
Approval of 2009-2010 School-Based Coordinated Plans and Program Improvement Update

***Information Item presented to the Board of
Education***

November, 24th 2009

Process And Timeline

Overview of the Single Plan for Student Achievement

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the *Single Plan for Student Achievement (SPSA)*. Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index .

Process And Timeline

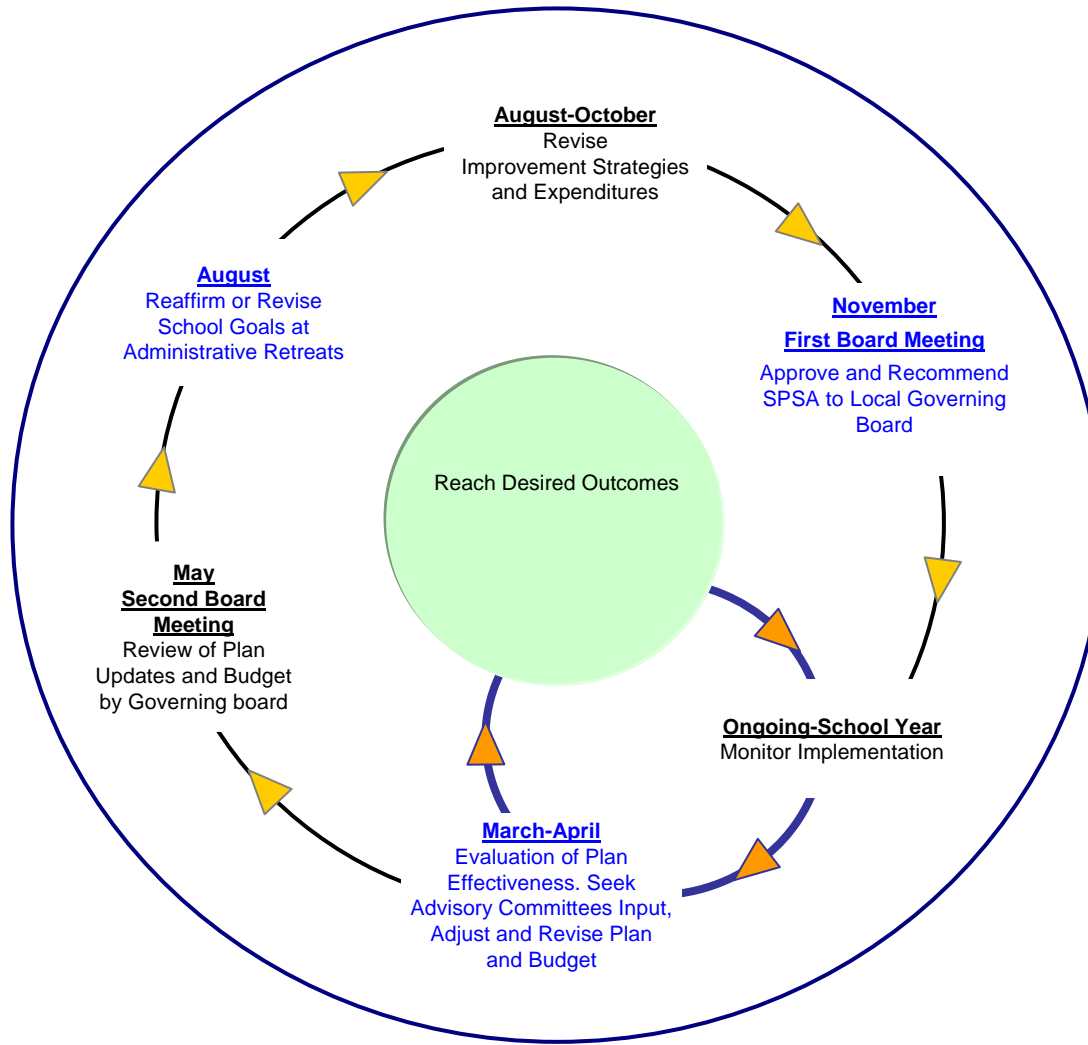
Eight requirements for school plans:

1. School districts must assure that school site councils have developed and approved the school Plan
2. School plans must be developed with the advice of any applicable school advisory committees.
3. Programs funded through the Consolidated Application must be consolidated into a single plan.
4. Must be aligned with school goals for improving student achievement.

Process And Timeline

5. Must be based upon "an analysis of verifiable state data, including the Academic Performance Index.
6. Must address how funds will be used to "improve the academic performance of all students.
7. The plan must be reviewed annually and updated by the school site council.
8. Plans must be reviewed and approved by the governing board of the local educational agency.

Process And Timeline



Grade Span Theory of Action Samples

Elementary:

Student achievement will increase in all academic areas if...

- We maximize instructional time and engage students fully through participatory learning.
- We provide services and resources to address the social, emotional, attendance and health issues of our students.
- We work to create a seamless program of expectations and academic and social support during and beyond the school day.
- We continue to build a safe, respectful, productive and positive school climate where students' backgrounds, skills and talents are valued and nurtured.

Grade Span Theory of Action Samples

Elementary (cont.):

- We use timely data to monitor student progress and differentiate instruction through targeted, research-based interventions in language arts and math, with a particular focus on identified students from underperforming subgroups (African American and Socio-Economically Disadvantaged Students)
- We build a stronger home-school connection with all families, particularly those in underperforming subgroups, and create a two-way, respectful and authentic dialogue between families and staff to develop a meaningful partnership that supports academic success.
- We establish a professional learning community where teachers, support staff and administrators collaborate within and between grade levels regularly to analyze data and share best practices.

Grade Span Theory of Action Samples

Middle:

- If we identify, create measurable goals and monitor monthly students African American and Latino students who are High Basic and Low Proficient (CST scores from 340-360) then we will move these students to Proficient (movement to a CST range of 365 to 400).
- If we provide strategic and focused afterschool At Risk and RSP Study Hall that uses the criteria of student academic data to determine need we will move Students with Disabilities 20 percentage points in ELA and Math on the CST's.
- If we create an equity focused staff that uses student history and performance to provide strategic focus and support to African American and Latino we will move these student populations to the level of Proficiency achieved by all students on CST ELA and Math Proficiency (ELA -79.8/Math 70.7).

Grade Span Theory of Action Samples

Middle (cont.):

If we create respectful, interactive classrooms focused on critical content by:

- implementing student engagement strategies that allow for demonstration of knowledge and reflection of learning especially for our lowest achieving students
- establishing school wide agreements for classroom procedures that support student organization/responsibility (daily agenda, classroom procedures, posted content standard)
- using student and classroom data to inform instruction and guide professional collaboration
- sharing professional expertise with each other through school based designated professional development times

We will produce increased academic achievement for all students.

Grade Span Theory of Action Samples

High:

Focus Area#1 for 2009-2010:

If we provide previously unsuccessful students with instruction that is organized around critical content, actively engages students as interactive learners, explicitly teaches skills as well as content and uses every precious moment of instruction then they will learn core content and earn academic credit at an accelerated rate compared to students at traditional high school.

If we provide teachers with explicit instruction in best practices, ongoing coaching and support and explicit feedback from observers, they will increase their ability to provide this type of instruction

Grade Span Theory of Action Samples

High (cont.):

Focus Area#2 for 2009-2010:

If we provide previously unsuccessful students who are alienated from school and society with support for their psychosocial need and skills to reintegrate with school and society, they will increase attendance and credit earning.

This is an application of the AUSD vision that “our diverse community of students ,given a rigorous academic program in an inclusive, safe, and secure environment, will be prepared to be responsible citizens.”

Program Improvement Updates

Two Schools On State Program Improvement Watch List:

A Title I school will be identified for PI when, for each of two consecutive years, the school

- Does not make AYP in the same content area (ELA or mathematics) (schoolwide or any numerically significant subgroup)

OR

- Does not make AYP on the same indicator (API or graduation rate) (schoolwide)

School	Math	ELA	Target Group
1. Wood Middle School		X	Socioeconomically Disadvantaged
2. Washington Elementary		X	Socioeconomically Disadvantaged English Learners

Plans Held Back For Additional Support

- Edison Elementary
- Washington Elementary School
- Wood Middle School
- Alameda High School
- ASTI
- Encinal

Will be presented to the board 12-15-2009