Presentation of AUSD
New Innovative Program Proposals

Franklin Elementary School
Principal: Jo Fetterly

Haight Elementary School
Principal: Tracey Lewis
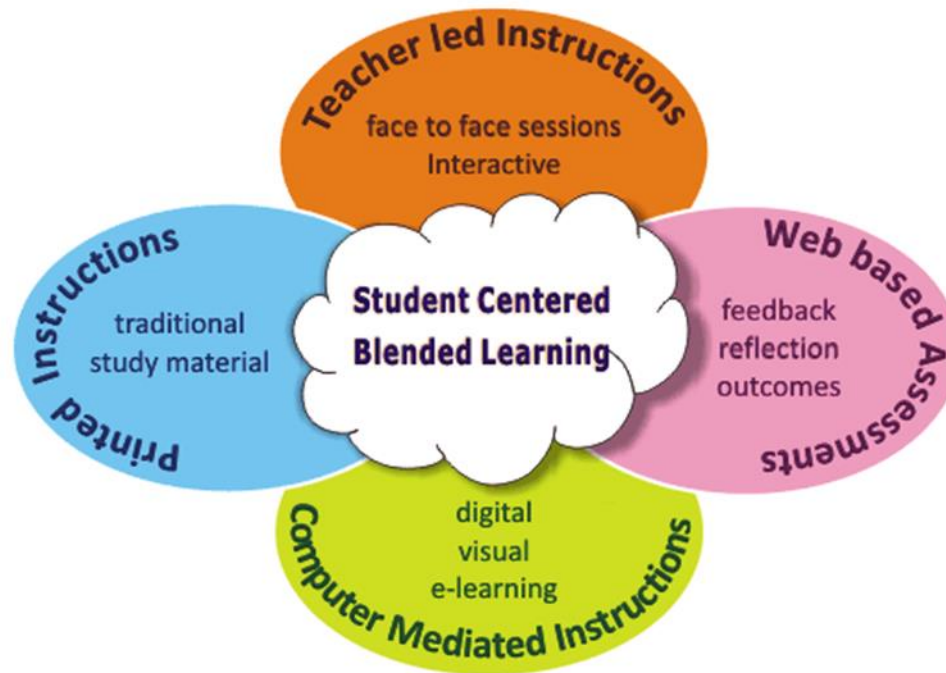
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Franklin is Implementing Blended Learning

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Theory of Action

- If we:
  - define innovation as practices that lead toward more effective learning outcomes,
  - expand the use of technology in daily instruction,
  - establish excitement about science,
  - and extend curriculum beyond the classroom through blended learning;
- Then we:
  - will ensure that all students are engaged in learning beyond the school day and into their homes and community.

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What is Blended Learning?

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But What Does That Mean?

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Definition of Blended Learning

Blended learning is:

…when a student learns, at least in part, at a supervised location away from home (such as school) and then at least in part, through online delivery with some element of student control over time, place, path, and or pace.

(Insight Institute, 2011)

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Benefits of Blended Learning

Separately, blended learning and expanded learning time offer numerous benefits for students and teachers. Together, blended learning and expanded learning time can even further enhance the school experience for students and teachers.

	BENEFITS FOR STUDENTS	BENEFITS FOR TEACHERS
BLENDED LEARNING SCHOOLS	Access to high quality content	Access to more real time data on student performance
	Access to tech tools that foster creativity, problem solving, and/or collaboration	Access to web/digital resources to strengthen lessons
	Access to tools and resources that bridge technology divide and build digital literacy	Access to flexible groupings that create more opportunities for individualized instruction
EXPANDED LEARNING TIME (ELT) SCHOOLS	More opportunities for individualized support	More opportunities for data analysis
	More opportunities for engaging enrichments	More opportunities for teacher collaboration
	More opportunities for developing higher order thinking skills	More opportunities for additional teacher supports and development
BLENDED LEARNING SCHOOLS WITH EXPANDED LEARNING TIME	Leverage tech and ELT into more opportunities for personalized learning	Raise the quality of instruction with more time for instruction and the tools to plan and deliver lessons
	Raise student engagement with high quality core academic classes and enrichment	Increase opportunities for differentiation with more time to utilize technology
	Increase preparation for college and 21st century workplace through tech tools and more time for learning	Increase teacher efficacy and satisfaction through more teaching tools afforded by technology and time to learn to use them

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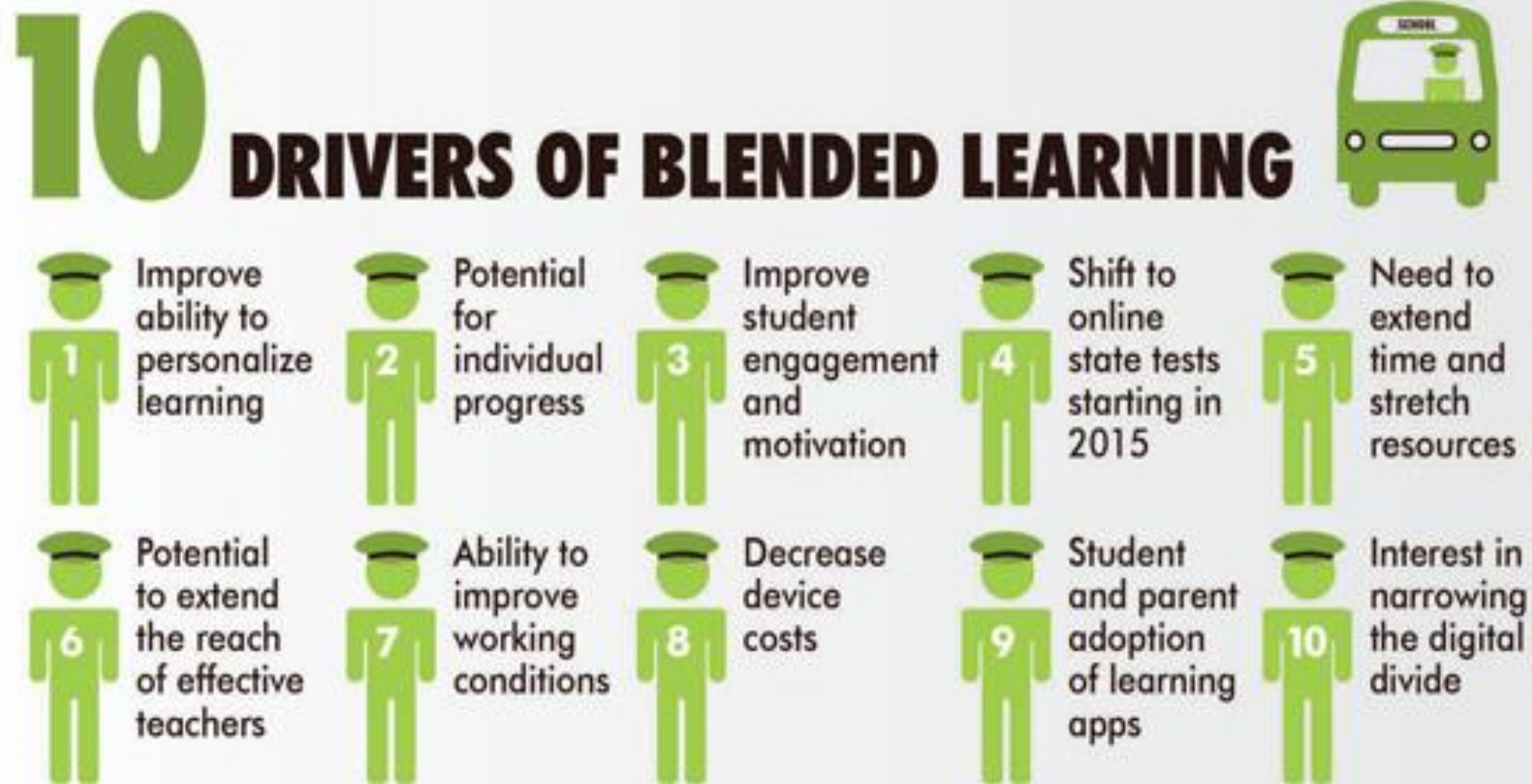# Objectives for Blended Learning at Franklin

Teacher Practice	Student Outcomes	System Outcomes
• Increased integration technology to support instruction • Increased application of NGSS across all subject matters • Improved collaboration across grade levels and subject areas • Small Group Instruction • Integration of digital content • Differentiated Instruction • Use of data • Self-efficacy • Increased satisfaction	• Near term: increased student engagement, student agency • Increased awareness and use of scientific principles and 21st Century Learning Skills • Long term: increased student academic achievement, especially in science	• Increased capacity: improved IT support; expanded capacity for instructional coaching involving the use of technology; flexibility • Expansion of Science curriculum across all subject areas

FOCUS2 Objectives

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District Analysis of Franklin's Proposal

- Strengths

- Fiscal

- Challenges

- Recommended Next Steps

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District Analysis of Proposal: Strengths

10 DRIVERS OF BLENDED LEARNING

1. Improve ability to personalize learning
2. Potential for individual progress
3. Improve student engagement and motivation
4. Shift to online state tests starting in 2015
5. Need to extend time and stretch resources
6. Potential to extend the reach of effective teachers
7. Ability to improve working conditions
8. Decrease device costs
9. Student and parent adoption of learning apps
10. Interest in narrowing the digital divide

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District Analysis of Proposal: Additional Strengths

- Stakeholder engagement to include staff and parents.
- Builds on existing teacher capacity.
- Reflects a shift from traditional in-classroom instruction to classroom/online or web-based instruction.
- Aligns with the future of education: learning is constant and has no borders.
- Builds the capacity to address the learning needs of all students.

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District Analysis of Proposal: Fiscal -Three Year Fiscal Analysis

	Request to AUSD	Franklin Community Match	Total
Digtal Content	$12,080	$10,000	$22,080
PD	$22,443	$5,000	$27,443
Coach	$35,600	$0	$35,600
	$70,123	$15,000	$85,123

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District Analysis of Proposal: Fiscal - Three Year Budget Request

		2015-16		2016-17		2017-18			Total Request to AUSD	Total Other Contributions	Grand Total
		AUSD	Other	AUSD	Other	AUSD	Other				
Content Total		$3,360	$4,000	$4,360	$3,000	$4,360	$3,000		$12,080	$10,000	$22,080
PD Total		$9,621	$5,000	$10,011	$0	$2,811	$0		$22,443	$5,000	$27,443
Coach		$35,600	$0	$35,600	$0	$17,800	$0		$89,000	$0	$89,000
Total		$48,581	$9,000	$49,971	$3,000	$24,971	$3,000		$123,523	$15,000	$138,523

Three Year Budget for AUSD Request
• PTA expenses are expected in following years but cannot be projected beyond one year out per CA PTA bylaws.

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District Analysis of Proposal: Challenges

Sustainability

- How are new staff trained and integrated into the school culture?
- How is professional growth of teachers maintained and supported over time?
- Does targeted and sufficient dedicated collaboration time exist?
- Does the current infrastructure of technology and facility support implementation and sustainability?
- How will the Blended Learning Coach be sustained after three years?

Evaluation and Accountability

- What pieces of data will be used to evaluate the effectiveness of the program for students and staff?
- How will the school evaluate the extent of parent and community engagement in the implementation?

Fiscal

- Determine the cost of upgrading infrastructure.

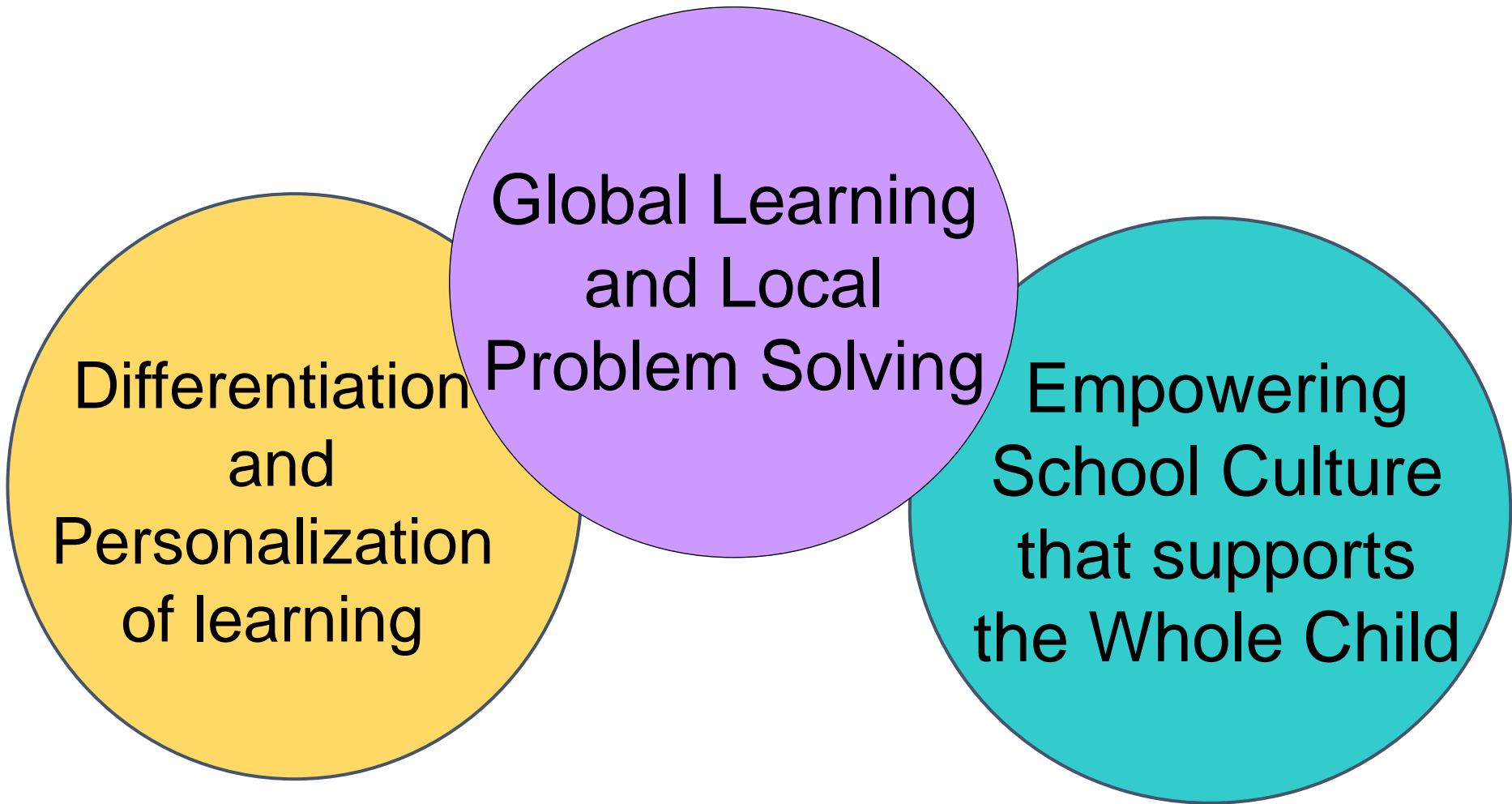ALAMEDA UNIFIED SCHOOL DISTRICT
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District Analysis of Proposal: Recommended Next Steps

- Address aforementioned challenges.

- Complete process for school waiver and obtain approval.

- Provide evidence of a communication plan to the community.

- Identify structures in place to support the analysis of data.

- Identify and determine accountability tools to evaluate program effectiveness.

- Determine cost of updating infrastructure.

- Develop a sustainability plan that continues to support and strengthen teacher capacity.

- Work with Human Resources to obtain agreement for Blended Learning Coach job description.

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Our Guiding Vision

Global Learning and Local Problem Solving

Differentiation and Personalization of learning

Empowering School Culture that supports the Whole Child

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…is the integration of Global Education and Science, Technology, Engineering, and Math (STEM) to develop global competence and engagement in deeper learning.

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- So students see themselves, families, cultures, and languages as valuable assets to our community.

- Students see the interdependence and connections between local and global issues.

- Students see themselves as problem solvers and stewards of their community and world.

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

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Theory of Action

If we develop "global competency" through project-based inquiry and student-led learning, and if we capitalize on our true asset, our diversity, as the heart of our plan,

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.*

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Haight's Diversity

Heart of Our Plan

Socio Economic
Diversity

Language
Diversity

Cultural Diversity

Ethnic and Racial
Diversity

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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.

- Use the process of asking, investigating, analyzing, synthesizing, creating, sharing, reflecting, and revising to create solutions.
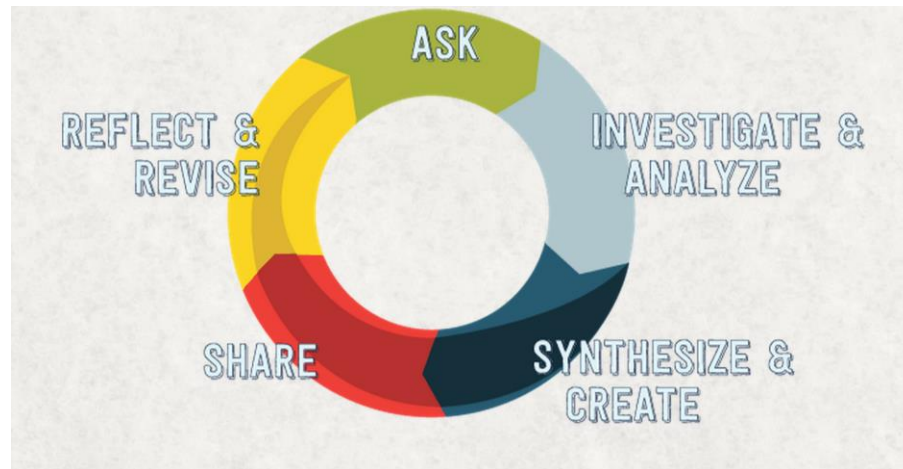
Three Year Plan Includes a Teacher Coach Who Will:

Year 1: Develop problem solving skills through <u>BaySci</u>, <u>FOSS,</u> and <u>Engineering Is Elementary (EIE)</u> integration; begin 'Globalization' of the school climate.

Year 2: Support deeper implementation of Global Learning/ Project Based Inquiry with FOSS and EIE

Year 3: Facilitate additional integration of STEM curriculum with Project Lead the Way.

On-going SCHOOL-WIDE Practice
PBIS – Social/Emotional - Small Group Instruction
Targeted intervention – Technology Integration

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District Analysis of Proposal:

- Strengths
- Fiscal
- Sustainability
- Challenges
- Recommended Next Steps

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District Analysis of Proposal: Strengths

- Proposal builds on current success as a Title I High Achievement School.

- Staff has a history of building a collaborative culture to meet the needs of all students.

- Parents as stakeholders support the proposal; the proposal was presented at a PTA community meeting.

- Waiver has been approved.

- School has active parent committees: School Site Council, Title I, ELAC, and PTA.

- The school has a commitment to BaySci and FOSS as science experiential learning experiences.

- The staff has demonstrated a commitment to the learning of all students through alignment of resources to achieving a common goal.

- The staff shows a commitment to building positive school culture through PBIS and instilling a growth mindset – " I can get smart"- in students.

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District Analysis of Proposal: Fiscal

Funding Source	Program	Purpose		Year 1	Year 2	Year 3	Total Yrs 1-3	Ongoing
Innovative Plan	**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 component		$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 integration		$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

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District Analysis of Proposal: Three Year Fiscal Analysis

Expenditures	Purpose	Category	Totals
Year 1			
$53,400	.6 Teacher Coach to support implementation and preparation for FOSS/EIE/VIF	Staffing	
$9,900	VIF Global Learning Subscription/PD	Professional Development	
$1,500	Engineering is Elementary Training	Professional Development	
$1,500	VIF Global Learning Instructional Materials	Instructional Materials	
$400	Engineering is Elementary teacher guides	Instructional Materials	
$2,700	Engineering Is Elementary kits	Instructional Materials	
$12,000	Ipads (30)	Technology	
$2,700	Ipad charging station (18)	Technology	
$2,500	Ipad keyboards	Technology	
$500	ipad apps	Technology	
		total	$87,100
Year 2			
$53,400	.6 Teacher Coach to support implementation and preparation for FOSS/EIE/VIF	Staffing	
$9,900	VIF Global Learning Subscription/PD	Professional Development	
$1,500	VIF Global Learning Instructional Materials	Instructional Materials	
$600	EIE Refills	Instructional Materials	
$500	ipad apps	Technology	
		total	$65,900
Year 3			
$53,400	.6 Teacher Coach to support implementation and preparation for FOSS/EIE/VIF	Staffing	
$9,900	VIF Global Learning Subscription/PD	Professional Development	
$650	Project Lead the Way training	Professional Development	
$1,500	VIF Global Learning Instructional Materials	Instructional Materials	
$7,000	PLTW Modules/Kits	Instructional Materials	
$600	EIE Refills	Instructional Materials	
$750	PLTW Software subscription	Technology	
$500	ipad apps	Technology	
		total	$74,300
		total year 1-3	$227,300
Ongoing			
$9,900	VIF Global Learning Subscription/PD	Professional Development	
$600	EIE Refills	Instructional Materials	
$600	Project Lead the Way refills to kits	Instructional Materials	
$750	PLTW Software subscription/PD	Technology	
		total	$11,850

District Analysis of Proposal: Sustainability

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 teacher coach who troubleshoots, models lessons, and seeks resources.

➢ We will invest in all necessary instructional materials and equipment to continue developing our innovative work beyond the funding period.

➢ The alignment to Common Core ensures the continued focus on relevant teaching and learning for our teachers and students.

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District Analysis of Proposal: Challenges

Evaluation and Accountability

- What pieces of data will be used to evaluate the ongoing effectiveness of the program for students and staff?

- How will the school evaluate the extent of parent and community engagement in the implementation?

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

Sustainability

- How are new staff trained and integrated into the school culture?

- What is the orientation plan for new teachers/staff?

- How will the school ensure that collaboration time is targeted and deliberate to support the plan?

- Does the current infrastructure of technology ensure sustainability?

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Recommended Next Steps

- Address aforementioned challenges.

- Provide ongoing communication plan to the community.

- Identify and determine accountability tools to evaluate program effectiveness.

- Develop a sustainability plan that continues to support and strengthen teacher capacity.

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