



ALAMEDA UNIFIED SCHOOL DISTRICT  
Excellence & Equity For All Students

# Annual Elementary Program Report



**March 12, 2019**  
**Educational Services**



# Presentation Goals

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- Provide an overview of shifts in new instructional frameworks
- Summarize recent progress and next steps in curriculum implementation
- Highlight the diversity of instructional programs across elementary school sites

***“Education is not the learning of facts, it’s rather the training of the mind to think.”***

***-Albert Einstein***

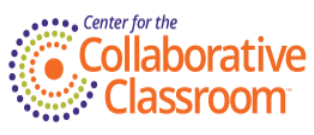





# Shifts in the New Frameworks

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- Authentic learning vs. doing work
- Teaching for understanding vs. knowledge of facts
- Deep vs. surface knowledge
- Inquiry, questioning, wondering, and citing evidence
- Engagement in mathematical, historical, science, and engineering practices
- Collaborative learning with students making meaning through academic discourse

# K-5 Curriculum

Subject	Core Curriculum	Adoption
<p><b>English Language Arts and English Language Development</b></p>	<p>Collaborative Literacy: Being a Reader Being a Writer Making Meaning + Designated ELD lessons</p>  <p>Also a Social Emotional Learning program</p>	<p><b>2017 (Yr. 2)</b></p>
<p><b>Math</b></p>		<p><b>2016 (Yr. 3)</b></p>
<p><b>Science</b></p>		<p><b>Update 2021</b></p>
<p><b>History Social-Science</b></p>	 <p>(Bridge Materials)</p>	<p><b>TBD 2020</b></p>

# ELA/ELD

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## Let's talk!



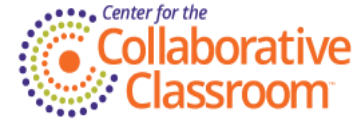
## Collaboration for making meaning

# ELA/ELD

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- Professional Development

- Collaborative Literacy: Being a Writer
- New writing benchmarks aligned to BW and standards
- Continued support for Being a Reader and Making Meaning, Designated and Integrated ELD
  - Field trips to visit a school in Napa
  - Afterschool grade level sessions to support small group instruction and strategies for independent work time
  - K-2 and 3-5 Coaches provided 1:1 support, modeling, and collaborative planning for best practices



# ELA/ELD

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## Improving our individual and collective practice





# Math

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## Finding our voices as mathematicians



# Math

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- Professional Development



- K-5 Coach: district and site trainings, coaching for productive partnering and integrated ELD strategies, modeling of lessons, support for module planning and pacing, parent math university nights, developing content guides, and math resources for teachers
- Math Benchmarks – using assessments to help determine instructional needs
- Training for principals and site leaders on framework shifts, standards, engaging students in mathematical practices, fluency, integrated ELD, and supporting social emotional learning through math instruction

# Math and Social Emotional Learning

(K-12) Standards for

## Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

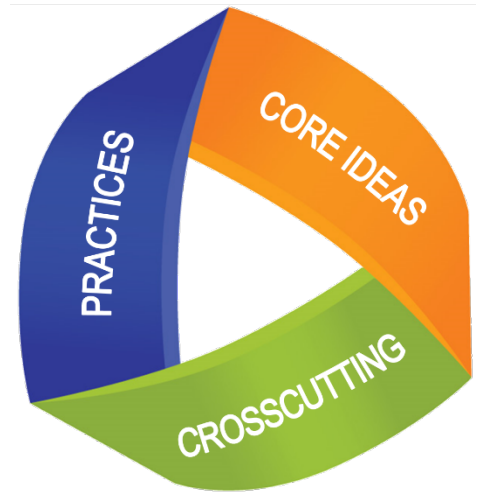
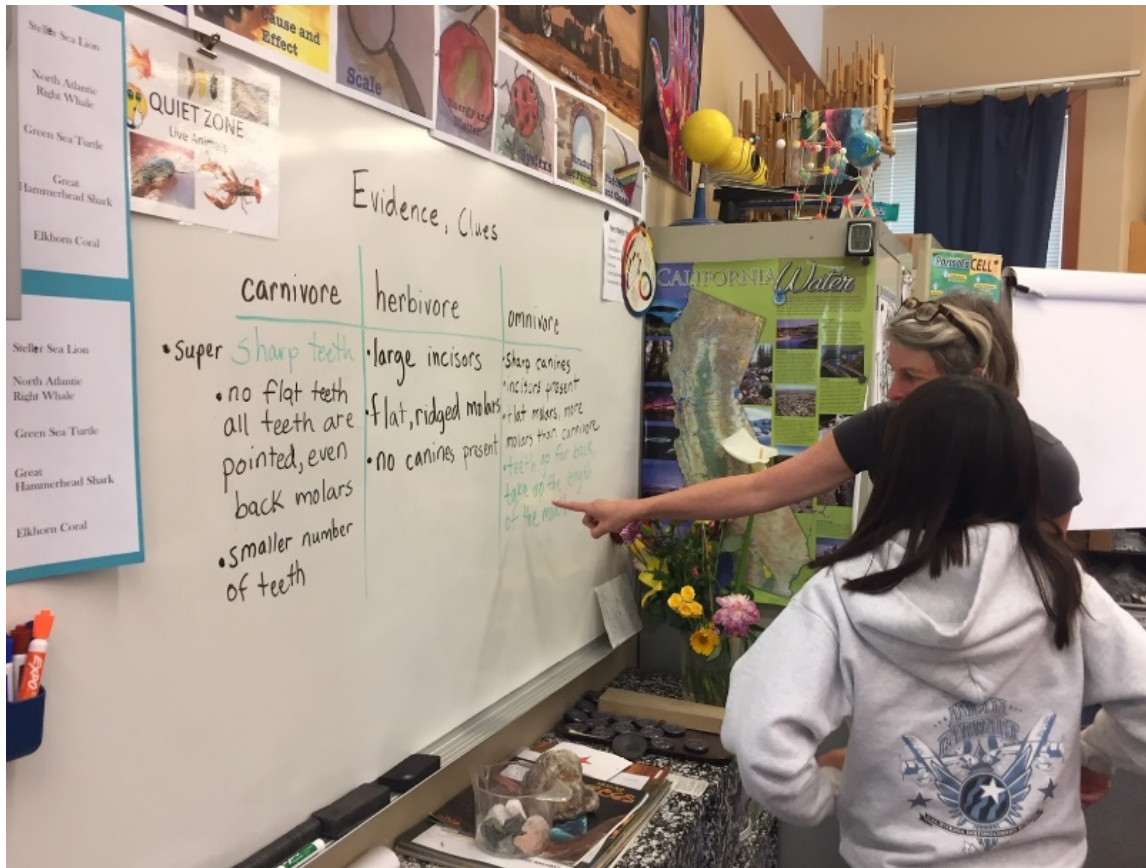
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# Science

## 3D Instruction



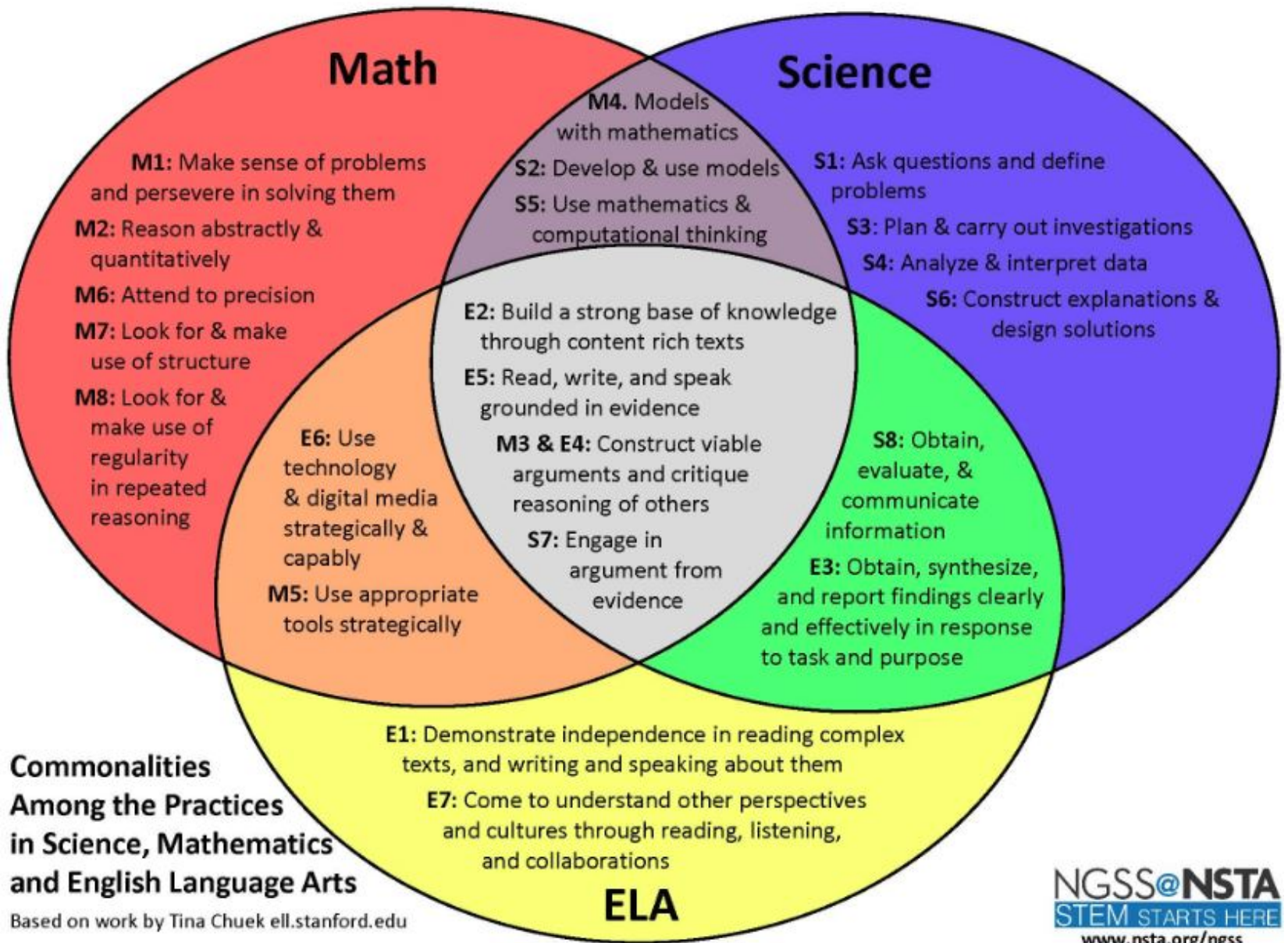
# Science

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- Training for principals and instructional leaders on framework shifts, NGSS, convergence of standards across subject areas, science and engineering practices



- 30 district BaySci leaders - LHS
  - Developing support and positive messaging for science instruction
  - Developing a focus on environmental literacy
  - Working on an integrated model for science instruction



# History Social-Science

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Content. Inquiry. Literacy. Citizenship.



# History Social-Science

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- Professional Development 2018-2019



- Bridge Materials: CA Studies Weekly

- CA Adopted
- Fair Act (Fair, Accurate, Inclusive, Respectful)
- Diversity and perspectives
- Newsletter format for close reading
- Designed to support literacy skills and comprehension
- Blended technology

- Gr. 3-5 training for the new History Social-Science Framework through the UC Berkeley History Social-Science Project (UCBHSSP)



# History Social-Science

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- Pre-adoption work
  - Framework-trained teachers are reviewing a variety of new materials
    - CA adoptions (2018): Impact, MyWorld, Social Studies Alive!
    - Exploring Social Studies (readers, primary source boxes)
    - CA Education and the Environment Initiative (EEI)
  - Framework-trained teachers using new materials to create in-depth inquiry units this June with support from UC Berkeley Social-Science Project (UCBHSSP)

# History Social-Science

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- Professional development to support 2019-2020 curriculum adoption
  - Additional training in the History Social-Science Framework through University of California Berkeley History Social Studies Project (UCBHSSP)
  - Support for teachers to write in-depth inquiry units and training for new units by teacher leaders
  - Development of adoption criteria and analysis of new materials under consideration for adoption

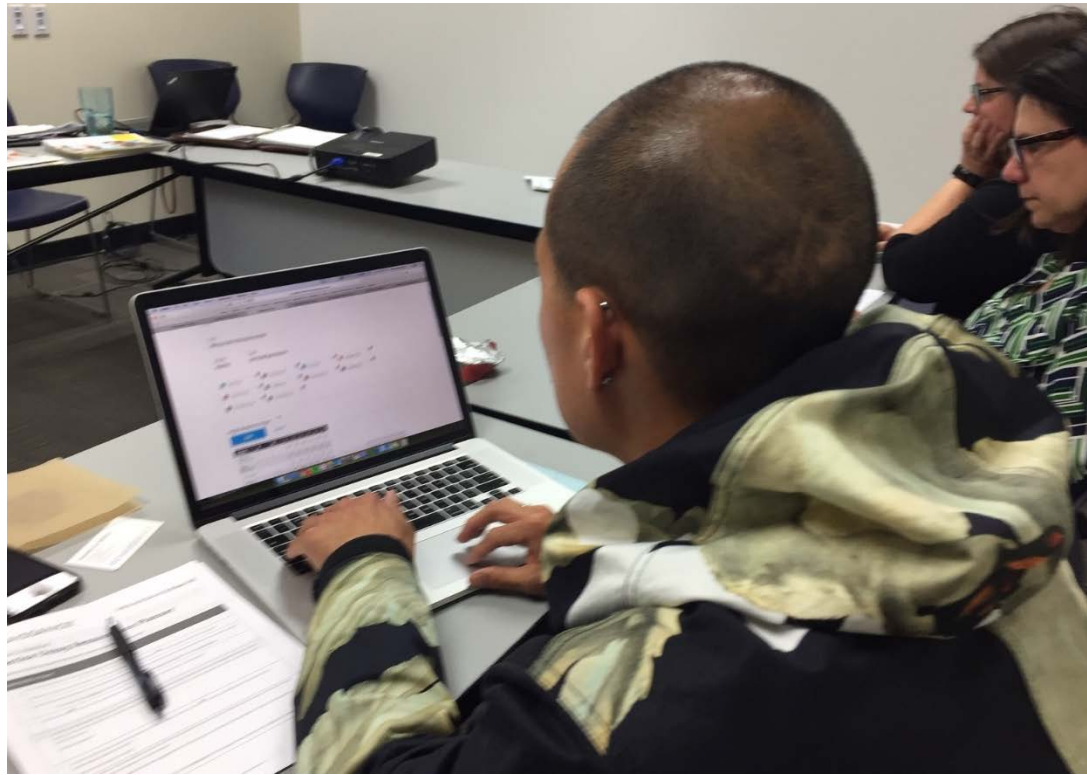
# Media Center, Physical Education, and Music

Subject	Curriculum
<b>Media Center</b>	Google Apps for Education, author studies, research skills, digital citizenship, Hour of Code!, Typing Club, Starfall, and a variety of age-appropriate websites and digital tools supporting grade-level content, reading, and digital literacy.
<b>Music</b>	Singing, playing instruments (ie: recorders, glockenspiels), learning music theory and notes using Solfege, dance/movement, and participation in seasonal performances.
<b>Physical Education</b>	District curriculum developed to build gross motor skills and abilities for activities such as basketball, tennis, square dancing, foursquare, kickball, hula hooping, frisbee, and hockey. Classroom teachers also provide weekly PE instruction. Kindergartners engage in motor fitness activities to develop gross motor coordination skills.



# Assessment

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## Data driven improvement



# Assessment Overview

Assessment	Who	When	Description
Formative Assessments	TK-5	Daily	Teacher assessment embedded in instruction to monitor student learning for in-the-moment adjustments (e.g., observations, student work, exit tickets, student conferences, teacher-created quizzes, and tests)
	1-5	3X/year	Online computer-adaptive test for reading and math. Used as an RTI academic screener to determine struggling and at-risk students, support academic grouping, monitor progress, and strategize instruction.
	K	3X/year	Online test system for Kindergarten. Tests letter name and sound recognition, high frequency sight words, early reading and comprehension skills in alignment with CCC instruction and standards.

# Assessment Overview

Assessment	Who	When	Description
Reading Benchmarks	K-3	2X/year	Tests aligned to reading standards and literacy skills taught in CCC.
Writing Benchmarks	K-5	3X/year	Assessment aligned to writing and language standards and skills taught in CCC.
Math Benchmarks	K-5	3X/year	End of module tests from Eureka aligned with math standards.
 CA Summative CAST (science)	3-5 5	Spring	State computer-adaptive end-of-year assessments in ELA, Math, and Science aligned with CCSS to measure progress toward college and career readiness.
Interim Assessment Blocks (IABs)	3-5	Optional 2 each trimester	Short, focused sets of items to assess targets and specific content areas. Familiarizes students and teachers with the types of test items on the CA Summative.

# Assessment

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Star Renaissance Grades 1-5:



- Universal screener for Response to Intervention (RtI)
  - Helps to identify Benchmark, Intervention, and At-Risk students
  - Nationally normed data
  - Identifies students, specific skills, and standards needing support
  - Provides instructional reading level
  - Offers an early literacy assessment

# Assessment

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## Professional Development:

- Fall: August 15 and September 28
  - Initial overview and training on how to administer the tests
  - How to access student data, run reports, and read scores
- Star: 4 on-site webinars
  - Customized based on sites' needs
  - Topics: how to run reports, read scores, develop student groups, find additional instructional resources, customize tests, and monitor growth and effectiveness of interventions



# Assessment

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District assessment development workgroups:

- Grade-level teams
  - Refining Star correlation charts with other measures
  - Defining cut points for proficiency levels
  - Designing and refining new reading and writing benchmarks
  - Determining common intervention measures

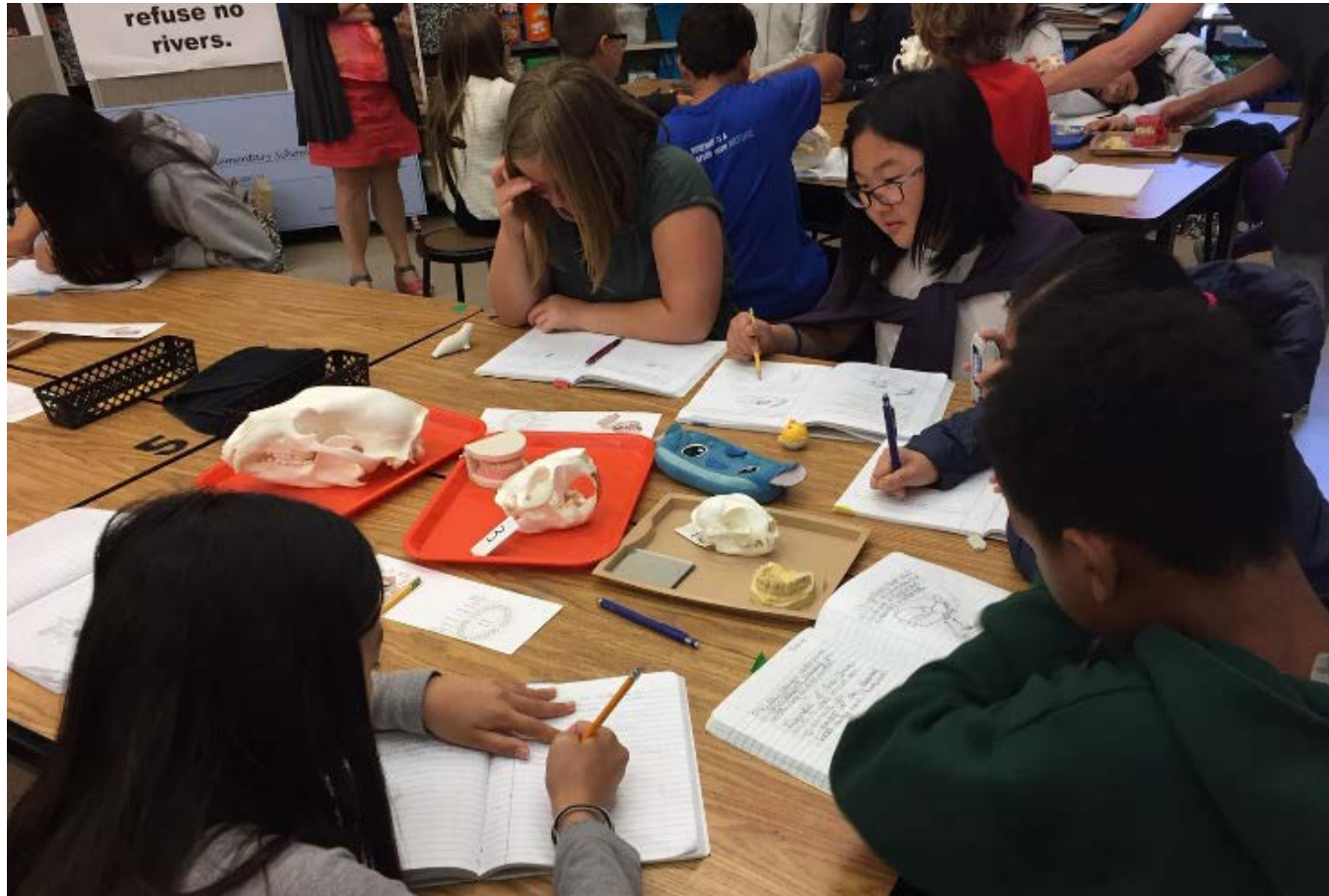
# Intervention and Differentiation

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- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)
- Leveled Literacy Intervention by Fountas and Pinnell
- Small group instruction using leveled libraries
- Regrouping for targeted support (reading and math)
- Computer adaptive instruction – pilot of Exact Path reading and math tutorial programs
- Title 1 Literacy and Intervention Leads
  - Use data to coordinate strategic instructional support

***Creativity is thinking up new things.  
Innovation is doing new things.***

***-Theodore Levitt***



# Highlighting School Innovation

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- Bay Farm – 21<sup>st</sup> Century Learning (K-8 Program)
- Earhart – Math, Science, and Technology with the Integration of Music
- Edison – Inquiry by Design (IBD) lab school
- Franklin – Blended learning
- Haight – Global Learning and Environmental Stewardship

# Highlighting School Innovation

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- Maya Lin – Integrated Arts
  - Promoting critical and creative thinking through art
- Otis – STEAM lab
- Paden – Learn and Play By the Bay
- Ruby Bridges – Science Technology Engineering Arts and Math (STEAM) Program

# Budget: Teaching and Learning K-5 Support

Area	Expenditure	Cost	Resource
<b>Instructional Materials</b>	Current Adoptions	<b>\$309,000</b>	Restricted Lottery/General Fund
	Bridge Materials	<b>\$30,700</b>	
	General Supplies	<b>\$14,000</b>	General Fund
<b>Professional Development</b>	Teacher Hourly/ Substitute Release Time	<b>\$51,000</b>	Title II
	Coaching FTE (3.0)	<b>\$285,000</b>	LCFF Supplemental
<b>Services</b>	K-5 Assessment System (w/PD)	<b>\$77,000</b>	LCFF Supplemental
	BaySci Science Support	<b>\$40,000</b>	Title II
	UC Berkeley History Social Studies Project Support	<b>\$38,000</b>	General Fund
<b>Title 1 Program (K-5)</b>	School Allocations for Staffing, PD, Academic Enrichment, etc.	<b>\$755,000</b>	Title 1
<b>Summer School</b>	Academic Enrichment Program	<b>\$42,000</b>	LCFF Supplemental

# Questions?

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***Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.***

***-Kofi Annan***