup>),  
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?

(3<sup>rd</sup> Party Lead Partner & Evaluator)

Advocacy Groups

Industry Partners  
(Not programmatic)  
Partnership  
Vision  
Bridge Programs  
Sponsors

Partnering Schools  
Visits  
Practice Sharing  
Replication

D. Montes de Oca  
S. Bradford  
Project Manager(s)  
Research & Data  
Professional Development Plan for ISS Leads

Board of Education

Engagement and Youth Leadership  
CBO's

Cabinet Chiefs  
Deputy Chiefs

Research Agencies  
Stanford  
Gardner/CORE  
UCB  
Mills

Labor  
OEA, UAOS  
SEIU, AFSME

# 3<sup>rd</sup> Party Lead Partner & Evaluator

## 3<sup>rd</sup> 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

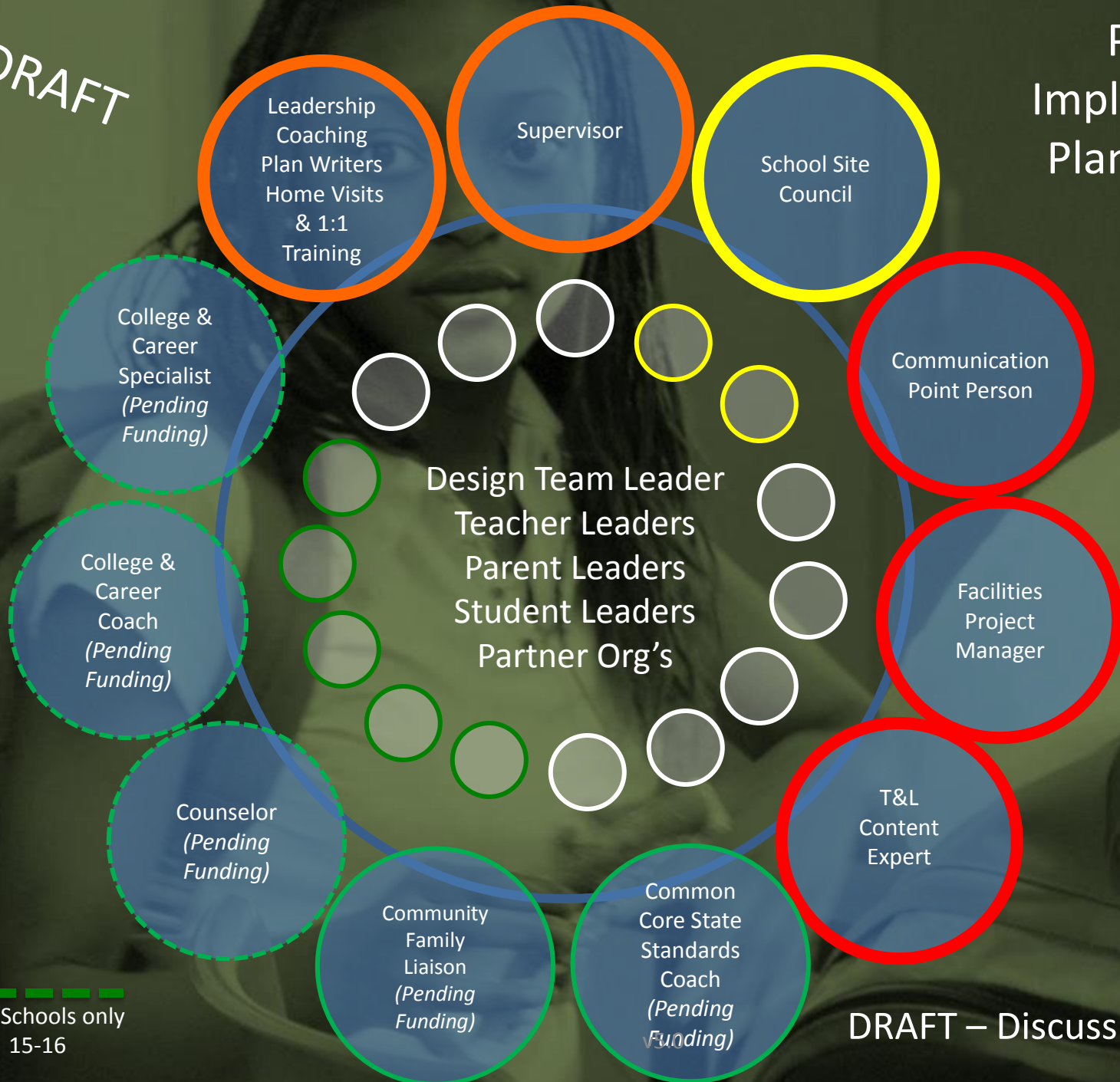
Program  
Implementation  
Planning Teams

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

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## 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

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## 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
- ⊙ 6<sup>th</sup> / 9<sup>th</sup> Grade Overnight Trip
- ⊙ Summer Bridge (6<sup>th</sup> / 9<sup>th</sup>) 5-10 days
  - College Fridays
  - Begin College & Career Plans
  - Boot Camp

Available dates 9<sup>th</sup> Grade Overnight  
(2 nights) 6<sup>th</sup> Grade pending

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



# Year 0: Planning Strands 2015-16

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

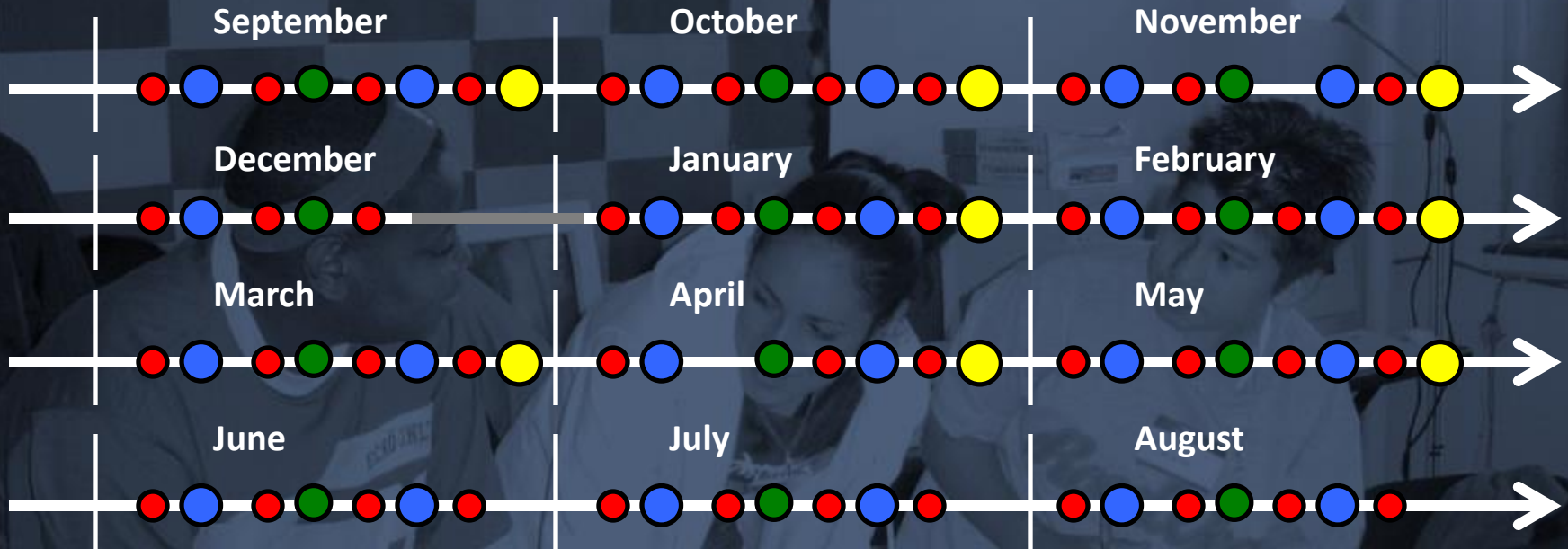
Strands	December	January	February
	Instruction II School Culture I Outreach I	Outreach II School Culture II Budgeting	Staffing I Ordering for 2016

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

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

# Year 0: Productivity 2015-16

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

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

# LEVERS

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