Henry Haight Elementary School

Alameda Unified School District

Innovative Programs/Magnet Schools Request for Proposals

Phase II: Program Planning and Development

The Master Plan (adopted by the Board of Education on February 23, 2010) provided for the establishment of "attractive school options to provide desirable choices and deepen student, family and community engagement in the youths' lives and education." To meet this goal, any group of teachers and administrators may form a program leadership team in an effort to create an innovative or magnet program.

Haight EAGLES Soar!

HAIGHT EAGLES INNOVATIVE PLAN

TABLE OF CONTENTS

Process Background

   At their regularly scheduled board meeting in August, the AUSD School Board made a determination that Henry Haight Elementary School's "**Phase I: Concept Development, Basic Information, and General Overview** proposal for our Haight EAGLES! Innovative Program was approved to go forward to prepare Phase II: Program Planning and Development.   This document is description of this Planning and Development phase, and our request to approve Phase III in the 2015-2016 school year.

   We, the faculty, staff, families, and students at Henry Haight, see the Innovative Program as an opportunity for our site to come together to implement a specialized Program that the school community and staff see as a benefit for children and families at that site.

- Currently, AUSD has funded 2 Innovative Plans, one at Earhart, one at Bay Farm,

- In addition, there are 2 magnet schools, Maya Lin and Encinal Junior Jets.

- This year, there are 2 proposals for Innovative Plans, one from Franklin, and one from us!

Leadership Team/Contacts

Team Contact – Tracey Lewis, Principal and Team Administrator
Office phone: 510-748-4005 ext. 137
District Email Address – tlewis@alameda.k12.ca.us

Innovative School Program Subcommittee Team
Tracey Lewis, Principal and Team Administrator
Kathleen Collins, Title 1 Coordinator and teacher, District ILT Member;
Joyce Craig, 4th grade teacher, District Science Curriculum and Vision Teacher Leader, District BaySci Science Teacher Leader, District CCSS (Common Core State Standards) Teacher Leader;
Lisa Rosenthal, 5th grade teacher, District BaySci Science Teacher Leader, District Inquiry By Design Teacher Leader, District CCSS (Common Core State Standards) Teacher Leader;
Julia Shafer, 1st grade teacher

School Leadership Team/Grade Level Representatives:
Brooke Sussman, Kindergarten
Michelle Hernandez, First Grade
Heidi Huhn, Second Grade
Danielle Ullendorf, Third Grade
Joyce Craig, Fourth Grade
Jennifer Beitzell, Fifth Grade

Who We Are

   As our classrooms and schools become more and more diverse, we educators have a growing responsibility to help children understand the various cultures, mores, values and traditions of the students and families around them. We simultaneously have a moral imperative to prepare our students for college and career by providing access to a rigorous and engaging curriculum that will support their future success.

   A look at our demographic demonstrates Haight's ethnic, cultural, and linguistic diversity. 30% of our students are Asian, 21% Latino, 10% Filipino, 13% African American, 16% White, 8% two or more races, and 40% of our students are designated English Learners. Our multicultural school community allows our students to experience and understand varying perspectives and cultures every day.   We value our diversity as an asset for teaching and for learning and want to build on its strength through our Innovative Plan.

   We've searched and researched to discover what significant shifts in teaching and learning are required to transform our instructional framework at Haight. Our innovative plan has been designed to prepare our students to meet the rigorous expectations they face in an increasingly interdependent world.

Our Vision

The Henry Haight Elementary School Innovative Plan **is the integration of Global Education and Science, Technology, Engineering, and Math (STEM) to develop global competence and engagement in deeper learning.**

In order to achieve our vision, our proposed Innovative Plan includes three essential elements to transform the teaching and learning environment.

Our Guiding Vision

Global Learning and Environmental Stewardship

Differentiation and Personalization Of Learning

Social Emotional Learning that supports the Whole Child
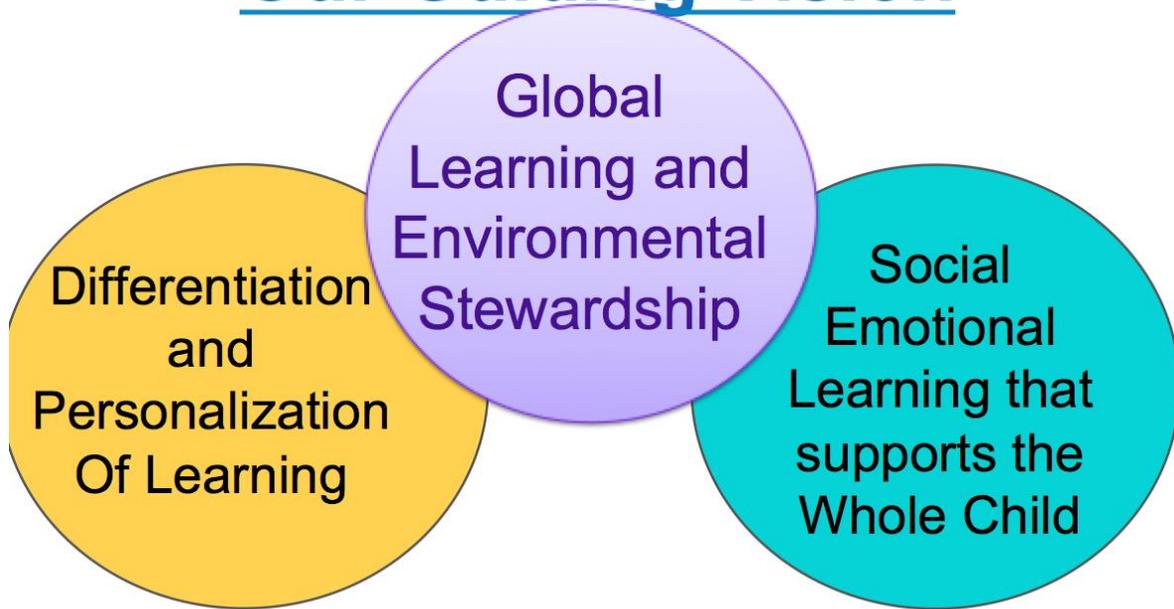
ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

---

1. **GLOBAL LEARNING and ENVIRONMENTAL STEWARDSHIP**: Development of a fully integrated Global Learning and STEM (Science, Technology, Engineering and Math) curriculum to engage students in high interest, inquiry based learning focused on global competence and deeper learning.

2. **SOCIAL EMOTIONAL LEARNING THAT SUPPORTS THE WHOLE CHILD:** Recognition of the importance of Social/Emotional learning to support the whole child. Integration of health and wellness for balanced life skills. Support for developing the skills needed for communication and collaboration.

3. **PERSONALIZED AND DIFFERENTIATED LEARNING OPPORTUNITIES**: Provide effective personalized differentiated learning opportunities to meet the needs and interests of our diverse student population, and ensure equitable outcomes for all students.

Our Theme:

Haight **EAGLES**:

Everyone

Achieving through

Global

Learning and

Environmental

Stewardship

Why does Haight want to create a school focused on Global Learning?

We want:

◆ **Students to see themselves, their families, cultures, and languages as valuable assets to our community.**

◆ **Students to see interdependence and connections between local and global issues.**

◆ **Students to see themselves as problem solvers and stewards of their community and world.**

◆ **Students to develop a positive socio-emotional mindset that builds resiliency, confidence, and persistence necessary for them to successfully prepare for college and career.**

Our vision is to create a school that focuses on global education to promote rigorous, enthusiastic student learning. Through professional development and curriculum support, we want to build our capacity to support a *school-wide commitment* to establish a ***global learning environment*** at Haight. We will foster authentic investigations of the world beyond our immediate environment, *researching significant age appropriate problems* through the use of integrated, cross-curricular ***project-based inquiry and student-led learning***. As our students grow in their understanding of our interconnected world, they will develop empathy and understanding of others and foster positive, collaborative relationships. Using research about world events, innovations, and global challenges, students will connect those perspectives not only to the past but also to their imaginings of a potential future. In these ways, global learning encourages awareness and critical thinking about issues such as poverty, climate change, cultural differences, world trade and politics.

Our students have a natural instinct to *want to help others and take actions to improve conditions*. They are motivated to be our ***future problem solvers***, not only for issues facing our own community, but also for citizens around the world. Furthermore, they recognize and are motivated by innovations in the areas of ***science, engineering, math and technology (STEM)***. Students and teachers know that STEM related work is essential for solving some of the planet's most vexing problems. We also know that STEM careers are growing 3 times as fast as other sectors. We want to ensure that students become empowered to pursue careers, especially STEM careers, which will allow them to truly become our future problem solvers.

In addition to strong foundational teaching in reading, writing and math as well as alignment with other district initiatives like BaySci, IBD and Math coaching, we will address the Common Core standards and engage students in **deeper learning through an integrated curriculum that investigates authentic, relevant world issues.**

Just as students need time to collaborate, the goal of our Innovative Plan is to build a cohesive model of teaching and learning with a consistent and committed core of teachers who want to work together in a collaborative manner. Our hope is that ***collaborative school culture*** will help retain a core group of skilled teachers who will work together for many years. Haight already has strong collaboration between general and special education teachers as a means to improve teachers' instructional practice and to improve student outcomes. With the approval of a waiver and dedicated funds for 4 hours of additional collaboration time for teachers, we will support ***regular ongoing collaboration time*** for teachers to plan together and support one another as the engage in professional development and implementation of our Innovative Plan.

Social Emotional skills are essential to work in this way, together. We believe they are just as important for future success as academic skills. Students need to learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative. Through intentional instruction and practice, Haight EAGLES will develop their skills that will help them to *build relationship and engage in thoughtful conflict resolution.*

We are also committed to providing students with voice and choice in their learning to increase **student engagement**. Through professional development, we will refine our understanding of **differentiation and personalization** for student learning in support of our already robust RTI support and to insure that all children are achieving and engaged in meaningful learning.

Our Theory of Action

We believe:

If we develop "global competency" through project-based inquiry and student-led learning and capitalize on our true asset, our diversity, as the HEART OF OUR PLAN,
And we emphasize critical importance social emotional skills development to support the whole child,

Then students will be equipped for success in an increasingly knowledge-based, economically interdependent, and demographically diverse society.
Students will be able to:
- Investigate significant problems.
- Recognize multiple perspectives.
- Communicate ideas effectively with diverse audiences.
- Act to improve conditions locally and globally.

EQUITABLE OUTCOMES
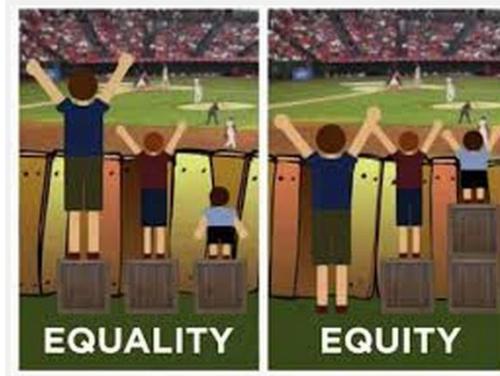
Haight Elementary already has a history of successfully serving all students, as evidenced by recently earning the Title 1 Achievement Award, which recognizes Title 1 schools that have significantly closed the achievement gap for its significant subgroups. Through hard work and dedication, Haight School has earned a reputation of being committed to equitable outcomes and effective intervention supports. The school community further enriches the learning experience through support of programs for art docents, garden and go green initiatives, Peacemakers, cross age reading buddies, multi-tiered intervention system and more.

Why the Innovative Plan is important

Given this success, why is Haight applying for an Innovative Plan grant? It's all about equity. We believe that we, as a community, must reach out further to move beyond our already implemented programs that support our vision of a successful Title 1 School that serves Alameda children. The Haight community is pursuing an Innovation grant because our students need access to cutting edge researched based models of teaching and learning that are innovative and address experiential learning. We want to move beyond paper and pencil to provide students with engaging and complex learning experiences that challenge them as well as prepare them for success. To level the playing field among all of Alameda's future citizens, we must provide exceptional access to opportunities and educational experiences that are critical for all children. We believe our Innovative Plan provides the roadmap to creating such a learning environment.

We need to address the academic, social, and emotional needs of our diverse learners as we strive to prepare our students to become active, knowledgeable participants and problem solvers. We recognize and encourage our students' strengths, flexibility and adaptability toward learning in multiple ways, not only through reading and writing, but also through effective uses of technology, and hands on learning. We also need to guide our students to understand how their actions as individuals impact the larger community.   As they develop an understanding of their own impact in their classroom and the school, they will build social and emotional skills that allow for effective student collaborative work, independent work, and community work.

Learner Diversity

Socio Economic Diversity

Cultural Diversity

Ethnic and Racial Diversity

Language Diversity

   We know that some students come to Henry Haight with significant educational opportunity gaps based on lack of economic and/or cultural or language accessibility. Poverty and lower socioeconomic status contributing to reduced **access** to educational opportunities, familial support, good nutrition, healthcare, and other factors that tend contribute to stronger educational achievement. We also know that many of our students have no history of post high school education in their families and need to develop a *career and college culture here at school*. We want to plant the seeds early for their readiness for college and career.

   Unfortunately, the statistics show that few students from low-income families, few girls, and few members of already underrepresented groups become STEM professionals. At present, 65% of our student population is socio-economically disadvantaged. Our plan expands upon the global learning theme to embed STEM problem solving to each of the units. Students will be able to use what they learn with technology, through science and math exploration and designing through engineering to engage in higher level thinking skills and creative problem solving. By igniting their interests now through inquiry based, globally relevant, and locally authentic STEM learning, Haight students can be on the path to becoming the future problem solvers our society needs. Our goal is to provide instruction that explores the world and how it works through constructivism, inquiry-based approaches and other best practices informed by research to pique student interest and spark their problem solving talents. We want to close the access gap by supporting Haight students to aspire for college and career by providing them with the tools needed for continued success and a college-going culture throughout the school.

Circle 1:   **Engaging Curriculum**

CULTURAL COMPETENCY THROUGH GLOBAL LEARNING

Our innovative plan will prepare students to become *caring and successful citizens and problem solvers* in an ever-changing global society. By developing **cultural competency** through project based inquiries and integrated STEM learning, our students will gain an understanding of other cultures, value the contributions of all people, understand racial and cultural identity, and take action to address the world's most pressing social injustices. Our students' own families and cultures will be valuable assets for cultural understanding. Our students will learn to genuinely respect the differences that make people and their cultures unique. With that perspective, and with the skills they gain through this innovative plan, our students will be ready and prepared for success in a diverse, interconnected world.

What is Global Competency?

Students become *Globally Competent* when they:

- Investigate the world beyond one's own immediate environment, **framing significant problems and conducting well-crafted and age-appropriate research**.
- Address **authentic, multi-discipline questions** to engage in **deeper learning**.
- Recognize **perspectives**, others' and one's own, while articulating and explaining such perspectives **thoughtfully and respectfully**.
- Value the contributions of all people and developing an **understanding their own racial and cultural identity**
- **Communicate ideas effectively** with diverse audiences, bridging geographic, linguistic and cultural barriers.
- Are **problem solvers** who views themselves as a contributor to the world and who take action to address the world's most pressing social injustices?

Collaboration
Working together to reach a goal — putting talent, expertise, and smarts to work
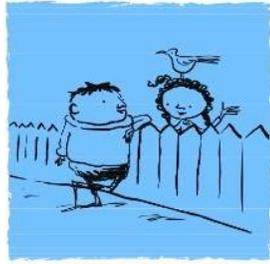
Communication
Sharing thoughts, questions, ideas, and solutions

Critical Thinking
Looking at problems in a new way, linking learning across subjects & disciplines

Creativity
Trying new approaches to get things done equals innovation & invention

Our vision is to create a school that focuses on global education to promote critical thinking and creative problem solving. **In partnership with the organization VIF International Education**, teachers would engage in professional development and curriculum design to build our capacity to support a school-wide **commitment to our global learning environment** at Haight. Through professional development and lesson plans provided by VIF, we hope to foster authentic investigations of the world beyond our immediate environment. VIF utilizes **Project-based Inquiry (PBI)** as an instructional approach for student-centered learning. Students explore relevant topics, investigate authentic questions and share what they have learned with real audiences. In a **VIF Passport School**, each grade level focuses on a region of the world. Classroom displays and artifacts augment the regional focus and integrated, cross-curricular units provide deep learning opportunities and age appropriate research about authentic global issues. PBI will provide an engaging way to learn global content as well as spark student interest to develop their critical thinking skills. We believe learning in this manner will result in higher student engagement and more student ownership of their learning.

BENEFITS OF PROJECT BASED INQUIRY

Project-Based Inquiry supports students to:

- Think **critically** and solve complex problems.

- Solve authentic problems with **creative** solutions.

- Develop **meta-cognitive** skills.

- Work **collaboratively**.

- **Communicate effectively**, both for interpersonal and presentation needs.

- Use the **process** of asking, investigating, analyzing, synthesizing, creating, sharing, reflecting, and revising to create solutions.

12
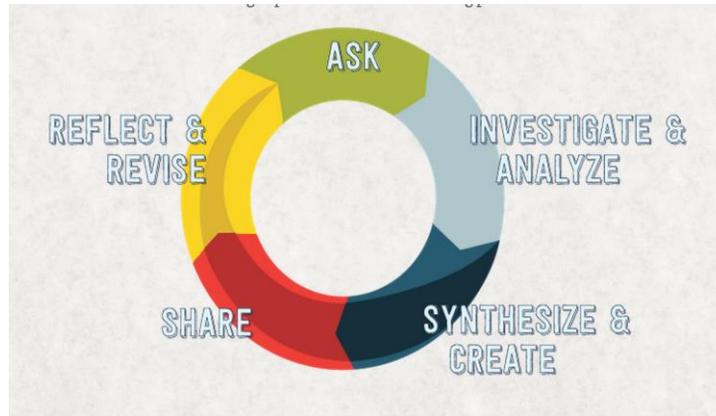
With a focus on Global Learning, VIF's inquiry-based learning will also help our student to develop a sense of personal and social responsibility and cross cultural understanding.

Integration of STEM with Global Learning is Innovative

We will fully integrate STEM curriculum (Science, Technology, Engineering, and Mathematics) into our Global Learning units. STEM engages students in problem solving and finding solutions. By their nature, integrated STEM projects encourage students' imagination and curiosity, thereby increasing their engagement and motivation to learn. Early exposure to STEM supports children's overall academic growth, develops early critical thinking and reasoning skills, and enhances later interest in STEM study and careers. STEM means creating learning environments that allow students to be more active. Students are engaged in their own learning. The outcome is that students better remember what they've learned when they are engaged in the process, and not passive bystanders. Our integrated STEM project based learning curriculum will also allow for students to have more voice and choice leading to higher levels of student engagement which will result in higher academic achievement.

Students know that STEM related work is essential for solving some of the planet's most vexing problems. We also know that STEM careers are growing 3 times as fast as other sectors. We want to ensure that students become empowered to pursue careers, especially STEM careers, which will allow them to truly become our future problem solvers.

Quality STEM instruction is effective when it includes:

- Integrated learning

- Alignment with standards

- Essential Role of technology

- Professional development

- Engagement for all students

- Dedicated time for Science and Math instruction.
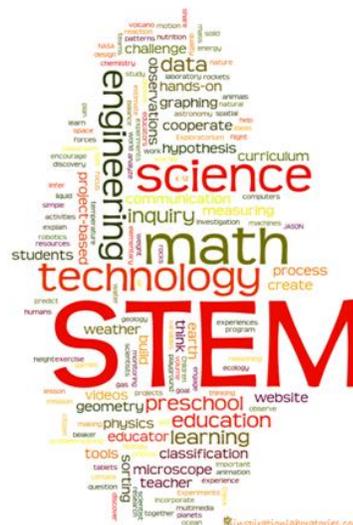
Science and engineering content is ideally suited as a vehicle to provide high quality, engaging instruction using informational text. It is critical for our students to have access to engaging informational text as they authentically investigate, problem solve, and determine meaning through science, engineering, and math. According to the Common Core State Standards (CCSS) English Language Arts (ELA) , "the expected instructional distribution of reading, writing, speaking, and listening of informational text is expected to be at a 50% of ELA time by 4th grade and 70% of ELA by 12th grade" (pg. V). Integrating science practice with English Language Arts provides a focus for instructional practice and learning strategies that can meet that expectation.

Our learners must be well versed in student practices as outlined in CCSS Math, ELA and the Next Generation Science Standards (NGSS) standards. Practices such as developing and using models, constructing viable arguments and critiquing reasoning, constructing explanations and design solutions, and obtaining, synthesizing, and report findings clearly and effectively in response to a task and purpose (among most other student practices noted in CCSS and NGSS) are well-suited for STEM. As the figure below demonstrates, if students spent their day working on STEM related ELA projects, they would meet almost all of our CCSS and NGSS expectations for student practice.

We will use the connection between science and engineering to expose students to the framework of **Design Thinking** to develop their skills for creativity.

- Empathize - Think like the end user

- Define - What is the problem?

- Ideate - Generate as many ideas as possible pushing creativity

- Prototype - Design a first draft (this can be the most fun)

- Test - Evaluate the prototype, get feedback, and revise

We have already experimented with Cross Age STEM buddies. We've piloted the approach this year between our 4th and 1st grade students and plan to expand it with the Innovative Plan. Our cross-age buddies pair whole classes of older and younger students to work together on engineering projects. Not only has this built caring cross-age relationship but also has developed the 4C's for both sides of the buddy pair. Students must communicate and collaborate in order to work together effectively on the engineering challenge. In addition, the older student must engage the younger buddy in critical thinking to find creative solutions for the engineering problem they are exploring. It has proved so successful that we want to expand Tk-5 as a part of our plan. STEM projects lend themselves naturally to this kind of buddy work with older students 'teaching' their young buddy has resulted in deeper conceptual understanding of the math, science and engineering behind the project.

If we plant the seeds now, we will ensure that our students are STEM-ready. They will be well prepared to move on to Wood Elementary to continue their learning through Science, Technology, Engineering, Arts, Mathematics (STEAM). STEM needs a diverse workforce and our students should be ready for the opportunities. Research shows that as a student advances into middle school, opinions on science change drastically; in fourth grade, one-third of students lose interest in the subject; by eighth grade, that number jumps up to 50%, effectively narrowing the potential STEM pipeline by half before students even reach high school. Considering Alameda's advantageous location to successful science, engineering, and technology companies in the Bay Area, our Haight EAGLES program will engage our students in developing the practices, skills, and understandings that will become the foundational experience needed for many successful careers in the Bay Area.

Circle 2: **SOCIAL EMOTIONAL LEARNING TO SUPPORT THE WHOLE CHILD**

Social emotional learning (SEL) is defined as "The process through which people learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative behaviors. Such skills are critical components of the success of all schools." (Elias, 2003). Further, "Schools with SEL programs have a more positive school climate in terms of student behaviors, relationships with each other and to their learning process and a greater level of ownership and investment in their education." (Durlack and Weissberg, 2005).

Numerous research reports show that social and emotional learning (SEL) can have a positive impact on students' academic performance. Not only does it raise student academic performance, it reduces aggression and negative emotional feelings while increasing positive attitudes and pro-social behaviors. (http://www.casel.org/).Teachers see every day how the development of *strong social and emotional skills* allow students to understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We believe that social emotional learning is as important as academic skills.

Social Emotional Learning involve 5 competencies:

1. Self-Awareness

2. Self-Management

3. Social Awareness

4. Relationship Skills and

5. Responsible Decision-making.

In our plan we include these essential approaches:

- Mindfulness Training - Learning the practices of Mindfulness helps all of us to learn to focus and pay close attention, calm down when we are angry, sad, and frustrated, and help us notice when we are happy or grateful too.
- Developing an Academic/Growth Mindset. We are committed to the vision that all children can achieve.]
- Increase opportunities for sensory learning, exercise/movement and play.

Mindfulness:

Mindfulness training is designed to help students to learn to focus and pay attention. Students are taught a series of exercises including breathwork, bodyscan, movement and sensorimotor awareness activities. Mindfulness techniques are easy to learn and can help children become "more responsive and less reactive, more focused and less distracted, [and] more calm and less stressed." It can create a more positive learning environment, where kids are primed to pay attention. Haight would work with the Heart-Mind Foundation which supports an educational experience that is cultivated by increasing students' skills for self-awareness, compassion, and emotional intelligence for use in and out of the classroom. Students are taught to recognize their reaction to stress and learn to control it.

Growth Mindset = Academic Mindset

Using the research of Stanford University's Dr. Dweck, Lisa Blackwell Ph.D., and their colleagues, we will teach students that intelligence is not static and that effort is the path to mastery. With a growth mindset, Henry Haight students will be inspired to learn, able to persist in the face of setbacks, and reach higher levels of achievement. They will learn how to maximize their own learning at the same time as they study new science and math concepts.   We will utilize the resources available at (http://www.mindsetworks.com/mindset-school/) to introduce and reinforce the concepts of a growth mindset. The Mindset Works School Kit contains two main components: Mindset Works Student Kit - Brainology® Growth Mindset Induction Curriculum for Students and Mindset Works® Educator Kit is an online professional development for teachers and administrators.

These approaches coupled with our current Life Skills/Habits of Mind efforts will help to create a comprehensive, empowering social/emotional set of life skills for every student in every classroom so that they are successfully prepared with important 21st century skills, especially for communication and collaborating with others. We will continue to implement Caring School Community, a school-wide plan for community building instruction that teaches every Henry Haight student how to build and maintain a reflective and caring school and classroom environment, while at the same time experiencing the success of learning in a diverse, Interactive, collaborative, and empowering setting.

Sensory Play

To foster innovation, creativity and scientific thinking at all grade levels, beginning with our very youngest students, we believe our students need more **hands-on, sensory experiences outside on our playground**. Our observations of our students indicate that most of our students have not had opportunities to play with something as basic and simple as sand and water and are hungry for the opportunity.   In an article for PBS.org, Danielle Steinberg explains, "Learning with a sensory table is more than a fun time-filler; it allows

them to gain insight and information about the world around them by providing essential hands-on experiences. Investigating materials with no preconceived knowledge also helps *develop and refine cognitive, social and emotional, physical, creative and linguistic skills*."   TK, Kindergarten, and First grade students will practice using their five senses as they play, create, investigate and explore various materials and their properties. Primary grade students will have access to building sets as well as sand or water tables as part of our STEM curriculum.   Sensory play experiences in the primary years will lay the foundation for project based learning in the upper grades.

   In an article for HighScope, an early childhood education publication, Suzanne Gainsley, explains that sensory play fosters the social skills necessary for collaboration and critical thinking: "Children practice their social interactions as they work closely with one and other at the sand and water table. *They solve problems about how to share space and materials and work together (building relationships, cooperative play, conflict resolution).* The open-endedness of the sand and water table provides children at all stages of development opportunities to try new things and be successful."   Young children will practice cooperative learning skills, and discover mathematical and scientific concepts, all while engaged in a highly motivating play based activities.

   We also believe **recess is an important part of the school day** and a meaningful place for the intersection of hands-on learning, social emotional learning and personalization by providing a choice in ways children can work and play together.   We are proposing that we incorporate mobile sand and water tables for younger students to have safe places to dig that can be moved inside during non-school hours. We plan to develop *Junior Coaches* to provide leadership positions at the school to help supervise and expand the choices at recess to *include quiet play, time in the garden, sensory play and playground games.*

Circle 3**:**   **Personalization and Differentiation**

Universal Design
for Learning
Personalization
and Differentiation
Center Rotations
Tiered Intervention
Small Group Instruction
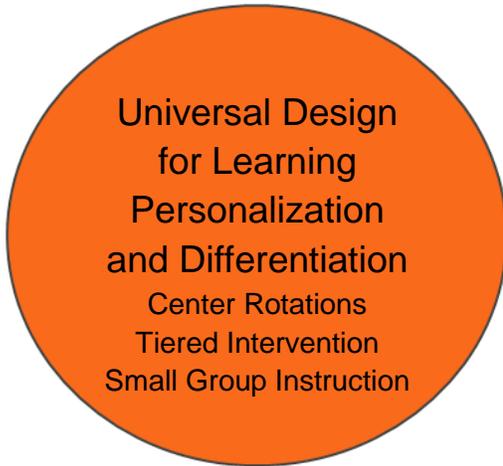
Our 3rd essential focus is increasing opportunities for Personalization and Differentiation. Haight has a successful tiered intervention system, but we want to do more. Research shows that in order to increase the level of growth needed to accelerate achievement, schools need instructional approaches that both respond to the characteristics of a diverse group of students and are tailored to the unique strengths and needs of each student. Our goal is every Henry Haight teacher will be able to effectively differentiate instruction to meet their students' specific skills and learning styles. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in their learning process.   We will address personalized learning styles using **Universal Design Learning** practices.

Universal Design for Learning Guidelines
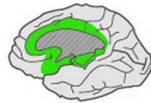
Provide Multiple Means of Engagement
Purposeful, motivated learners

Provide options for self-regulation
+ Promote expectations and beliefs that optimize motivation
+ Facilitate personal coping skills and strategies
+ Develop self-assessment and reflection

Provide options for sustaining effort and persistance
+ Heighten salience of goals and objectives
+ Vary demands and resources to optimize challenge
+ Foster collaboration and community
+ Increase mastery-oriented feedback

Provide options for recruiting interest
+ Optimize individual choice and autonomy
+ Optimize relevance, value, and authenticity
+ Minimize threats and distractions

Provide Multiple Means of Representation
Resourceful, knowledgeable learners

Provide options for comprehension
+ Activate or supply background knowledge
+ Highlight patterns, critical features, big ideas, and relationships
+ Guide information processing, visualization, and manipulation
+ Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols
+ Clarify vocabulary and symbols
+ Clarify syntax and structure
+ Support decoding text, mathematical notation, and symbols
+ Promote understanding across languages
+ Illustrate through multiple media

Provide options for perception
+ Offer ways of customizing the display of information
+ Offer alternatives for auditory information
+ Offer alternatives for visual information

Provide Multiple Means of Action & Expression
Strategic, goal-directed learners

Provide options for executive functions
+ Guide appropriate goal-setting
+ Support planning and strategy development
+ Enhance capacity for monitoring progress

Provide options for expression and communication
+ Use multiple media for communication
+ Use multiple tools for construction and composition
+ Build fluencies with graduated levels of support for practice and performance

Provide options for physical action
+ Vary the methods for response and navigation
+ Optimize access to tools and assistive technologies

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning based on how humans learn. Through the focus on 3 areas of cognition – Engagement, Representation and Action and Expression, UDL provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students. UDL helps to provide clear understanding of each students' strengths and needs, the types of learners they are, their readiness to learn in a given subject at a given time, and the kinds of learning tasks that are likely to engage their interest and stimulate their thinking. (Raynal & Rieunier, 1998).

Applying UDL principals to **technology has the power to help educators to deliver differentiated, individualized and personalized instruction**. A blended learning environment includes technology and adaptive software that support the creation of individualized learning paths for differentiated learning instruction and addresses students' specific academic needs. Teachers can work with small groups in rotations to provide more personalized instruction In order to creating more small group and individual learning opportunities supported. Advances in technology allow for built in supports, scaffold and challenges to help learners to understand, navigate and engage with the learning environment. Technology can also be used to *facilitate timely interventional responses, involve parents more in their children's learning, provide data to support teachers, and provide adaptive software that meets the individual needs of the student.*

PLAN FOR IMPLEMENTATION

An essential feature of our Haight EAGLES Program is **.6 Teacher Coach** who will receive additional training to support the professional development and implementation of the major curricular focuses of our plan:

- Deepening implementation of BaySci/FOSS science curriculum
- Integrating Engineering is Elementary (EIE) curriculum, including Buddy Teaching model
- Supporting the 'globalization' of the school environment and supporting the gradual increase in the amount of Project Based Inquiry occurring school-wide.
- Layering additional STEM modules from Project Lead the Way
- Managing instructional materials and supplies aligned to each of these initiatives

Our Three-Year Plan

Continuation of Current SCHOOL-WIDE practices including:
PBIS, Social/Emotional practices, RTI and differentiation through small group Instruction and targeted intervention and increased technology Integration.
Year 1- Develop problem solving skills through BaySci *FOSS and Engineering Is Elementary (EIE) integration*; initial *'Globalization'* of the school climate; *Mindfulness Training*
Year 2- Support deeper implementation of *VIF's Global Learning/Project Based Inquiry with FOSS and EIE; Growth Mindset*
Year 3 - Support additional integration of STEM curriculum with *Project Lead the Wa*y.
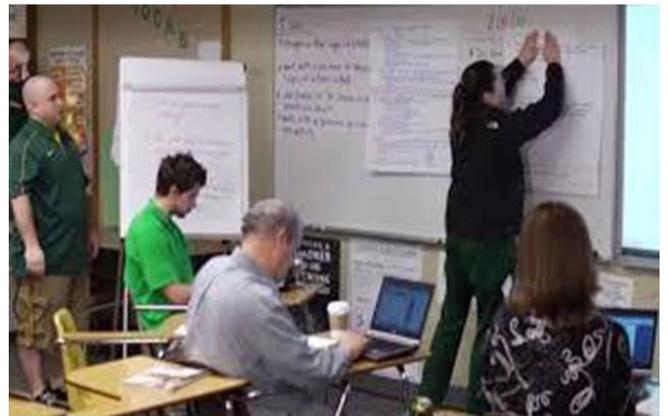
PROFESSIONAL DEVELOPMENT

In order for our program to be successful, our Haight EAGLES program requires that every Henry Haight teacher will need professional development to learn and experience Project-based inquiry and STEM learning. We believe developing in-house expertise and coordination during the implementation phases of the plan will ensure its success. Our heart of our plan *provides* **coaching support for all teachers** *by current members of the Haight Staff*. For example, some of our teachers are already trained in a Lawrence Hall of Science curriculum called BaySci thanks to AUSD's district support to develop science teacher leaders at every elementary site. These trained teacher leaders have led several BaySci professional development workshops when full-staff collaboration time has been available. This professional development has been inspiring for all staff members, but such training has been minimal compared to the amount of professional development needed to fully implement an inquiry based STEM curriculum. Funds will pay for a .6 instructional coaching position to support VIF and our STEM curriculums.

A major feature of our Innovative Plan is a **commitment to creating a school-wide global learning environment** at Haight. Through professional development and lesson plans provided by VIF, we hope to foster authentic investigations of the world beyond our immediate environment. VIF utilizes **Project-based Inquiry (PBI)** is an instructional approach for student-centered learning. Students explore relevant topics, investigate authentic questions and share what they have learned with real audiences. In a **VIF Passport School**, each grade level focuses on a region of the world. Classroom displays and artifacts augment the regional focus and integrated, cross-curricular units provide deep learning opportunities and age appropriate research about authentic global issues. We will have a slow roll out in year one for early adopters and school-wide implementation in year 2.

In addition to **BaySci/FOSS,** there are two additional curriculums for STEM look very promising in order to round out professional development for all teachers to be able to successfully implement inquiry based STEM curriculum and instruction. The innovative plan includes **Engineering is Elementary (EIE) curriculum** and professional development so that further engineering experiences would be aligned to our FOSS science curriculum. **Project Lead the Way (PLTW),** would integrate additional STEM learning as well, and includes software to support personalized differentiated instruction and integrate technology with science and engineering inquiries.

STEM learning modules will be chosen to match up with our **VIF Global Learning curriculum.** Each grade level will focus on a region of the world using PBI units that engage students' age-appropriate research about authentic global issues. Each unit will have an integrated STEM project to focus on the problem –solving potential of STEM projects for real world issues. For instance, a unit on *African Wants and Needs* could be

combined with an EIE project for solar ovens. In this way, we hope to see students to see the interconnectedness of both world challenges and STEM solutions. Other examples of VIF units include *Climates Around the World, Shapes in Architecture,* and *Global Innovations and Inventions.*

INSTRUCTIONAL MATERIALS

As we learn about and work with VIF's Global Education units, we will need to purchase instructional materials to support the look and the feel of the classrooms and augment the language arts, social studies and science instructional materials available for students to use for reading, writing and research. Our STEM curriculum, Engineering is Elementary and Project Lead the Way, include interesting hands on learning lessons and ***instructional materials in kits*** that support the completion of the modules. Examples include *Structure and Function – the Human Body; Animal Adaptations, Materials Science, Science of Flight, Magnetism, Water, and Programming.*

Additional professional development and collaboration time will be used to develop our skills to teach *Mindfulness* and *Growth Mindset* to our students. We will also more fully implement Caring School Community curriculum and programs.

To carry out the work of student-led collaborative inquiries, students need to receive systematic instruction on how to communicate and work together in groups effectively. As Elizabeth G. Cohen and Rachel A. Lotan, authors of **Designing Groupwork: Strategies for the Heterogeneous Classroom** note, "Although group work has the potential for supporting learning, talking and working together with peers is the source of a whole series of problems. Neither children nor adults necessarily know how to work successfully in a group setting, so learning how to work in groups becomes necessary." These problems can be overcome with proper preparation of the task and of the students (p. 3).

Teachers will need professional development and the collaboration time necessary to read, discuss, and carry out grade level plans to lead instructional activities similar to those described in Designing Groupwork to teach students how to work together effectively.

To increase opportunities for great personalization and differentiation, teacher will learn about instructional planning using the principals of *Universal Design for Learning.* Such implementation would include *blended learning models* that inspire teachers and students to integrate technology in rotations of group work.

TECHNOLOGY NEEDS

Access to technology is critical in every phase of our plan. In order to provide such a rich integration of subjects in our Innovative program is making sure there is equitable access to ***technology.*** Our students need the inclusion of technology as a tool for learning in all classrooms. We want to ensure that all of our students have access to chrome books, ipads, and adaptive software. They need to be able to use technology to find information, collaborate and communicate in order participate in today's society. They need multiple literacies to be successful in today's world, including digital literacy (ITC), informational literacy, and media and visual literacy.

As a Title I school, our students are less likely to have access to computers in their homes and our school currently has limited up-to-date computer equipment.   Our students end up having much less experience with using the Internet and technology for educational purposes than their peers:

> "Some 95% of Americans who live in households earning $75,000 or more a year use the internet at least occasionally, compared with 70% of those living in households earning less than $75,000." (Pew Research Report, 2010)

Experience using technological devices, and learning to navigate and use their various features is a basic, but important first step in developing 21st century literacy skills. To overcome this digital divide, it is critical that our school provide students with daily opportunities using current technology for research, collaboration, and skill development. Teachers need the resources and training to be able to Integrate technology in classroom instruction and teach students how to research information, collaborate, and communicate.

The innovative plan would provide funds and resources to acquire and support new technology integration. Also, our students have a high level of interest in technology so they will be highly engaged and we can use software to help meet student needs. With STEM and adaptive software, we can support classroom-learning activities in which students work in small groups rather than in isolation or as a whole class. The technologies used in the classroom not only will support development for basic skills, but also allow for real-world applications that support research, design, analysis, composition, and communication.

Within four years, ongoing access to a computer for every child. We will gradually roll out new technology in cohorts at each grade level leading the way. The early adopters will have sets of ipads so that teachers can experiment with blended learning. Students will learn to use the Internet for research and collaboration while working on project based learning. They will use digital media to create presentations to showcase what they have learned. For example, a fourth grade classroom might research earthquakes and bridge design online for a special project. Then they would construct their own model bridges to withstand a simulated earthquake as

part of an <u>Engineering is Elementary</u> investigation. Last, they would present their findings to parents and other students using power point or iMovie.

Lower grade students will use technology to develop math fluency and phonics skills while playing educational games. Technology will also be used for assisted reading, in which children can read along with narrated stories and develop reading fluency. For example, a first grade teacher might use ipads during center time to help children practice letter sounds, word building, and basic math facts in a fun, motivating way.

The technology provided by the innovative plan grant will also be a critical tool for differentiation and individualization. For instance, students will receive customized math practice using programs such as Front Row Math, which automatically adjusts to their proficiency level. These programs also provide teachers with formative assessment data on each student's progress to help guide classroom instruction and remediation.

Our plan includes **additional iPads and charging stations**. **Software licenses** will be required for the purchase of adaptive software and iPad, which will be used for blended learning and differentiated instruction. Individual **student keyboards** will be needed for upper grade students to enable them to write, do online research, and collaborate. Lower grade students will require a matching set of **headphones** to use with the iPads for assisted reading and language development apps.

PREDICTED STUDENT AND SCHOOL OUTCOMES:

We anticipate as a result of our Haight EAGLES program:

-Haight School physical climate will reflect the cultures and languages of our community to 'globalize' the learning environment.

-Students will have more opportunities to engage in Project Based Inquiry to explore authentic problems and learn about world through integrated, cross discipline teaching and learning.

-Students will be engaged in more hands-on learning including STEM projects and design thinking through engineering projects.

-English Language Learners will strengthen their language proficiency and use of academic language through hands-on learning as well as Designated and Integrated ELD instruction.

-Students will have stronger skills for interpersonal communication, collaborative work and solving conflicts peacefully.

-Students will be able demonstrate their use of habits of mind and social/emotional strategies such as mindfulness.

-Students will be engaged in fewer conflicts and regularly use conflict resolution strategies when they do have conflicts.

-Students will be working in indoor or outdoor STEM labs to develop investigations several times a week.

-Students will have more opportunities for out-of-classroom experiences to support classroom knowledge.

-Physical Education, Library and Media/Technology Education, and Music Education will integrate Global/STEM/ELA integrated learning wherever possible.

-Recess will reflect the same opportunities as inside work through options such as sensory play, time in the garden, quiet collaborative play and active playground games.

-Literacy rates, as measured with appropriate assessments, will improve.

-Science and Engineering competencies, as measured with appropriate assessments, will improve.

-Attendance to parent workshops on how to support students at home will increase.

-Attendance at parent-teacher community meetings will increase.

-Attendance to school-wide community events will increase.

-Parent surveys will indicate that students report higher engagement, a calmer sense of wellbeing and a more positive mindset with higher levels of personal effort.

How the newly infused curriculum will narrow the opportunity and achievement gap and address the needs of our SES, EL, SPED and GATE students?

- Socio-Economically disadvantaged Students (SES): To close the opportunity and achievement gap, our program intends to provide enriching Global Learning and STEM experiences and learning opportunities during the school day so that all our students, regardless of family income, can build the background knowledge necessary to excel in the 21st century. Additionally, our Blended Learning model will allow teachers to target individual students needs whether above or below grade level.

- English Learners(EL): By integrating disciplines through Global Learning and STEM, our program will build vocabulary and develop listening, speaking, reading, and writing skills as a way to access the STEM curriculum and to develop each student's academic voice. They will also view their multi-lingual skills and cultural backgrounds as assets that are celebrated at our school.
- Special Education (SPED): With our integrated Global Learning and STEM, our Special Education teachers will be able to design Individualized Education Plans that develop students' skills and content knowledge relevant to grade level focus. In addition, our program will use a blending learning model to allow students to address skills that are below grade level.
- Gifted and Talented Education (GATE): Though all students benefit from enriching curriculum, our GATE students will be better challenged with a STEM-focused curriculum. In addition, our program will use a blending learning model to allow students to go beyond grade level material.

Program Implementation: Putting It All Together

Through multiple staff meetings, collaboration time, and discussions about how to best implement our Haight EAGLES innovative plan, we have identified a multi-year, multi-grade program that will successfully implement our goals and ideas.

Summary – Haight EAGLES! Innovative Program Plan

		STUDENTS	TEACHERS	COMMUNITY
NOW: We see and hear…	Curriculum	• Hands-on activities (some) • Socratic Circles: Literature Talk, Science Talk (upper grades) • Small Group collaboration (some) • Close reading of informational text	• FOSS (+BaySci at upper grades) • Houghton-Mifflin (HM) ELA and Inquiry By Design (IBD) at upper grades. • HM Math + Gonsalves Multiple methods (all grades) • Math Number Talks (some grades)	• Back to School Night • CCSS parent guides (some) • Math Gonsalves Multiple Methods Parent Guides (some)
	Personalization	• Successmaker ELA and Math • Khan Academy or Front Row Math • Platooning for ELD/AED • Looping 4th and 5th	• Successmaker ELA and Math • Khan Academy Math • Guided Reading/Literacy circle group work (some)	• Parent Conferences • Khan Academy and Front Row Math access for home
	Social and Emotional Learning	• Monthly Lifeskills activities, assemblies and awards • Caring School Community practice • Protected Classes activities • Counseling 1 day a week	• Positive Behavior Awards: Eagle Eyes • Teach/Re-teach School Norms: Discipline Notices • Student Success Team (SST) • Behavior Intervention Team (BIT)	• Student Success Team (SST) • Behavior Intervention Team (BIT) • Multicultural Night • PTA support: Dad's club, Garden

		STUDENTS	TEACHERS	COMMUNITY
				• Art Docents
		STUDENTS	**TEACHERS**	**COMMUNITY**
BY END OF YEAR ONE: We will see and hear…	Curriculum	• Experiencing a *'globalization'* of the school environment • SOME: early adopter classrooms engaged in a module/unit to cultivate *global education* through **VIF's** project-based inquiry and student-led learning *(Cohort 1)* • MOST: engaged in an *Engineering Is Elementary (EiE)* OR *BaySci-inspired FOSS* group project • MOST: integrating some *ELA with FOSS or EiE*. • MOST: having *Math Number Talks* • SOME: Practicing *group work norms and procedures* • ALL: making spiral connections *CCSS ELA, Math, and NGSS* content • ALL: learning *CCSS practices for math, NGSS and ELA* • MOST: validating *academic voice*	• SOME*: planning and developing VIF* global education units (Cohort 1) • MOST: *getting coaching* to develop, plan, implement, and assess *EiE* or *BaySci inspired FOSS* instruction and ELA integration (*Cohort 1*) • MOST: *Facilitating Math Number Talks*. • SOME: Engaged in collaborative *Action Research Plans, Lesson Studies, or thought-partnerships* to improve instructional practices • SOME: *facilitating group norms, rules, and practices* • SOME: Collaboratively designing and analyzing *performance tasks*, and observation tools to inform instruction. • ALL: implementing *CCSS/NGSS* standards & practices	• 1-2 Audience/*Exhibit Nights* per year showcasing projects, at least 1 of which demonstrates global perspectives. • 1 *University Night* with families to reinforce school importance with CCSS. • 1 Practical *Common core Parent train*ing in ELA or math (with child-care and dinner)
	Personalization	• SOME: practicing *Universal Design Learning* (UDL). • SOME: *using technology* for a variety of learning needs. • SOME: practicing heterogeneous *group work with collaboration norms*	• SOME: *Getting training in Universal Design Learning (UDL)* – (*Cohort 1*) • SOME: *Planning technology use* in class (*Cohort 1*)	• SOME: Parent communication through classroom websites • SOME: *Student-guided presentations of academic goals*
	Social and Emotional Learning	• SOME: *Practicing mindfulness techniques and skills* – 1ˢᵗ year.	• SOME: *Getting coaching/training on instituting mindfulness* • SOME: *getting Caring School Community (CSC). Teacher training* (*Cohort 1*) • SOME: PBIS Tier II.	• *Parent night on Social and Emotional Learning* (i.e./Family Tool Box).
		STUDENTS	**TEACHERS**	**COMMUNITY**

| BY END OF YEAR TWO: We will see and hear… | Curriculum | • MOST: engaged in 1-2 *VIF global learning modules*
• ALL: engaged in *Engineering is Elementary (EiE)* group projects (at least 1 per year)
• SOME: practicing *Project Lead the Way* techniques
• SOME: practicing *ELA with FOSS and EiE*.
• ALL: having *Math Number Talks*.
• SOME: Increased practice of *group work norms and procedures*
• SOME: Engaged in integrated, real-world applicable STEM or related *thematic inquiries* (3 or more times a year)
• ALL *making spiral connections of CCSS ELA, Math, and NGSS* content
• ALL: learning *CCSS practices for math, NGSS, and ELA.*
• SOME: Practicing in highly effective *group collaboration* for most of the day
• SOME: Providing *public presentations of learning* to peers, parents, and community several times a year.
• SOME: Engaged in STEM or other integrated *Inquiry Teaching Buddies* across grades.
• MOST: validating and celebrating Academic *voice* | • MOST: *developing VIF global education units (Cohort 1 and 2)*
• MOST: *getting coaching* to develop *EiE and FOS*S thematic instruction. (*Cohort 1 and 2*)
• MOST: Collaboratively planning *ELA with BaySci* or similar integration with *EiE and FOSS* units.
• ALL: *Facilitating Math Number Talks*.
• SOME: Getting training at *Project Lead the Way* or similar training (*Cohort 1 or 2*)
• SOME: Collaboratively *designing and planning integrated thematic inquiries*
• SOME: Engaged in collaborative *Action Research Plans, Lesson Studies, or thought-partnerships*
• SOME: *Building and Modifying and facilitating group norms, rules, and practices*
• SOME: Collaboratively designing and analyzing *performance tasks* and systematic observation tools.
• ALL: Implementing *CCSS/NGSS* standards & practices | • 1-2 Audience/*Exhibit Nights* per year showcasing projects, both of which demonstrates global perspectives.
• SOME: *Career or parental class demonstrations* of work/role models.
• *1 University Night* with families to reinforce school importance with CCSS.
• 1 Practical *Common Core Parent training in* ELA or math (with child-care and dinner) |
| | Personalization | • MOST: practicing *Universal Design Learning* (UDL).
• MOST: practicing *heterogeneous group work with collaboration norms*.
• SOME: engaged in *blended learning with technology* or *using technology* for a variety of learning needs. *(Cohort 1 and 2).*
• ALL*: being supported through facilitation in their Small group work.* | • MOST: *Collaboratively* planning and assessing student progress with *Universal Design Learning* (UDL) (*Cohort 1*) or g*etting training in Universal Design Learning (UDL)*– (*Cohort 2*)
• SOME: *Planning blended learning using technology* (Cohort *1*) or *planning technology use* (Cohort *2*)
• MOST: *Collaboratively grouping students* | • SOME: Parent communication through classroom websites
• SOME: *Student-guided presentations of academic* |

29

		STUDENTS	TEACHERS	COMMUNITY
			• *according to interest and academic need across grades* and within grades • SOME: *analyzing assessment data from blended learning technology*	
	Social and Emotional Learning	• MOST: *Practicing mindfulness techniques and skills* – 2nd year • SOME: practicing group norm and rules that include *growth mindset statements* and sentence stems • SOME: engaged in *Caring School Community (CSC) school* wide buddy class activities	• MOST: *Getting coaching/training on instituting mindfulness* • SOME: *getting CSC Teacher training (Cohort 2)* • SOME: PBIS 3rd year with reflection and beginning modifications to address changing school community needs. • SOME: implementing *Caring School Community (CSC) school* wide buddy classes	• Increased *parent/community building evening* events 2-3 times a year. • Expanded *integrated theme nights* in addition to STEM (STEAM, Literature /Science, Math/Art) (some) • Respectful, inclusive school community increases Positive Behavior Feedback routines (Eagle Eyes) increases
		STUDENTS	*TEACHERS*	*COMMUNITY*
BY END OF YEAR THREE: We will see and hear…	Curriculum	• ALL: engaged in 1-2 *VIF global learning modules* • MOST: MOST: engaged in Engineering *Is Elementary (EiE)* group projects (1-2 per year) • Most: Practicing *Project Lead the Way* techniques • Most: Practicing *ELA with FOSS and EiE* • ALL: having *Math Number Talks* • MOST: Engaged in integrated, real-world applicable *thematic inquiries* (3 or more times) • ALL: *Making spiral connections of CCSS ELA, Math, and NGSS content* • ALL: learning *CCSS practices for math, NGSS, and ELA* • MOST: Practicing in highly *effective group collaboration* most of the day	• ALL: developing and implementing 1-2 units that *cultivate global education* through project-based inquiry *(Cohort 1,2,3)* • FEW: getting coaching to develop *EiE and FOSS* thematic instruction *(Cohort 3)* • MOST: Collaboratively implementing *ELA with BaySci* or similar integration with *EiE and FOSS* units. • ALL: Facilitating *Math Number Talks* • FEW: Getting training at *Project Lead the W*ay or similar training *(Cohort 2 and 3)* • MOST: *Collaboratively designing and planning*	• 2-3 audience/*exhibit nights* per year showcasing projects, at least 2 of which demonstrates global perspectives. • SOME: *Career/parental class* demonstrations of work/role models. • 1 -2 *University night* with families to reinforce school importance with CCSS. • 2 *Practical Common core Parent training* in ELA and math

		• MOST: Providing **public presentations** of learning to peers, parents, and community several times a year. • MOST: Engaged in **STEM or other integrated inquiry Teaching Buddies** across grades. • ALL: validating and celebrating **Academic voice**	**Integrated Thematic inquiries** • MOST: Engaged in collaborative **Action Research Plans, Lesson Studies, or thought-partnerships**. • MOST: **Building and Modifying facilitation of group norms**, **rules, and practices** • MOST: Collaboratively designing and analyzing **performance tasks** and systematic observation tools. • ALL: **CCSS/NGSS** standards & practices fully implemented	(with child-care and dinner)
	Personalization	• MOST: Engaged in **Universal Design Learning (UDL)** • ALL: practicing **heterogeneous group work collaboration** norms, resulting in increased academic status and growth mindset across classes in those classes. • ALL: engaged in **blended learning with technology or using technology** for a variety of learning needs *(Cohort 1, 2, and 3)* • ALL: **being supported through facilitation in small group work.**	• ALL: Collaboratively planning and assessing student progress with **UDL (Cohort 1 and 2) or getting training in UDL (Cohort 3)** • MOST: **Collaboratively grouping students** according to interest and academic need across grades and within grades • ALL: **Planning blended learning using technology** *(Cohort 1 and 2) or planning technology use (Cohort 3)* • ALL: **analyzing assessment data from blended learning** technology	• MOST: Parent communication through classroom websites, like school-loop • MOST: **Student-guided presentations** of academic goals to parents
	Social and Emotional Learning	• ALL: **Practicing mindfulness techniques and skills** (3rd year) • MOST: engaged in learning buddy activities for **Caring School Communities (CSC)** across grades. • MOST: **practicing growth mindset statements and sentence stems** as group	• ALL: **Implementing mindfulness practices in classroom,** including teacher leaders for new staff • **FEW: Getting Caring School Communities training** *(Cohort 3)* • MOST: **implementing CSC** buddy class activities	• **Parent and Community nights** to include integrated theme nights in addition to STEM (STEAM, Literature /Science, Math/Art) 3 or more times a year.

		work norms, and class community building activities.	• PBIS reflection and continued modifications to address changing school community needs.	• Respectful, inclusive school community increases • Positive Behavior Feedback routines are well practiced
		STUDENTS	*TEACHERS*	*COMMUNITY*
OUTCOME: We will see and hear…	Curriculum	• ALL: engaged in several modules/units that cultivate global education through project-based inquiry and student-led learning • ALL: Engaged in integrated, real-world applicable thematic inquiries focused on STEM and similar projects 3 or more times a year • ALL: Engaged in effective learning of CCSS ELA, Math, and NGSS content. • ALL: Engaged in effective learning of CCSS standards for mathematical practices, NGSS science and engineering practices, and ELA foundational skill practices for reading, writing, speaking, listening, and language • ALL: Practicing in highly effective group collaboration for majority of day and across content areas • ALL: Providing public presentations of learning to peers, parents, and community several times a year. • ALL: Engaged in STEM or other integrated inquiry Teaching Buddies from upper to lower grade students. • ALL: Academic voice is validated and celebrated	• ALL: planning and developing several modules/units that cultivate global education through project-based inquiry • ALL: Collaboratively designing and planning integrated thematic inquiries with STEM and other multidisciplinary projects • ALL: Collaboratively working on Action Research Plans, Lesson Studies, or thought-partnerships to continuously improve instructional practices • ALL: Building and modifying facilitation of group norms, rules, and practices while engaging students to gain depth and complexity of knowledge, experience positive productive struggle toward learning • ALL: Collaboratively designing and analyzing performance tasks, rubrics, and systematic observation tools used for formative and summative assessments • ALL: expertly implementing CCSS/NGSS standards & practices	• Several Audience/Exhibit Nights per year showcasing projects, all of which demonstrates global perspectives. • Career/parental class demonstrations of work/role models. • University Nights with families to reinforce school importance with CCSS. • Practical Common Core Parent training in ELA and math (with child-care and dinner)

	Personalization	• ALL: Engaged in Universal Design Learning (UDL) • ALL: engaged in blended learning activities with technology • ALL: supported in small group learning • ALL: practicing heterogeneous group work collaboration norms effectively, resulting in increased academic status and growth mindset across classes	• ALL: Collaboratively grouping students according to interest and academic need across grades and within grades • ALL: collaboratively analyzing assessment data from blended learning technology	• ALL: Parent communication through classroom websites, like school-loop • ALL: Student-guided presentations of academic goals to parents
	Social and Emotional Learning	• ALL: Practicing mindfulness skills • ALL: Engaged in Caring School Communities Learning Buddies across grades • Practicing growth mindset statements and sentence stems practiced during group work norms, class community building activities, and in school wide activities.	• ALL: Collaboratively arranging and monitoring school-wide Buddy collaboration on Caring School Communities • Collaboratively maintaining mindfulness skills and growth mindset norms sentence stems and use	• Increased parent/community building evening events • Positive Behavior Feedback routines (Eagle Eyes) • Respectful, inclusive school community

MONITORING AND EVALUATING IMPLEMENTATION AND EFFECTIVENESS OF THE EAGLES PLAN

How will teachers assess how well students are learning?

Teachers will continue to use state summative assessments (California English Learner Development Test (CELDT), California Assessment of Student Performance and Progress, (CAASPP), and AUSD benchmark assessments (Early Language Survey (ELS), HM Leveled Reading Passages, DIBELS fluency, Writing Assessments, and Math Benchmark Units).   In addition, we plan to use assessments provided by the curriculums and programs we are investigating. *See below for more details about each curriculum and program and the assessment features offered.*

VIF and the *Global Competence Grade Level Indicators Checklist for Grades K-5.*

This guide outlines the global competence learning targets for each grade level pair (K-1; 2-3; 4-5). The attitudes, skills and knowledge are indicated in this guide across Global Gateway's Learning Spirals: Understanding, Investigating, Connecting, and Integrating. For each grade-level pair of indicators, checklists are provided to support integration into everyday classroom practice.

These global competence indicators will help teachers:

- To gauge students' growth and progress in their global learning.
- To use in the summative and formative assessment process (e.g. teachers can develop project rubrics aligned with the Global Learning Spirals that gauge students' progress as they participate in global learning projects throughout the year).
- To refer to in discussions with parents and other community stakeholders.

FOSS Assessment Through The Grades

o   **Kindergarten**. FOSS kindergarten assessment takes the form of informal teacher observation and teacher questioning. The teacher guide suggests behavior to watch for during investigations and questions to ask about the content. Based on these two means of assessment, teachers will know how to adjust their teaching for individual students or for the whole class. A recording system is included.

o   **Grades 1 and 2.** In first and second grades students begin to produce a body of work related to their science investigations. Progress is assessed using teacher observation, anecdotal notes, student interviews, and student written work. This accumulation of simple statements and drawings about science can be used to determine how well students are acquiring the content and skills taught in the module. Each teacher guide has an assessment section that includes specific guidance for conducting observations and interviews, scoring guides, and recording strategies. A short summative test and a system for portfolio assessment are also included.

o   **Grades 3-6.** The FOSS assessment system for grades 3-6 includes several strategies for formative assessment: Teacher observation, work on student sheets, response sheets, performance-assessment tasks.

o   FOSS summative assessments demonstrate the extent and depth of learning. Two principal tools are employed: the end-of-module assessment and the portfolio of accumulated work. The Assessment folio in the teacher guide provides scoring guides for all the assessment tools and recording materials, and guidance for turning assessment results into grades.

Engineering is Elementary:

Administering student assessments and rubrics. Multiple choice and open-ended questions that teachers can use to gauge their students' understanding and learning of engineering, technology, and science concepts are provided in each EiE unit. Rubrics are provided at the end of each lesson to help teachers evaluate students' progress.

The Seeds of Science/Roots of Reading

Assessment System offers both the power and flexibility a teacher needs to monitor students' growth. Each unit includes a summative assessment booklet with a suite of pre/post assessment options in science and literacy. Each unit also includes a formative assessment system with formal and informal assessment opportunities throughout the unit that allow teachers to monitor student progress and adjust instruction. Detailed scoring guides help teachers communicate clear expectations and give constructive feedback. Assessment items are developed and chosen based on a rigorous validation process with attention to providing coverage of standards and creating fair and equitable assessments free of bias.

Project Lead the Way

A summative assessment is available within each PLTW Launch module. This Check for Understanding targets specific knowledge and skills gained throughout the module. PLTW's assessment experts apply industry best practices and methods to design, test, and implement assessments for our network of schools.

What supports will help teachers reflect on student progress and their own practice?

An essential support for teacher reflection will be designated collaboration time. In our program we plan to designate funding for teachers to collaborate with peers. Some funding will be used for after-school collaboration, while some funding will provide substitutes so that teachers may invite each other into their classrooms to provide feedback about student learning and teacher practice.

What structure will be in place to support the ongoing analysis of data?

In our program we plan to continue using sub time to conduct Academic Conferences with teachers during the year. At Academic Conferences, each teacher will meet with the principal and the support teachers (T1, ELD, SAI) to review student achievement in a range of measures.

Adaptive Software/ Subscriptions

In the Haight EAGLES plan, we intend to use the progress monitoring features embedded in the individualized online programs we are planning to investigate for **Blended Learning.** Potential Subscriptions:

Raz kids *http://www.raz-kids.com/*

This online reading program has several assessment features including Leveled Benchmark Passages and Running Records, High Frequency Word Assessments, and Alphabet Assessments.

FrontRow Math: *https://www.frontrowed.com/*

This online math program uses Standards-based Report Cards. The application knows where each student stands with respect to the CCSS and gives teachers immediate access to student report cards.

DIBELS online https://dibels.uoregon.edu/market/hifi

The DIBELS measures were specifically designed to assess the five early literacy components: Phonological Awareness, Alphabetic Principle, Vocabulary, Comprehension, and Fluency with Connected Text. The DIBELS measures link together to form an assessment system of early literacy development that allows educators to readily and reliably determine student progress. School personnel can utilize the DIBELS Data System reports to make instructional decisions about children's reading performance.

Reports are available immediately at the student, class, school, district, and project level. Teachers generate reports immediately after your data is entered to determine strategies that improve student performance.   Teachers also use individual progress monitoring graphs to see students' response to intervention (RtI).

Newsela https://newsela.com/about/

The teacher and administrator binder records student results and displays reading-level achievement in a visual format. Teachers can see student results by specific Common Core standard.

How will the effectiveness of theme integration within the curriculum be measured?
- We will evaluate student work including final products and presentations in our student exhibitions.
- We plan to develop rubrics to help teachers evaluate the effectiveness of the curriculum, including theme integration, consistency, and cohesiveness.
- We will continue to use district benchmarks. We will be able to compare student progress on literacy and math measures compared to student progress in previous years.
- We will also be able to measure student progress on the CST Science for grade 5.

How will students assess their own mastery of the content?
Using the tools of the Growth Mindset, students will learn to reflect on their own learning.

What support structures will be in place for staff during the implementation phase?

We will implement the multiple pieces of this program in phases and cohorts. For example, teachers who are most ready to use technology daily in their classrooms will be a part of the Blended Learning Cohort 1. Cohort 2 will begin the following year.

How will progress towards implementation be determined?
Our staff is working together collaboratively and through our leadership team to determine implementation agreements and targets. *See our Program Implementation Table on pages 26- 33 for more detail on our yearly targets.*

To monitor our school's planning and implementation of this program, we plan to use the rubrics provided to us by EL Achieve.   To monitor progress of implementation at each grade level, leadership team members will meet with their grade levels three times a year to use the rubrics to reflect on their team's progress and to make curriculum adjustments when needed.

How will the effectiveness of the program be determined?
We will determine the effectiveness of our program by monitoring and meeting the implementation targets described below. We will also be comparing our actual student outcomes to our predicted student

outcomes listed below.   Some of these outcomes include increased student achievement, increased student attendance, and increased student engagement as determined in parent surveys.

To determine the effectiveness of the **Growth Mindset** program, we plan to use their Educator Toolkit. Teachers will be able to use interactive tools and resources in the Toolkit to support their own process of adopting and implementing a growth mindset in their classroom and school, including planning tools, assessments, student activities, self-monitoring, and tracking tools, and real-time data reporting.

What will the program gather as evidence?
Considering that this will be a new program, we plan to keep artifacts from all stages of our development.   Artifacts will include notes from teacher collaboration, lesson plans, rubrics, student work samples such as notebooks and presentations, and student assessments.   We will also collect sign-ins at parent nights and student exhibitions. We will keep results from parent and teacher surveys.

SUSTAINABILITY

One of the strengths of our plan is that it will build Haight's internal capacity to continue the work and vision of the Haight EAGLES plan after our three years of funding. We will utilize one of our current Haight teachers, who are already BaySci leaders in the district, to become a teacher coach for the rest of the staff. In year one, we will focus on deepening the work already underway with BaySci and FOSS while continuing to integrate Engineering is Elementary curriculum that we began this year on the STEM side of our work.

Teachers will begin to create global environments in their classrooms that contribute to the school's overall global environment. A cohort of early adopters will begin to complete their initial professional development modules through VIF's Global Gateway online PD. Year two will include another cohort of teachers beginning their VIF PD while early adopters deepen their work with project-based inquiry. Finally, in year 3, we will add our final piece of our STEM puzzle by incorporating Project Lead the Way STEM modules onto our project based inquiry. The bulk of our Innovative funds are investments in professional development, aligned instructional materials and technology tools. We believe a teacher coach is essential to ensure the successful launch of our vision by supporting teachers to take risks and co-teach within a model of innovation through each leg of our three-year plan. We are confident we will be ready to 'soar' with Eagles on our own following the 3 years of successful implementation.

The strength of our plan is the building of **internal staff capacity** to deepen the level of implementation after year 3.

- ➤ We will front load the professional development for teachers. Teachers will be supported by a .6 Teacher Coach for three years. Focus of coaching will include: modeling lessons, co-teaching, seeking and organizing resources and monitoring implementation.
- ➤ We will invest in all necessary instructional materials and equipment to continue developing our innovative work beyond the funding period in conjunction with funding from Title I and Local Control Funding Formula. The alignment to Common Core ensures the continued focus on relevant teaching and learning for our teachers and students.
- ➤ Given close grade level collaboration, new staff will be able to be mentored by other members of their grade level in order to support their implementation of the model. Professional Development models for VIF are available on demand online. Engineering is Elementary (EiE) and Project Lead the Way (PLTW) offer their training multiple times throughout the year.

HAIGHT'S CALL FOR COMMUNITY ENGAGEMENT

Our community engagement in the planning process:

Three Community meetings were held in February 2015 to share the 1st draft of Haight's EAGLES plan with the English Learning Advisory Committee (ELAC), the School Site Council (SSC), and Parent Teacher Association (PTA) groups. A narrated version of the plan was posted on the school's website and several rounds of robocalls encouraged families to take a look at the plan and give feedback through both paper surveys and a Google Form survey on the web site.

At both at the presentations and on the surveys, parents expressed enthusiasm for the model. They highlighted hands on learning, Mindfulness training, differentiated teaching, gratitude, and growth-

mindset training, more open-ended learning, project based learning opportunities; and focusing on a "Whole Child" approach, including developing students' social skills as positives.

Wonderings raised included how we will support teachers to adjust to such a sizable shift of the instructional approach, sustaining the model over time, and maintaining balance between individual and teamwork opportunities. Parents also expressed a desire to see more enrichment opportunities especially afterschool, more diversity among parents and volunteers who are involved at school, and supporting more arts integration.

Our program will continue to reach out and showcase itself to the Alameda community
Haight is the only Title I school who has successfully applied for an innovative plan by choice. Haight students feed into Wood Middle School and will benefit with a STEM focus aligned to their STEAM focus. Because we are unique in our request, we know that our Alameda community needs to know there is a need for such a program.

We plan to conduct surveys on parents' background and skill sets so that we can incorporate their expertise into our programs. We want to identify potential business partnerships that are available so that we can contact and set up ways to engage in the program. Invitations and participation in STEM and integrated theme related Expos/museums during implementation and throughout our program years will be critical to community involvement. We plan to invite parents and community members who work in STEM-related fields to share their experiences and projects to link school work to college and career.

We plan to continue to gather evidence from parents to determine if parents and students continue to be interested in the program. After additional revisions based on feedback, we will present updated plans to our PTA, SSC, ELAC, and Multicultural Potluck Nights to discuss and record concerns, reactions, and interest. School-wide parent surveys will be conducted to address reactions and concerns and interest.

During implementation, parent attendance data and surveys will be evaluated to see if attendance and interest increases at already established events such as PTA, Back to School Night, Open House, SSC, ELAC, and Multicultural Potluck Night, and to develop a baseline attendance for any new Haight STRIVES program event such as a STEM Museum Night.

During evaluation, surveys will be conducted after community STEM events as they are added to the program's annual schedule, including a Science Night, Engineering Night, Math Night, and STEM Museum Night.

To develop partnerships with local businesses and the community as a whole, we plan to link with Alameda institutions (Crab Cove, Wind River), engage volunteers to help with science lab, field trips, and work as docents, ask Science / Tech business to adopt the school, arrange guest speakers/ teachers to lead expert lessons, engage Playworks /Sports for Kids, and increase student teachers.

To develop community presence, we plan to engage in monthly presentations, invite the community to come and visit, invite media to come and visit, and provide pictures and videos on our web site.

Program	Purpose		Year 1	Year 2	Year 3	Total Yrs 1---3	Ongoing
STAFFING							
.6 Teacher Coach	Provide side by side coaching for STEM and ELA		$53,400				
.6 Teacher Coach	Provide side by side coaching for STEM and ELA			$53,400			
.6 Teacher Coach	Provide side by side coaching for STEM and ELA				$53,400		
PROFESSIONAL DEVELOPMENT							
VIF --- Global Gateway PD and Curriculum	yearly subscription to global focus curriculum, tech, and PD		$9,900	$9,900	$9,900		$9,900
Engineering is Elementary PD	Trainer of Trainer model PD		$1,500				
PROJECT LEAD THE WAY PD	training of 1 teacher for trainer of trainer model				$650		
INSTRUCTIONAL MATERIALS							
Supportive global curricular materials (books, artifacts, media)	Instructional materials to support media, books		$1,500	$1,500	$1,500		$1,500
EIE Curriculum binders	Curriculum of FOSS aligned Engineering		$400				
Tech Integration							
PLTW software license	yearly subscription				$750		$750
ipad apps	variety of app appropriate for grade level use		$500	$500	$500		
EQUIPMENT							
EIE materials --- bins @ $350 each	Supplies required for EIE curriculum		$2,700				
Refills for EIE kits	refill supplies			$600	$600		$600
KIts for Project Lead the Way	classroom kits - 2 modules per grade no robotics				$7,000		
PLTW refills	as needed						$500
keyboards for ipads	32 keyboards for ipads		$2,500				

30 ··· ipads	Support for blended learning and tech		$12,000				
18 ··· ipad charging stations	Storage and Charging of technology		$2,700				
		Innovative Plan totals	**$87,100**	**$65,900**	**$74,300**	**$227,300**	**$13,250**

OTHER ALIGNED INITIATIVES --- District or SPSA funded							
STAFFING							
Floating Sub	Teacher Release Time for planning/co---teaching/art docent integration/SEL Support/tech support		$11,165				
WAIVER: 2 hours additional Teacher Collaboration monthly	Teacher Collaboration		$0				
2 hours additional Teacher Collaboration monthly	Teacher Collaboration		$11,385				
Title 1 Specialist	RTI Support unduplicated		$72,410				
Title 1 Para	RTI Support unduplicated		$24,500				
Additional RTI Push In Support Paras 2.5 hours 4 days per week	RTI Support unduplicated		$19,040				
PROFESSIONAL DEVELOPMENT							
PD for Caring School Community	PD for full implementation		$1,000				
PD for Mindfulness Training	Whole school PD on Mindfulness		$1,000				
PD for paras	Professional development for in class para support		$600				
PD UDL --- Universal Design for Learning	PD for Lesson Design/Supports	district					
PD El Achieve--- Designated/Integrated ELD	PD for designated and integrated ELD	district					
PD IBD --- Inquiry by Design	Text Based Discussion	district					
PD BaySci --- FOSS	Hands on Science	district					
TECHNOLOGY							
Chromebooks	Support for blended learning and tech		$5,000				
Cart chromebook	Storage and Charging of technology		$1,500				
Other Misc							

journals/ notebooks	Supplies for notebook model of FOSS and STEM		$750				
related book sets	supplimental non fiction sets for ELA integration		$1,500				
Mobile Sand/water play tables	access to hands on sensory play for students at recess		$1,500				
readerware	inventory current fiction and nonfiction resources		$50				
Outside Science Center/ awnings	Support for outside exploration and education						
Afterschool Tutoring and Enrichment scholarships	Equity - provide enrichment and tutoring for low income students		$50				
LCFF/ Title 1 / Site Discretionary	SPSA and District Aligned Initiatives	$151,400					

Expenditures	Purpose	Category	Totals
Year 1			$87,100.
$53,400 $9,900 $1,500 $1,500 $400 $2,700 $12,000 $2,700 $2,500 $500	.6 Teacher Coach to support implementation and preparation for FOSS/EIE/VIF VIF Global Learning Subscription/PD Engineering is Elementary Training VIF Global Learning Instructional Materials Engineering is Elementary teacher guides Engineering Is Elementary kits Ipads (30) Ipad charging station (18) Ipad keyboards ipad apps	Staffing Professional Development Professional Development Instructional Materials Instructional Materials Instructional Materials Technology Technology Technology Technology	
Year 2			$65,900.
$53,400 $9,900 $1,500 $600 $500	.6 Teacher Coach to support implementation and preparation for FOSS/EIE/VIF VIF Global Learning Subscription/PD VIF Global Learning Instructional Materials EIE Refills ipad apps	Staffing Professional Development Instructional Materials Instructional Materials Technology	
Year 3			$74,300
$53,400 $9,900 $650 $1,500 $7,000 $600 $750 $500	.6 Teacher Coach to support implementation and preparation for FOSS/EIE/VIF VIF Global Learning Subscription/PD Project Lead the Way training VIF Global Learning Instructional Materials PLTW Modules/Kits EIE Refills PLTW Software subscription ipad apps	Staffing Professional Development Professional Development Instructional Materials Instructional Materials Instructional Materials Technology Technology **total**	
total year 1---3	**$227,300**	**total year 1---3**	**$227,300**

APPENDICES
Research Supports Our Theory of Action

Instructional Design:

Research suggests instruction that is based in constructivist and project-based learning models are highly effective. "Constructivism, as a perspective in education, is based on experiential learning through real life experience to construct and conditionalize knowledge. It is problem-based, adaptive learning that challenges faulty schema, integrates new knowledge with existing knowledge, and allows for creation of original work or innovative procedures. Constructivism influences Instructional theory by encouraging discovery learning, hands-on learning, experiential learning, collaborative learning, project-based learning, and task-based learning," (medlibrary.org, 5/2/14, "constructivism (learning theory)"). These ideas were expressed by John Dewey in the early 1900s and have been repeatedly shown to be successful over the next 100 years. Other educational theorists such as Elizabeth Murphy, Len Vygotsky, Ernst von Glasersfeld, and Maria Montessori have applied constructivism to tremendous effects. We look to apply these ideas to our classrooms and the CCSS/NGSS with our Haight EAGLES program.

Project-based learning is highly beneficial because of its focus on solving highly complex problems requiring that students have both fundamental skills (reading, writing, and math) and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high tech tools). With this combination of skills, students have more investment and engagement to directing their own learning with the guidance of a skilled teacher.

Our Haight EAGLES program will effectively address the needs of our most economically vulnerable learners by providing much needed interventions and support for our school's Title 1 community of students. Appendix D (Case Study) of the NGSS states, "Based on the research literature, effective teaching strategies for economically disadvantaged students include (1) connecting science education to students' sense of "place" as physical, historical, and socio-cultural dimensions in their community; (2) applying students' "funds of knowledge" and cultural practices; and (3) using project-based science learning centered on authentic questions and activities that matter to students." (NGSS, Appendix D, Case Study 1, page 1).

Numerous research reports show that social and emotional learning (SEL) can have a positive impact on students' academic performance. Not only does it raise student academic performance, it reduces aggression and negative emotional feelings while increasing positive attitudes and pro-social behaviors. (http://www.casel.org/) Researchers have documented the importance of caring teacher-student and student-student relationships in fostering students' commitment to school and in promoting academic success. Safe and orderly environments that encourage and reinforce positive classroom behavior have been identified by research as one of the necessary conditions for academic achievement (Marzano, 2003). Self-regulation, the ability to control and manage thoughts, feelings, and behaviors, has been linked to academic achievement in numerous studies. Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011).

Recent research has identified the impact of adverse childhood experiences (ACEs) on children and their academic achievement.

Examples of 'adverse childhood experiences' include poverty, parental separation and divorce, substance abuse, and emotional and physical neglect. At a Title 1 schools, many of students are responding to at least one of these adverse childhood experiences.   A recent study found that 80% of children had experienced at least one. The evidence shows that the experience of chronic stress directly interferes with children's ability to learn in school. (http://www.familiesinschools.org/wp-content/uploads/2014/11/When-Health-is-the-Root-Cause-of-Poor-Education-Outcomes.pdf).

There's growing evidence that schools can help reverse the impact by teaching children to recognize their reaction to stress and learn how to control it. SEL also provides teachers a lens through which to view the most challenging students and then teaches them to respond to these students with compassion and understanding rather than shame and punishment. Addressing the needs of the whole child is an essential element of our innovative plan. One promising practice to address students' social emotional needs is Mindfulness. Mindfulness training is designed to help students to learn to focus and pay attention. Students are taught a series of exercises including breath work, bodyscan, movement and sensorimotor awareness activities. Research results show that student receiving Mindfulness training show significant improvement for attention. (Napoli, M., Krech, P. R., & Holley, L. C. (2005). Mindfulness training for elementary school students: The Attention Academy. Journal of Applied School Psychology, 21(1), 99-125.   A 2004 survey of mindfulness programs by the Garrison Institute in New York—an organization that studies and promotes mindfulness and meditation in education—showed that many schools are adopting mindfulness trainings because the techniques are easy to learn and can help children become "more responsive and less reactive, more focused and less distracted, [and] more calm and less stressed." While mindfulness can produce internal benefits to kids, the Garrison report also found that it can create a more positive learning environment, where kids are primed to pay attention.

Stanford University's Dr. Dweck, Lisa Blackwell Ph.D., and their colleagues have developed the concept of a **'Growth Mindset'**. "Many of our students have a 'fixed mindset', believing their basic qualities, like their intelligence or talent, are simply fixed traits. They also believe that talent alone creates success—without effort. With a growth mindset, people believe that their most basic

abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment." Dweck, Mindset: The New Psychology of Success. Research indicates that students who learn this mindset show greater motivation in school, better grades, and higher test scores. Students with a growth mindset are enthusiastic, hard-working, persistent learners. They take charge over their own success. http://www.mindsetworks.com/

Teacher Collaboration and School Culture

   Research has suggested that collaborative school cultures positively impact school achievement (DuFour & Marzano, 2009; Jessie, 2007; McTighe; Styron & Nyman, 2008; Wilhelm, 2010). Additionally, research has indicated that as the functionality level of a school's collaborative culture increases, the potential exists for gains in student learning and achievement (DuFour, DuFour, Eaker, & Many, 2006; Goddard) Researchers Valerie Lee and Julia Smith found that, after controlling for student and school characteristics, student achievement is higher across all subjects when teachers take collective responsibility for student learning and when the staff is more cooperative. The study also showed that schools with high levels of collective responsibility and staff cooperation had more equitable distributions of student gains across socioeconomic status (SES)—lower-SES students in these schools tended to have gains on par with the gains of higher-SES students. http://www.aft.org/ae/winter2014-2015/kahlenberg_potter_sb#sthash.jD1k2m8u.dpuf One goal of our innovative plan is to build a cohesive model of teaching and learning with a consistent and committed core of teachers who want to work together in a collaborative manner. Our hope is that collaborative school culture will help retain a core group of skilled teachers who will work together for many years. Haight already has strong collaboration between general and special education teachers as a means to improve teachers' instructional practice and to improve student outcomes. With the approval of a waiver and dedicated funds for 4 hours of additional collaboration time for teachers, ongoing, regular collaboration time will be structured into our professional development model.

A DAY IN THE LIFE OF AN EAGLES' STUDENT

We envision the school-wide and grade level opportunities addressed in our Haight EAGLES plan to occur throughout each day. As a community members walks throughout our campus, they will see students actively engaged in all 3-circles of our Haight EAGLES plan. Their work and deeper learning will be evident in notebook recordings, when writing papers or reflections, in circle talks or class discussions, in applications of mathematical skills, in readings to enhance understanding and "making sense" of the world, our scientific data and by evaluating our engineering results. As we develop more personalized differentiation practices, such as class-leveled reading clubs, and grade-leveled or English Language Development reading and writing blocks, we will implement school-wide systems of scaffolds for the curriculum content for struggling learners, systems of extensions for the curriculum content for students who need increased learning challenges, and for students with specific gifts or talents.

For Primary Grades

Lower Primary grade teachers (K-2) have indicated that the most effective way to implement the Haight EAGLES program at the foundational education level, will be to use the VIF integrated units as a link to the appropriate STEM investigations to support the foundational development of English Language Arts in reading, writing, speaking, and listening. In general, people who see the program in action at the transitional kindergarten through 1st grades will see students:

- Using age appropriate informational texts to investigate STEM content to link ELA development with hands-on STEM investigations.

- Closely reading texts in teacher-facilitated small group and whole class discussion.

- Developing writing skills through shared anchor charts, and structured writing.

- Continuing to focus on building phonics and phonemic awareness to develop skills for reading through STEM related activities.

- Building comprehension through informational text and themed literature through read-alouds, shared reading, and shared charting of understandings.

In grades TK - 2:

➢ A typical day in first grade would consist of several integrated components: basic skill instruction in math and language arts, time focusing on cooperative learning skills, small group differentiated instruction, and systematic ELD.

➢ To start their day, first graders might enter class and begin work on spelling patterns and sight words as part of systematic phonics instruction. They might use letter tiles to build words or play various games together to memorize high- frequency words. After that, they will apply their phonics skills in context by reading chorally with the teacher. The teacher will model the elements of fluency (accuracy, rate, phrasing and expression) and then, as guided instruction in comprehension, the whole class will discuss vocabulary words and the elements of the plot. Children will then have the opportunity to reread the text with a partner and share their answers to discussion questions. This will provide them with practice using cooperative learning structures and promote the active participation of all students.

➢ After recess, first grade students will watch the teacher model a Common Core math concept or strategy, they will practice the math strategy with the teacher as part of guided instruction, and then students will have time for independent practice. Teachers will introduce new mathematical concepts at the concrete level with the use of manipulatives.

The instructor will then transition children to semi-concrete representations of the math, and finally the students will be able to work at the symbolic level using equations. Special math curriculums such as Lawrence Hall of Science's *Great Explorations in Math and Science* (GEMS) curriculums will allow children apply their math skills to special projects and problem solving.

➢ Next, first graders will receive targeted intervention in small groups during center time. One center will be a small group of students using technology to develop math fluency. The students will use programs such as Frontrow math, which customizes practice to meet the specific needs of each student individually. A second center might be guided reading with the teacher, which would serve as targeted intervention. The students would be grouped together according to common needs. Each group might read non-fiction books at their instructional level that are related to the current science topic, focusing on either a specific comprehension strategy or decoding skill. The teacher would provide students with feedback and guide them in discussions. A third center might be word work in which children engage in tasks such as building, sorting, reading or writing words and sentences. The fourth center might be a table set up with sensory play materials such as building sets, tubs of rice with various containers, or a collection of interesting objects to sort and graph.

➢ After lunch, the first graders might have story time followed by a class meeting. The class meetings would follow the format described in the Caring School Communities Curriculum (CSC). Class meeting time would be used for fun community building games and activities, to resolve conflicts and also practice problem-solving skills such as using the I-message. During class meetings, the teacher would lead discussions about Lifeskills, and also teach students cooperative learning routines such as think-pair-share.

➢ For science, primary grade students might walk up to the science lab in order to collaborate with upper grade students as part of the FOSS unit on air and weather and Engineering is Elementary (EIE) curriculum on windmills. Fourth grade science buddies would facilitate the first grade students' investigation of various materials such as balloons, pump, feathers, plastic bags and cotton balls. They would explore and discuss different methods for moving air with the objects. The upper grade students will coach the first graders in describing what they see in complete sentences and recording their observations in a science journal with a drawing. Working with older role models, first graders would develop an enthusiasm for science, innovation and discovery. Science buddy time would not only help first grade students to grasp scientific concepts, it would also introduce them to collaborative learning and enhance our sense of community within the school.

➢ During the last hour of every day, first grade students would receive Systematic ELD instruction. The children would be placed into groups according to their designated ELD proficiency level to work on language acquisition and vocabulary development. Students would learn and rehearse language structures to enable them to meet the language demands of the common core standards.

In upper grades, (3-5), the progress of our Haight EAGLES program will utilize foundational student skills focused on K-3 to effectively integrate learning in project based Global Education, STEM and ELA investigations as a means to develop increased depth of knowledge in content areas and as a means to develop solid student practices expected for 21st century learners as defined by CCSS and NGSS. Students will continue to build on foundational skills expected for their grade level as well. Students will:

➢ Support deeper comprehension of informational text through close reading of Global learning and STEM related content.

➢ Relate Global Learning and STEM content to a student's place in history and the social, political, and economic world through themed inquiries.

➢ Develop class and school-wide science "museums" as a means to speak, listen, and demonstrate depth of knowledge in both reading, writing, and in science content.

➢ Encourage deeper understandings through collaborative labs and teamwork.

➢ Apply out-of-classroom STEM experiences to enrich students' schema for developing richer educational connections.

Another significant component of the upper grade experience of the Haight EAGLES program would be a yearly schedule would include *several broad units integrating STEM skills with ELA and math skills*. One unit, for example, may be entitled "Water and Conservation." Utilizing district FOSS curriculum, teachers could collaborate to develop lessons, instructional strategies, and assessment cycles to incorporate teacher leader BaySci training on close reading, writing, speaking, and listening skills using FOSS Earth Science and Life Science curriculum. Engineering projects from Engineering is Elementary could then incorporate ELA, math, science, and engineering practices to have students study the effect of city water run-off to plants, animals, and humans in Bay Area cities. They could design water filters for potentially contaminated water from city run-off systems. Finally, students could work on a culminating product involving science and engineering research, planning, design, redesign, and argumentation with evidence about the potentially most effective water filter solution. Projects would be presented to the community, with students acting as "docents" at a science museum. They would explain and present to parents and lower grades in a Science Museum Night.   Students would work for potentially an entire trimester on such a topic, depending on daily time constraints, but would be integrating all content standards across subjects in their projects.   Given innovative plan resources, collaboration time, and all the other elements of this plan needed to support foundational skills and learning practices, we believe we could run at least 1 project in the first year of the plan, 2 such projects in the second year, and potentially 3 such projects in the 3rd year.

Conclusion

   With such projects running, a typical daily schedule would become more fluid than traditional "block" schedules based on content. For example, depending on the phase of our project and assessment of needs, students may be spending more time engaged in activities that develop CCSS and NGSS student practices for a period before heading into a project that requires those skills.   Students may need to practice the ability to make a plan and agree on strategies together first or attend to what others need, or better explain how something works to others before collaborating to build a workable water filter together to address their sustainability challenge in their STEM project.

INNOVATIVE PLAN'S ALIGNMENT TO DISTRICT INITIATIVES

We value and applaud the guiding vision for AUSD's Teaching and Learning initiatives to provide instructional opportunities that help students to find, empower and validate their academic voice. Moreover, the Common Core State Standards provide a rigorous framework of convergent practices for Math, Science and Language/Literacy that together, support the development of academic voice. District Initiatives like IBD, Math Coaching, and BaySci have aligned standards and practices that support students' ability to construct viable arguments, critique reasoning of others, engage in argument from evidence, construct explanation and design solutions. These multiple initiatives should work together easily. However, developing a coherent and effective and aligned curriculum has proven to be very difficult.

Our Haight EAGLES program will address the current site and district level challenges at Henry Haight. Integrating STEM content and practices with Global Learning will narrow the opportunity gap by providing hands-on, authentic experiences for students to connect skills and knowledge across a diversity of languages, cultures, and economic experience. Also, having a strong STEM and Global Learning curriculum will support the district's adoption of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for all our learners, thereby preparing Haight's students for 21st century career readiness. An integrated STEM curriculum also provides a high interest focus that will be more engaging, hands on and motivating to our Haight students. Our approach will help address the problem of lack of diversity in the STEM workforce by encouraging our students of color and girls to get positive exposure and opportunities that will encourage their continuing interest in STEM courses in high school and beyond.

Meeting the State, District, and School Specific Learning Expectations. AUSD's Learning Expectations state that, "AUSD's curriculum is designed to help each child meet the academic standards for their grade level and become an active, engaged learner." In order to do so, we need to provide opportunities and experiences that all students can participate actively with all aspects of the lesson, not sit back and absorb and repeat the information. Also, one of the three stated Strategic Goals for 2013/2014 for the Board of Directors is #2 – "Implement the Common Core State Standards district-wide through collaboration with teachers in AUSD and educate PTA groups, district staff, and community members about the State standards." We see that this proposal is the perfect way to guide us through this change in approach, while having a tangible common thread for all of us to relate to.

- We will first solidify our current best practices aligned to the district's vision for students' academic voice:

- We will address the language support needs of our English Learners through our training from EL Achieve and deepen our understanding of the ELD/ELA standards to increase English Learners access to the core curriculum.

- We will deepen our implementation of IBD for close reading and identify the precursor skills needed to support close reading skills for the primary grades.

- We will fully utilize our BaySci expertise to support K-5 use of the FOSS materials in our science lab and integrate Engineering is Elementary where possible.

- We will explore integration of Design Thinking

- We will evaluate our current instructional material resources and determine areas of need to support Global Learning, STEM learning and differentiated instruction.

- We will experiment with routines, procedures, and group skills needed to implement more small group opportunities and inquiry based learning.

- We will work to integrate our Art Docent program into the STEM as a step towards STEAM.

- We will determine our technology and software needs to create a blended learning model in order to personalize learning and provide "just right" instructional supports to allow for small group rotational model based on need and interests.

- We will develop a scope and sequence for STEM and Global Learning content integration and engage in professional development for developing each grade levels units of study.

These approaches will dovetail nicely with our current efforts to foster a positive school climate. Our **PBIS (Positive Behavioral Intervention & Support)** program, for example, focuses on reinforcing positive student behavior and providing various levels of behavioral support and intervention. The **Haight Eagle Expectations** will be used in all grade levels and classrooms to establish clear standards for student behavior. These guidelines are summarized by the **3B's: be safe, be responsible, and be respectful.** Haight's RTI model addresses some of the critical needs of our students. The school already boasts strong collaboration between our special education and general education staff. Many important supports are in place for tier 1, tier 2 and tier 3 including 'Call 911' support Building on our successful implementation of tier 1 for PBIS,

Throughout the day, students will be encouraged and recognized for making good choices. Teachers and staff will use frequent positive reinforcement. Eagle Eye Tickets, calls home, verbal praise, and point systems will be used to catch students being good in the classroom, cafeteria, and at recess.

The Haight EAGLES program at Henry Haight school will continue to incorporate several components to equip students with social and emotional skills, including our **Caring School Communities Curriculum**, as well as our **Life skills** and **Peacemakers** programs. Our school wide focus on **Life skills**, for example, will teach students to be positive and productive members of their school, community and society. Each month, students at Henry Haight will learn about two to three different Life Skills. They include: caring, common sense, cooperation, courage, curiosity, effort, flexibility, friendship, initiative, integrity, organization, patience, perseverance, pride, problem solving, resourcefulness, responsibility, and sense of humor. These concepts will be introduced, modeled, and practiced school wide. At the end of each month, an assembly will be held to recognize students who have applied life skills and demonstrated good citizenship. Several children

from each class will be selected to go up on stage and receive awards for the monthly life skills. The Life skills program at Henry Haight will improve social relationships, foster mutual cooperation in solving problems, and help students to develop a sense of self to make healthy life choices.

We will also continue our **Peacemakers** program to continue to train students in conflict resolution and problem solving. Children will learn the skills of listening, empathy, and positive self-expression through the explicit instruction of communication skills. Tools such as the Peace Path, the I-message, and the Clean up routine will be modeled for students through school assemblies (Soul Shoppe) and practiced through role-play during class meetings. The I-message, Peace Path and the Clean Up strategies will equip students with the language and steps necessary to work out problems, express their feelings, and have positive relationships with others. Older student will learn leadership skills as peacemaker ambassadors to support and facilitate younger children to use the conflict resolution tools on the playground during recess.

Caring School Communities (CSC) will be further implemented to teach students about teamwork, cooperation, acceptance, inclusion and diversity in an environment that encourages exploring, discovering, and learning. The **Caring School Communities** (CSC) curriculum will be used as resource to teach students about teamwork, cooperation, and diversity. It will create an environment of acceptance and inclusion, and give students a sense of belonging.

The Class Meeting format described in (CSC) will be used to teach cooperative learning structures such as Think, Pair, Share, Turn to Your Partner, Heads Together and Tea Party. During class meetings, students will be taught procedures for academic discussions, and practice communication skills. They will learn to listen to others, respect one another's ideas and explain their thinking. This will enable them to share thoughts, questions, ideas and solutions while working collaboratively in all subject areas.

The Haight EAGLES program at Henry Haight will provide students with a learning environment that encourages discovery, exploration and risk taking. Staff and students will embrace growth-mindset ideals to create an atmosphere where students learn to value effort and to persevere despite obstacles. **Growth mindset** ideals will be explored and planned during our planning year, and fully implemented as part of the Haight EAGLES program.

RATIONALE FOR SHIFT TO SKILLS FOR COLLABORATION, COMMUNICATION, CRITICAL THINKING AND CREATIVITY – THE 4C'S

One gauge of the extent of the fundamental changes underway is the shift of the top skills employers desired.   Employer expectations, and their corollary teaching practices, have changed dramatically over the last 40 years. When Fortune 500 companies were asked to identify the top skills in the 1970s for 20th Century jobs, they identified the 3 "R's" (reading, writing, arithmetic), with skills for problem solving and interpersonal skills far down the list. By 1990, Fortune 500 companies' top skills were teamwork, problem solving, interpersonal skills, and oral communication.

When asked to identify the top skills employers were looking for in 2015, the top 5 were:

1. Ability to work in a team structure

2. Ability to make decisions and solve problems (tie)

3. Ability to communicate verbally with people inside and outside an organization

4. Ability to plan, organize and prioritize work

5. Ability to obtain and process information

Today's jobs require specialized skills and knowledge that cannot be learned through traditional, more structured approaches to learning. To ensure our students have these skills, our challenge has been to find an approach that will meet the specific educational needs of Haight's diverse community.

AUSD / AEA Contract Administration Committee
Waiver Request Summary Sheet

Dear Principal, AEA Site Representative, and School Site Council Chairperson:

On March 20, 2015 the AUSD / AEA Contract Administration Committee reviewed your waiver request for the 2015-2016 school year and decided to:

☑ Approve your waiver as written.

Thank you. There is nothing more you need to do at this time.

☑ Return the waiver to you for resubmission on or before April 24, 2015

As written, it was determined by the committee that the waiver could not be approved. The following is a list of concerns that the committee has at this time and some recommendations as to how you might remedy those concerns:

Need SSC minutes for final approval.

NICE WORK!

As you address the concerns listed above, please note that significant changes to the waiver will require a second secret ballot vote of the AEA site membership (and potentially new School Site Council approval) while a request for missing documentation or a missing signature would not require a new vote from the membership.

Questions should be directed to Audrey Hyman, AEA President, at 521-3034

Approved 5-14-15
AEA: Audrey Hyman
AUSD:

Hyman 3/20/15
3/20/15

55

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

WAIVER REQUEST

TO: Contract Administration Committee

FROM: *Tracey Lewis*

SUBJECT: Waiver Request

Please attach:

1. Statement of the reform/restructuring proposals or a copy of the plan.

2. Rationale for the change.

3. Principal verification:

   a. Recommends the plan (yes)

   _____
   Signature of Principal

   b. Contract waivers being sought (attach)

   c. Time period for contract waivers being sought: *2015-2016 school year*

   d. School Site Council approves (yes) *Carol Topee*
   _____
   Signature of School Site Council Chairperson

   e. More than 67% of certificated FTE have approved through secret ballot (yes)

   _____
   Signature of Principal

   _____
   Signature of AEA Site Representative

4. Contract Administration Committee approval signatures:

   _____   _____
   For the District   Date

   _____   _____
   For the Association   Date

February 18, 2015

Teaching Hours/Preparation Time Waiver Proposal for 2015-2016

BACKGROUND: By an agreement between the Alameda Education Association (AEA) and the Alameda Unified School District, elementary site teachers will have "four 60-minute periods per week, three of which shall be individually scheduled, and one common preparation period."

Currently, Henry Haight Elementary operates under the above agreement. We use District-scheduled professional development days as well as two staff meetings a month and site-scheduled academic conferences to collaborate. We have found the need for more grade level and cross grade level collaboration time. Scheduling collaboration during the school day incurs a high cost in both substitute pay as well as teacher time outside of the classroom.

In February 2015, the Henry Haight Leadership Team discussed a waiver to restructure the school day in order to increase teacher collaboration around CCSS, FOSS, ELD, and best instructional practices.

REQUEST FOR WAIVER FOR THE 2015-2016 SCHOOL YEAR

Henry Haight will allocate instructional time, recess and lunch according to the proposed bell schedule (attached). This schedule has some changes to the 2014-15 bell schedule and includes the following features:

1. Grade 1-3 recesses are 15 minutes each, in the morning and afternoon.
2. Grade 1-5 students are dismissed at 1:20 p.m. on Wednesdays.
3. Grade 1-5 teachers have self-directed prep periods on the alternate Wednesdays of the month, from 1:20 to 2:50 p.m. (90 minutes).
4. Grades 1-5 teachers have self-directed prep periods on alternate Wednesdays of the month, from 1:20 to 1:50 p.m. (30 minutes) and collaboration time from 1:50 to 2:50 p.m. (60 minutes). There will be a total of seventeen (17) collaboration days.

Collaboration time will be designed by the site leadership team (six representatives from Grades K-5, support staff, and the Principal) using on-going academic assessment data and feedback from grade level colleagues. Collaboration will be teacher directed.

Since kindergarten teachers do not accumulate prep time, their participation in the common collaboration times will be voluntary.

Collaboration dates for 2015-16 will be finalized by the Leadership Team. The seventeen days will be distributed as follows: September (2); October (2); November (1); December (1); January (2); February (2); March (2); April (2), May (2), June (1). This is a total of 17 hours of collaboration time (1,020 minutes).

2015-16 Proposed Bell Schedule
Instructional Minutes Calculations Form A and Form B for 2015-16

State Requirements for Classroom Instruction (Grades 1-5)

PE: 200 minutes every two weeks

ELD: 30-50 minutes per day of instruction in English Language Acquisition

--$---

Restructuring Ballot for Teaching Hours/Preparation Time
February 23, 2015

____ **Yes**. I agree to the proposed bell schedule for 2015-16 that will result in twenty 90-minute self directed prep periods on the alternate Wednesdays of the month when school is in session and seventeen 1-hour collaboration periods on the alternate Wednesdays of the month when school is in session.

____ **No**. I do not agree to the change.

PLEASE STAPLE AND RETURN TO JANAY GONSALVES MAILBOX BY THURSDAY, FEBRUARY 26TH.

Henry Haight Elementary School
Bell Schedule 2015-2016

Regular Day and Wednesday Day Schedules

Transitional Kindergarten

	Regular Day Mon., Tu., Thur., Fri.	Wednesday
Instruction	8:30am-12:10 pm	8:30 am-12:10 pm

Kindergarten

	Regular Day Mon, Tues, Thur. Fri	Wednesday	Kindergarten A/B Early Dismissal 12:45pm
Instruction	8:20 – 9:20 am-(1)Kinder Class 8:20- 9:50am- (2)Kinder Class	8:20 – 9:20 am(1) 8:20- 9:50 am(2)	A/B: 8:20-12:45
Recess	9:20-9:50 am-(1) 9:50-10:20 am-(2)	9:20-9:50am(1) 9:50-10-20am(2)	A: Thur. and Fri.
Instruction	9:50-11:30 am (1) 10:20-11:30 am (2)	9:50-11:30am(1) 10:20- 11:30 am(2)	B: Mon. and Tues.
Lunch	11:30 – 12:15 pm	11:30 –12:15 pm	
Instruction (A/B)	12:15 – 12:45 pm	12:15 – 12:45 pm	
Instruction	12:45 – 1:40 pm		

Grade 1

	Regular Day Mon, Tues., Thur. Fri	Wednesday
Instruction	8:20 am – 9:20 am	8:20 am – 9:20 am
Recess	9:20 am – 9:35 am	9:20 am – 9:35 am
Instruction	9:35 am – 11:30 am	9:35 am – 11:30 am
Lunch	11:30am – 12:15 pm	11:30am – 12:15 pm
Instruction	12:15 am – 1:35pm	12:15 am – 1:20 pm
Recess	1:35pm – 1:50 pm	
Instruction	1:50 pm – 2:50 pm	

Grade 2 and 3

	Regular Day Mon, Tues., Thur. Fri	Wednesday
Instruction	8:20 am – 9:20 am	8:20 am – 9:20 am
Recess	9:20 am – 9:35 am	9:20 am – 9:35 am
Instruction	9:35am – 11:50 am	9:35 am – 11:50 am
Lunch	11:50am – 12:35 pm	11:50am – 12:35 pm
Instruction	12:35 pm – 1:35 pm	12:35 pm – 1:20 pm
Recess	1:35 pm – 1:50 pm	
Instruction	1:50 pm – 2:50 pm	

Grade 4 and 5

	Regular Day Mon, Tues., Thur. Fri	Wednesday
Instruction	8:20 am – 10:35 am	8:20 am – 10:35 am
Recess	10:35 am – 10:50 am	10:35 am – 10:50 am
Instruction	10:50am – 11:50 pm	10:50 am – 11:50pm
Lunch	11:50 pm – 12:35 pm	11:50 pm – 12:35pm
Instruction	12:35 pm – 2:50 pm	12:35 pm – 1:20 pm

Henry Haight Elementary School
Bell Schedule 2015-2016

See Back Side for Modified, Minimum and Rainy Day Schedules
Minimum and Modified Days

Transitional Kindergarten

	Minimum Day	
8:30am-11:40am	No Lunch	Recess Time: See Teacher

Kindergarten

	Minimum Day	Rainy Day
Instruction	8:20– 9:20 am(1) 8:20-9:50am(2)	
Recess	9:20-9:50am(1) 9:50– 10:20 am(2)	
Instruction	9:50-11:40am(1) 10:20 am – 11:40 am(2)	
Lunch	(No lunch served)	11:15 am – 11:45 am

Grade 1

	Minimum Day	Rainy Day
Instruction	8:20 am – 9:20 am	
Recess	9:20 am – 9:35 am	
Instruction	9:35 am –12:30 pm	
Lunch	(Lunch at 12:30 pm)	11:15 am – 11:45 am

Grade 2 and 3

	Minimum Day	Rainy Day
Instruction	8:20 am – 9:20 am	
Recess	9:20 am – 9:35 am	
Instruction	9:35 am – 12:30 pm	
Lunch	(LUNCH at 12:30 pm)	11:50 am – 12:20 pm

Grade 4 and 5

	Minimum Day	Rainy Day
Instruction	8:20 am – 10:35 am	8:20 am-10:35 am
Recess	10:35 am – 10:50 am	
Instruction	10:50 am – 12:30 pm	
Lunch	(LUNCH at 12:30 pm)	12:25 pm – 12:55 pm

2015 - 2016 Minimum and Modified Days

Opening Minimum (K) and Modified (Gr 1-5) Days

Kindergarten – 8:20 – 11:40	*Aug 31 – Sept __*	*Opening of School*
Grades 1 – 5 - 8:20 – 1:50	*Aug 31, Sept 1, 3, 4*	
Grades 1-5 8:20-1:20	*Wedn, Sept 2*	

Minimum Days

Grades 1-5 8:20 – 12:30	*Oct __, Jan __, March __*	*Teacher Collaboration*
Kindergarten – 8:20 – 11:40	*Oct __, Jan __, March __*	*Teacher Collaboration*
Grades 1-5 8:20 – 12:30	*Dec ___*	*Parent Conferences*
Kindergarten – 8:20 – 11:40	*Dec ___*	*Parent Conferences*
Kindergarten – 8:20 – 11:40	*March 16- 18*	*Parent Conferences*
Grades 1-5 8:20 – 12:30	*June ___*	*Closing*
Kindergarten – 8:20 – 11:40	*June ___*	

Modified Conference Days

Grades 1-5 8:20 – 1:50	*March 17, 18*	*Parent Conferences*

District name   AUSD
Site name   H. Haight School
Grade level(s)   Grades 4-5

1982-83 minutes for grade level(s) (from PY audit report*):
1986-87 minutes for grade level(s) (from Tab 1): 54,000

	Day type 1	Day type 2	Day type 3	Day type 4	Day type 5	Total for Year
	Regular	Modified A	Minimum	Modified B		
Calendar workpaper reference						
Bell schedule workpaper reference						
Start Time**	8:20 AM	8:20 AM	8:20 AM	8:20 AM		
End Time**	2:50 PM	1:20 PM	12:30 PM	1:50 PM		
Total minutes in entire day	390	300	250	330		
Less:						
Lunch minutes	45	45		45		
Recess minutes	15	15	15	15		
Other (i.e., unallowable passing time)						
Net instructional minutes per day	330	240	235	270		
Number of instructional days for day type	127	36	11	6		180
Total instructional minutes for day type	41,910	8,640	2,585	1,620		54,755

* PY report can be obtained from server or ProSystem audit file.

** Enter times in the format 7:45 AM or 2:00 PM, as the case may be.

Notes: Day types may be overwritten by actual descriptions (i.e., regular days, minimum days, etc.). Reference and file source documents of attendance such as bell schedules and school calendars in the audit file, state compliance/instructional minutes section.

Do not delete formulas in grey or orange-shaded cells.

Minutes >= 1982-83 requirement   Yes
Minutes >= 1986-87 requirement   Yes
In compliance?   Yes

180-day requirement met?   Yes

Minutes as calculated consistent with
   minutes per District business office?

Testing of minimum instructional day requirement:

10 or 2-day average of daily minutes
   (see requirement at Tab 1)

Average meets minimum requirement?

Instructional minutes for any day
<u>not</u> lower than absolute minimum
for grade level per Tab 1?

Comments:

District name	AUSD		
Site name	Henry Haight.15.16		
Grade level(s)	Grades 1-3		

1982-83 minutes for grade level(s) (from PY audit report*): [ ]
1986-87 minutes for grade level(s) (from Tab 1): [50,400]

	Day type 1	Day type 2	Day type 3	Day type 4	Day type 5	Total for Year
Calendar workpaper reference	regular	modified A	minimum	modified B		
Bell schedule workpaper reference						
Start Time**	8:20 AM	8:20 AM	8:20 AM	8:20 AM		
End Time**	2:50 AM	1:20 PM	12:30 PM	1:50 PM		
Total minutes in entire day	390	330	250	330		
Less:						
Lunch minutes	45	45		45		
Recess minutes	30	15	15	15		
Other (i.e., unallowable passing time)						
Net instructional minutes per day	315	270	235	270		
Number of instructional days for day type	127	36	11	6		180
Total instructional minutes for day type	40,005	9,720	2,585	1,620		53,930

* PY report can be obtained from server or ProSystem audit file.

** Enter times in the format 7:45 AM or 2:00 PM, as the case may be.

Notes: Day types may be overwritten by actual descriptions (i.e., regular days, minimum days, etc.). Reference and file source documents of attendance such as bell schedules and school calendars in the audit file, state compliance/instructional minutes section.

Do not delete formulas in grey or orange-shaded cells.

Minutes >= 1982-83 requirement	Yes
Minutes >= 1986-87 requirement	Yes
In compliance?	Yes
180-day requirement met?	Yes

Minutes as calculated consistent with
minutes per District business office? [ ]

Testing of minimum instructional day requirement:

10 or 2-day average of daily minutes
(see requirement at Tab 1) [ ]

Average meets minimum requirement? [ ]

Instructional minutes for any day
not lower than absolute minimum
for grade level per Tab 1? [ ]

Comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

District name   AUSD
Site name   H. Haight
Grade level(s)   Kindergarten

1982-83 minutes for grade level(s) (from PY audit report*):
1986-87 minutes for grade level(s) (from Tab 1):   36,000

	Day type 1	Day type 2	Day type 3	Day type 4	Day type 5	Total for Year
Calendar workpaper reference	short	long	minimum	modified		
Bell schedule workpaper reference						
Start Time**	8:20 AM	8:20 AM	8:20 AM	8:20 AM		
End Time**	12:45 PM	1:40 PM	11:40 AM	12:45 PM		
Total minutes in entire day	265	320	200	265		
Less:						
Lunch minutes	45	45		45		
Other (i.e., unallowable passing time)						
Net instructional minutes per day	220	275	200	220	-	
Number of instructional days for day type	68	65	13	34		180
Total instructional minutes for day type	14,960	17,875	2,600	7,480		42,915

* PY report can be obtained from server or ProSystem audit file.

** Enter times in the format 7:45 AM or 2:00 PM, as the case may be.

Notes: Day types may be overwritten by actual descriptions (i.e., regular days, minimum days, etc.). Reference and file source documents of attendance such as bell schedules and school calendars in the audit file, state compliance/instructional minutes section.

Do not delete formulas in grey or orange-shaded cells.

Minutes >= 1982-83 requirement	Yes
Minutes >= 1986-87 requirement	Yes
In compliance?	Yes
180-day requirement met?	Yes

Minutes as calculated consistent with
minutes per District business office?

Testing of minimum instructional day requirement:

10 or 2-day average of daily minutes
(see requirement at Tab 1)

Average meets minimum requirement?

Instructional minutes for any day
not lower than absolute minimum
for grade level per Tab 1?

Comments:

63

District name	AUSD				
Site name	Haight				
Grade level(s)	Transitional Kindergarten				

1982-83 minutes for grade level(s) (from PY audit report*):

1986-87 minutes for grade level(s) (from Tab 1): 36,000

	Day type 1	Day type 2	Day type 3	Day type 4	Day type 5	Total for Year
Calendar workpaper reference	short	long	minimum	modified		
Bell schedule workpaper reference						
Start Time**	8:30 AM	8:30 AM	8:30 AM	8:30 AM		
End Time**	12:10 PM	12:00 PM	11:40 AM	12:00 PM		
Total minutes in entire day	210	210	190	210		
Less:						
Lunch minutes						
Other (i.e., unallowable passing time)						
Net instructional minutes per day	210	210	190	210		
Number of instructional days for day type	167	-	13	-		180
Total instructional minutes for day type	35,070	-	2,470			37,540

* PY report can be obtained from server or ProSystem audit file.

** Enter times in the format 7:45 AM or 2:00 PM, as the case may be.

Notes: Day types may be overwritten by actual descriptions (i.e., regular days, minimum days, etc.). Reference and file source documents of attendance such as bell schedules and school calendars in the audit file,

Minutes >= 1982-83 requirement	Yes
Minutes >= 1986-87 requirement	Yes
In compliance?	Yes
180-day requirement met?	Yes

Minutes as calculated consistent with

ALAMEDA USD K-8 INSTRUCTIONAL TIME: WORKSHEET (B)

		Henry Haight Elementary		
		Proposed Instructional Minutes		
		2015-16 School Year Waiver		
Kindergarten	**#**	**Type of Day**	**Minutes**	**Total**
	62	"A" Short Days	220	13640
	62	"A" Long Days	280	17360
	62	"B" Short Days	220	13640
	62	"B" Long Days	280	17360
	32	Wednesdays	220	7040
April Conf	3	Minimum (11:40 am)	185	555
Dec. Conf	5	Minimum (11:40 am)	185	925
Collaboration Days	3	Minimum (11:40 am)	185	555
Opening of School	10	Opening (11:40 am)	185	1850
Closing of School	3	Closing (11:40 am)	185	555
	180	**Student Days**		
		Total Annual A Minutes		42480
		Total Annual B Minutes		42480
Grades 1-3	127	Days of regular length	315	40005
Opening/Spring confs	6	Modified Days (1:50 pm)	270	1620
Dec. conf/end yr	8	Minimum Days (12:30 pm)	220	1760
Collaboration Days	3	Minimum Days (12:30 pm)	220	660
	36	Wednesdays (1:20 pm)	240	8640
	180	**Student Days**		
		Total Annual Minutes		52685
Grades 4-6	127	Days of regular length	330	41910
Opening/Spring Confs	6	Modified Days (1:50 pm)	270	1620
Dec. conf/end yr	8	Minimum Days (12:30 pm)	220	1760
Collaboration Days	3	Minimum Days (12:30 pm)	220	660
	36	Wednesdays (1:20 pm)	240	8640
	180	**Student Days**		
		Total Annual Minutes		54590

Principal Signature_____

Date_____

	Minimum Required Mins	Total Mins	Difference
Kindergarten	36,000	42,480	6,480
Grades 1 - 3	50,400	52,685	2,285
Grades 4 - 7	54,560	54,590	30

HENRY HAIGHT ELEMENTARY SCHOOL
Alameda, CA
SCHOOL SITE COUNCIL MEETNG

MINUTES

Tuesday, March 17, 2015
5:30 PM – 6:30 PM Media Center, 2nd Floor

Voting Council Members

Principal Tracey Lewis (principal)	Barbara Little (faculty) *[absent]*
Caroline Topeé, Chairperson (parent)	Julie Vogel (parent) *[absent]*
Cherish Portolese, Vice Chairperson (parent)	Jennifer Hankerson (parent)
George Shih, Secretary (faculty)	Lorin Heller (parent) *[absent]*
Scott Hixon, Parliamentarian (faculty)	Donna Loudon (staff) *[absent]*

Non-Voting Members and Other Participants Present

Kathleen Collins – NV Title I Advisor (faculty) *[absent]*
Johanna Moultrie (parent)
Jamil Moultrie (parent)

1. **Sign In Sheet-Pass around for signatures and return to Chairperson or Secretary**
2. **Distributions:**
   > Feb. meeting minutes, Mar. meeting agenda, Letter from Alan Ta at Alameda
   > Public Works re: parking, blank sign-in sheet (with contact information)

   > Handouts from Pr. Lewis re: Faculty Waiver, Innovative Plan

3. **Meeting Called to Order at: 5:34 P.M., Minutes Note Taker: George Shih**
4. **Quorum count:**
   > Quorum (3 parents,3 faculty/staff) is present: yes **(2 Minutes)**

5. **Old Business: (15 Minutes)**
   a. Review and approval of Meeting Minutes from February 17, 2015
      Motion to Approve: Caroline;   Second: Scott; motion passes unanimously

   b. School Maintenance Issues
      i. Parking update
         1. Caroline's letter response from Alan Ta, Alameda Public Works Dept. re: extension of loading zones on Lincoln and Santa Clara, plus replacement of "Passenger Loading Zone" to "School Passenger Loading Zone."
         2. We are trying to increase the loading zone length on Santa Clara and Lincoln from 4 (too short, not up to code), to 5 spaces
         3. Caroline sent email 3/17, no response yet
         4. Alan Ta called Pr. Lewis, proposed time frame of 7:30 – 8:30, 1:30 – 3; Pr. Lewis asked for extension to 7:30 – 9:00, 1:30 – 3:30; no response yet
         5. Cherish has submitted email comment to Mr. Ta

6. **New Business: (30 Minutes)**
   a. Faculty approval of Waiver Proposal for 2015-2016 school year - SSC approval needed
      i. Without a waiver, staff have 2 1-hour meetings per month required by contract, which is impossible to do anything substantial; must apply yearly for waiver to modify the school day
      ii. Only impact to student instructional day is dismissal on Wed. from 1:20pm instead of 1:50pm, but this allows teachers to meet twice/month for 90 minutes each to have staff collaborations. This additional collaboration time would dovetail well with Haight Innovative Plan (if it is approved). Maya Lin and Ruby Bridges currently do this with good results
      iii. Scott: Haight had waiver 3 years ago with good results.
      iv. Caroline moved to approve, Jennifer seconds the motion; 5 votes for, 1 abstention

   b. ELAC and other Feedback/Input on Innovative Planning/SPSA
      i. Summary handout from Pr. Lewis re: Innovative Plan
      ii. Presentation to ELAC by Pr. Lewis was on 2/18; narrated Powerpoint also available on Haight website
      iii. Survey was created as an Internet link, Google form also available for comment; only 15 results received back so far
      iv. Results from survey are generally favorable, some parents raised concern that some students don't like working in groups, so this will be addressed in future planning for Innovative Plan
      v. The plan's theme name is "Haight STRIVES" –acronym for "(S)upporting all students to (T)hink deeply, engage in (R)igorous (I)nquiry-based learning with a (V)ision of equitable outcomes through (E)nglish Language Arts and (S)TEM integration"
      vi. Plan has 3 main themes:
         1. Engaging Curriculum
         2. Empowering School Culture
         3. Personalized Learning Opportunites
      vii. Haight has PBIS (Positive Behavior Intervention System, a school-wide discipline tracking system) currently going into place which will continue
      viii. Haight will be implementing Mindfulness training in future, e.g. breathing, etc.
      ix. Some elements of the plan include:
         Teaching intention and having a "growth mindset," have a "mind coach" on hand, more time for teacher development e.g. science, engineering training; picnic tables near garden area; blended learning with adaptive computer work
      x. Still writing the plan, pulling budget together, the dream goal is asking for $200,000 and hope district will approve
      xi. Team writing the plan has looked at Site Plan and tried to integrate Innovative Plan with it

  xii. Innovative Plan team consists of Rosenthal (5th), Craig (4th), Shafer (1st), Collins
    (Title 1 reading teacher-all grades)
  xiii. Pr. Lewis will email the full plan to SSC participants and ask district if SSC
    needs to vote on the plan, and if so vote can be taken next meeting

 c. Summer school will be at Haight again in 2015 because there is minimal work at our site
  (some paving, no roof work)
 d. Cherish has noticed that the K play structure (for ages 3-5) is too low-skill to engage the
  students; we should consider replacement with better structure
   i. George: May the large play structure be open to TK/K for short time once/twice a
    week? PE Teacher has been opposed due to safety concerns. Will discuss with
    other K teachers and follow up with Pr. Lewis
 e. Haight 1st grade teachers are presenting and having a Q&A with current K families the
  morning of Wednesday 3/18/15, due to potentially high numbers attempting to apply to
  the Academy of Alameda (AOA) charter school without fully knowing what our school
  offers
 f. Cherish proposed asking if the budget and Innovative Plan might consider having aide in
  TK and K classes
   i. Pr. Lewis: 2 para educators are budgeted for next year (2015-2016)

7. **Public Opinion:**
 a. Question from Johanna and Jamil Moultrie: Does it mean K yard structure may be
  replaced?
 b. Cherish: 2 years ago, Paden's K structure was replaced via combination of grant letter
  writing, fundraising, and working with the district
   i. Cherish will attempt to contact the Paden parents who coordinated this effort and
    connect them with our SSC/PTA
 c. Scott: several years ago, the large Haight play structure was installed through PTA
  funding
 d. Cherish: Haight school was originally built in 1875, PTA started in 1918 (coming up on
  100 year anniversary)

8. **Meeting adjourned at 6:33 P.M.**
  Motion: George; Second: Jennifer seconds; Passes unanimously

9. **Next Meeting**: Tuesday, April 21, 2015, 5:30 P.M. in the Media Center