

EXECUTIVE SUMMARY

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

Elementary Global Learning School

A word cloud featuring various educational and school-related terms. The words are arranged in a cluster, with 'Global' and 'Haight Eagles Learning' being the most prominent. Other visible words include 'mindfulness', 'school', 'caring', 'science', 'college', 'authentic', 'technology', 'career', 'problem', 'integrated', 'inquiry', 'whole', 'engagement', 'STEM', 'world', 'thinking', 'solvers', 'Equity', 'deep', 'child', 'engineering', and 'problem'.

Introduction: Henry Haight Elementary Innovative Plan

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 3 magnet schools, Maya Lin, Wood Middle and Encinal 6-12, schools who needed to reform in response to NCLB.
- 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

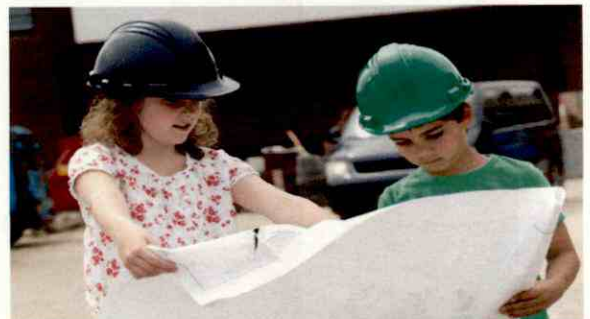
Michelle Hernandez, First Grade

Heidi Huhn, Second Grade

Danielle Ullendorf, Third Grade

Joyce Craig, Fourth Grade

Jennifer Beitzell, Fifth Grade



Introduction to *Henry Haight Elementary Innovative Plan*

Who We Are

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

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

Why the Innovative Plan is Important

It's all about equity. As a community, Haight must reach out further to move beyond our already implemented programs that support a vision of a successful Title 1 School that serves Alameda children. The Haight community is pursuing an Innovation grant because students deserve access to cutting edge, researched based models of teaching and learning that are cutting edge, innovative, and that address experiential learning.

Haight wishes 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, Haight must provide exceptional access to opportunities and educational experiences that are critical for all children. The Henry Haight Elementary Innovative Plan provides the roadmap to creating such a learning environment.

Haight needs to address the academic, social, and emotional needs of our diverse learners in order to prepare 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, students will build social and emotional skills that allow for effective student collaborative work, independent work, and community work. 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 mindset. Haight wishes to plant the seeds early for student readiness for college and career.

Unfortunately, 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.

Vision for Henry Haight Elementary Innovative Plan

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



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 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.

Global Learning Environmental Stewardship through the Henry Haight Elementary School Innovative Plan

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
- Address authentic, multi-discipline questions
- Recognize multiple perspectives
- Value the contributions of all people
- Communicate ideas effectively
- Are problem solvers

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.

Social Emotional Learning through the Henry Haight Elementary School Innovative Plan

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.

Personalization and Differentiation through the Henry Haight Elementary School Innovative Plan

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.

In our plan we include these essential approaches:

1. Centered Rotations
2. Tiered Interventions
3. Small Group Instruction
4. Integrated Technology

Theory of Action for the Henry Haight Elementary School Innovative Plan

Henry Haight Elementary has a history of successfully serving all students, as evidenced by recently earning the Title 1 Achievement Award, which recognizes Title 1 schools that significantly close 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.

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

Plan for Implementation: Henry Haight Elementary School Innovative Plan

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 of influence
- Layering additional STEM modules from Project Lead the Way
- Managing instructional materials and supplies aligned to each of these initiatives

Three Year Plan: Henry Haight Elementary School Innovative 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 Way*.

Professional Development	Instructional Materials	Technology Needs
Coaching support for all teachers VIF International School for Global Education lessons and coaching. Project based learning Engineering is Elementary BaySci/FOSS science Project Lead the Way: science, technology, engineering, and math	VIP Global Education units Caring School Community curriculum Mindfulness and Mindset lessons Project Lead the Way (STEM) materials Engineering is Elementary	I-PADS Charging stations Software Individual keyboards Headphones Teaching apps Language development apps

Predicted Student and School Outcomes Henry Haight Elementary School Innovative Plan

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

- Opportunities to engage in Project Based Inquiry to explore authentic problems and learn about world through integrated, cross discipline teaching and learning.
- Students will engage in hands-on learning to include 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.
- The opportunity and achievement gap will be addressed through differentiation of curriculum for socioeconomically disadvantaged students, English Learners, Special Education students, and Gifted and Talented students.

Socio- 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				
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.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 iPad	32 keyboards for iPad	\$2,500				
30 --- iPad	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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Expenditures	Purpose	Category	Totals
Year 1			
\$53,400	.6 Teacher Coach to support implementation and preparation for FOSS/EIE/VIF	Staffing	\$87,100.
\$9,900	VIF Global Learning Subscription/PD Engineering is	Professional Development	
\$1,500	Elementary Training	Instructional Materials	
\$1,500	VIF Global Learning Instructional Materials	Development Instructional Materials	
\$400	Engineering is Elementary teacher guides Engineering Is	Instructional Materials	
\$2,700	Elementary kits	Instructional Materials Technology	
\$12,000	IPad (30)	Technology	\$65,900.
\$2,700	IPad charging station (18)	Technology	
\$2,500	IPad keyboards iPad apps	Technology	
\$500			
Year 2			
\$53,400	.6 Teacher Coach to support implementation and preparation for FOSS/EIE/VIF	Staffing	\$65,900.
\$9,900	VIF Global Learning Subscription/PD	Professional Development	
\$1,500	VIF Global Learning Instructional Materials EIE Refills	Instructional Materials	
\$600	iPad apps	Instructional Materials Technology	
\$500			
Year 3			

\$53,400	.6 Teacher Coach to support implementation and preparation for FOSS/EIE/VIF	Staffing	\$74,300
\$9,900	VIF Global Learning Subscription/PD Project Lead the Way training	Professional Development	
\$650	VIF Global Learning Instructional Materials	Instructional Materials	
\$1,500	PLTW Modules/Kits EIE Refills	Instructional Materials	
\$7,000	PLTW Software subscription iPad apps	Technology	
\$600		Technology	
\$750		total	
\$500			
total year 1---3	\$227,300	total year 1---3	\$227,300

Program Evaluation Henry Haight Elementary Innovative Plan

- Teachers will utilize state and local assessments.

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

- Teachers will use assessments embedded in curricular programs

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

FOSS Assessment through the Grades

EL Achieve

Engineering is Elementary

The Seeds of Science/Roots of Reading

Project Lead the Way

- Teachers will utilize collaboration and peer observation to reflect on practice
- A systemic process will guide school site data analysis
- Adaptive Software/ Subscriptions will provide online testing through Blended Learning and programs
- Systemic examination of student work through rubric analysis will guide instruction
- Students will assess their own mastery of the content through the Growth Mindset Educator ToolKit
- Staff will set targets and implementation schedule for evaluation with frequent analysis
- A Cohort model will guide implementation and targets
- Artifact and evidence-gathering will provide evaluation tools

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.