

# Amelia Earhart

## SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2019-20

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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

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# School Profile

## School Mission and Vision

*“Amelia Earhart School inspires academic excellence, a passion for learning and respect for self and community.”*

The Earhart community believes that every one of our students can achieve academic and social success. The staff strongly believes in a positive learning environment that is respectful of individual student abilities, needs and differences.

## Executive Summary

Amelia Earhart School proudly stands on Bay Farm Island in Alameda. The community boasts an elaborate system of bike and walking trails, many of which are adjacent to lagoons and the beautiful San Francisco Bay. Parks, ball fields, community centers and a public library add to the small-town atmosphere and closeness of our community. Located on the east side of the Bay, near Oakland International Airport, we are reminded of our namesake and the tradition of setting and achieving high standards. We experience both the challenges and advantages of a suburban school operating in an urban school district.

Earhart is the largest elementary school in Alameda. The school has grown from 300 students when opened in 1979 to 644 today. Our student body is ethnically diverse with a balance of Asian and Caucasian children representing 79% of our students. Eight other ethnic groups are represented in smaller numbers. 13% of our students receive free or reduced lunch. One hundred eleven (19%) of our students are English learners (EL) representing over 20 different “first” languages. Most students, including our EL students, are middle class with college-educated parents (95%).

Academic excellence is evident in each of our classrooms. The commitment to learning and to doing a level of personal best is a school-wide value. Students and teachers support and value learning and the opportunities to learn in each of our classrooms. Our Innovative Program M(MSTEM) is an integral part of the academic program at Earhart School. Each week students participate in a hands-on science lab that is team taught by our science teacher and the classroom teacher. Follow-up instruction on the topic is continued in the classroom in preparation for the instructional time the following week. Teachers focus in the classroom on literacy including various genre of writing, math, social studies and science.

Our school boasts a well-educated and highly trained staff that works collaboratively and utilizes best practices. Our teachers hold themselves to rigorous standards and seek and share professional development opportunities to provide quality classroom instruction. Earhart is a school where

teachers and families want to be. Our staff, along with the generous contributions and strength of our PTA, distinguishes Earhart. The success of all students is the goal of the Earhart community, and the extent to which our staff, parents, community members, and students strive to achieve that success is inspiring. Enhancing our traditional program with extended learning opportunities in science and the arts is a commitment of our staff and PTA. Our curricular and enrichment programs provide a strong academic foundation, as well as learning opportunities that include coding, STEM club, robotics and math as well as promote social and emotional development. The PTA partners with our principal and staff to provide enrichment activities that are integral to the development of our children as lifelong learners.

The spirit of volunteerism that our parents, extended family and community members embrace defines our school culture and enhances our commitment to excellence. Daily, our extensive team of volunteers, many of whom are senior citizens and Coast Guard enlisted, tutor children in reading and math, volunteer in science lab, provide support for learning in the classroom and reinforce social skills in the lunchroom and on the playground. As a community, we have embraced academic learning in an active and engaging environment..

It is the shared belief of the Earhart community that a lifelong love of learning is the best legacy a school can give its students. During Amelia Earhart's lifetime, she faced the risk of flying with incredible courage. Our children are empowered to use their courage to soar to excellence each day.

- ***Greatest Progress: What progress is the school most proud of and how does it plan to build upon that success?*** Earhart's results as shown on the California School Dashboard for 2018 are all in the 'Blue' performance level for all four of the state indicators. Significant progress for the 'All Students' group occurred in the area of English Language Arts (increased 6.4 points), Mathematics (increased 12.7 points), and Chronic Absenteeism (decreased 0.4%). In the coming year Earhart plans to continue deepen its work for integrating curriculum within the M(STEM) model to support both ELA and Mathematics in addition to Science and other content areas. Earhart also is committed to furthering the decrease in chronic absenteeism, in particular for targeted populations as detailed later.
- ***Greatest Needs: What steps is the school planning to take to address the areas with the greatest need for improvement?*** While Earhart is proud of the progress in decreasing Chronic Absenteeism, the school acknowledges the need to continue work in this area with the goal of eliminating chronic absenteeism for all students. In reviewing the student performance results within the Smarter Balanced Assessment for English Language Arts, performance in the areas of Research/Inquiry and Writing have remained static over a three year period while Listening and Speaking have improved over the same period, and Reading showed a significant upward trend from 2016-17 to 2017-18. While all four levels remain high overall, the school will be focusing on the Research/Inquiry and Writing strands in particular.



- ***Performance Gaps: Where are specific student groups performing significantly below the 'all student' levels? What steps is the school planning to take to address these gaps?*** Similar to district's identified performance gaps, Earhart's dashboard data reveal significant gaps across indicators for specific student subgroups. The most significant gaps exist for Students with Disabilities, English Learners, and African American students. These gaps occur in English Language Arts, Mathematics, and Chronic Absenteeism. To address these gaps, the school will be furthering its work to implement Multi-tiered Systems of Support (MTSS) consistent with the district's overall implementation. This will include deepening the collective use of data to identify individual student needs and provide the appropriate tiered levels of support both within the classroom and beyond to accelerate the progress of students who are performing below their peers.
- ***Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners, foster youth, and, if applicable, homeless youth?*** Earhart will be expanding the range of curricular supports within ELA and Math consistent with the district's implementation. This will include extensions to Tier 1 ELA curriculum and Tier 2 training and curricula. Of particular focus will be the use of multisensory instruction. Earhart at a local level will also be strategizing as a team to strengthen instruction for reading expository nonfiction text and writing. Improvements to increase attendance will include the increase of targeted calls home for students who miss school and expansion of positive rewards and acknowledgment systems for good/improved attendance. This will involve a revised approach to attendance on an office and site-wide level so that a cohesive team is discussing and focusing on improvements to the overall system.

# Districtwide Goals

## Excellence and Equity for ALL Students

### Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2A:** Support all students in becoming college and work ready.
- Goal 2B:** Support all English Learners in becoming college and work ready.
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

### District Theory of Action

#### If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

#### Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students including social and emotional learning, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative practices and restorative justice, culturally responsive curriculum and instructional strategies to meet the needs of diverse learners
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

#### We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

# Planned Improvements in Student Performance:

## LCAP Goal 1 - Eliminate barriers to student success and maximize learning time

### Identified Districtwide Goal 1 Needs

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate



### District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome		2016-2017 Actual		2017-18 Actual		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
<u>Chronic Absenteeism</u> % of students who are absent 10% of more of their enrolled days		8.7%	2.9%	9.1%	2.4%	8%	Current 3.4%	6%	2.0 %
<u>Suspension Rate</u> % of students suspended anytime during the year		2.7%	0.2%	2.8%	0.3%	2.2%	Current 1%	2%	1.0 %
<u>Graduation</u> % of four-year cohort completing graduation requirements		89.2%		93.2%		93.5%		95%	
<u>CHKS:</u> % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%	90%	86%	93%	88%	94%	91%	95%
	7th	71%		62%		75%		80%	
	9th	65%		60%		72%		79%	
	11th	65%		63%		72%		79%	

# School Site Analysis and Prioritized Actions (LCAP Goal 1)



## **Description of CURRENT school actions/services in support of LCAP Goal 1:**

Attendance is critical for the success of all children. As a school, we work with families to ensure they understand the importance of consistent on-time attendance and how it relates to academic, social and emotional success. We use district policies and procedures (SART, SARB) to support and enforce on-time daily attendance.

To support improved attendance at Amelia Earhart School, we use the following:

- School handbook
- Newsletter articles about attendance
- Announcements at Morning Assemblies
- PTA, ELAC and SSC meetings
- SST and IEP discussions
- Office/Attendance counsel for families
- Student awards/incentives
- Student services support (calls, home visitations, letters, SART/SARB)

Suspensions deprive children of learning opportunities. While we understand there are circumstances where suspension or expulsion would be required, every effort is given to proactively support students to learn how to participate productively and respectfully in our school community and to make good school choices. We use AUSD adopted curricula (e.g., PBIS, Progressive Discipline, Caring School Community, Steps to Respect, Protected Classes Literature Lessons) along with character education to support student citizenship, a positive school climate, skills for problem solving and conflict resolution.

At Earhart School, additional site efforts include the following:

- P.S.O.A.R! (Positive Behavior Intervention and Support)
- BIT (Behavior Intervention Team)
- Lifeskills
- Kindergarten Buddies, Classroom buddies, Peer-Cross-Age Buddies
- Restorative Practices
- Ability Awareness
- Schoolwide Behaviors and expectations program
- Service Learning

## Data Analysis:

Earhart School has an attendance rate of 71.5% attending school at least 96% of the time with .5% of students identified as truant. It is notable that our TK students have only 60.4% attending 96% of the time and our K have 66.3% attending 96% of the time. As our youngest learners transition to larger learning environments and given the winter months/weather, they have had many days of illness. In turn our third through fifth grade students have 75% of the students attending 96% of the time.

Earhart's Chronic Absence rate is low overall (April 3.7%) and remaining relatively stagnant.

### Chronic Absence

Percent of students absent 10% or more days. Includes students who were enrolled for 1 or more days at anytime in the school year.

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Overall



Even though Earhart has varied academic outcomes for EL students, it is likely not due to chronic absence as their rate does not differ from the rest of the overall population, and is about the same as English only students.

### Chronic Absence

Percent of students absent 10% or more days. Includes students who were enrolled for 1 or more days at anytime in the school year.

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EL Status

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	Jun 16-17 II	Jun 17-18 II	Apr 18-19 II
English	2.9%	2.9%	4.1%
FEP	12.5%		
LEP	4.5%	1.1%	3.9%
Redesignated			

There is a significant increase, and difference in the chronic absence rate of SPED students (10.2%) compared to students not in SPED (3.1%).

### Chronic Absence

Percent of students absent 10% or more days. Includes students who were enrolled for 1 or more days at anytime in the school year.

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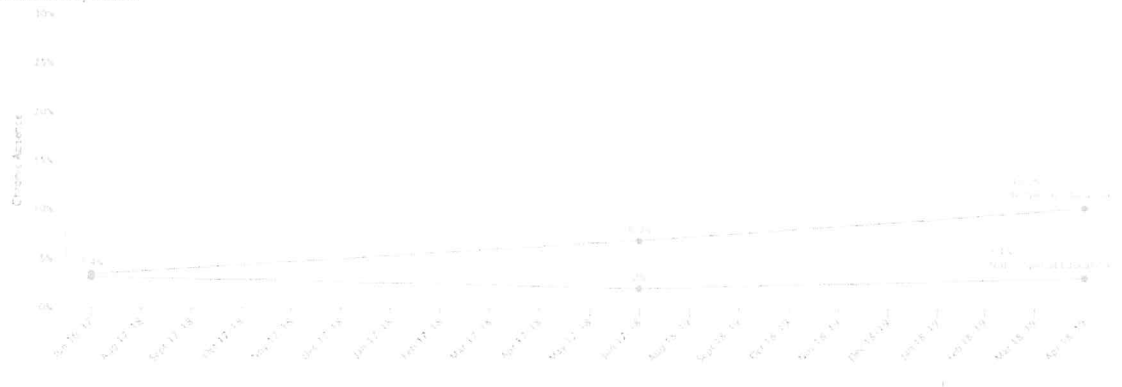
Is SPED

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In Special Education

Not in Special Education



2 out of 17 (11.8%) African American students are chronically absent (compared to the overall 3.7%, which may be an aspect affecting this group's achievement.

Earhart has a relatively low suspension rate (0.3% on the most recent Dashboard results) overall. For those students that are suspended, there is disproportionate representation from groups including Hispanic/Latino (1.2%), African American (5.9%), Socioeconomically Disadvantaged students (1.1%), and Students with Disabilities (1.6%). And while these represent low overall numbers of students within each category, the disproportionality has persisted across years and is an identified gap that needs to be addressed.






### Needs Analysis:




In looking at the attendance data, Earhart needs to improve attendance rates, especially for younger grades (TK and K) and for SPED students. Analysis of reasons show that many absences are due to illness. Staff will teach preventative measures to reduce the risk of colds and flus. For example, teachers will promote healthy practices in the classroom, such as covering sneezes, using tissues, washing hands, and not sharing snacks/foods. For students with disabilities in our SDC classrooms, and for specific students identified with chronic absences, we will provide immediate phone calls home if there is an absence, as well as counsel and support to reduce the barriers which are impacting their attendance. Earhart will also provide weekly and monthly awards for all students to recognize good attendance and improved attendance.

# Site Goals, Actions, and Metrics (LCAP Goal 1)

## Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 <b>Site Goal A</b>		<b>Improve attendance to maximize learning time: Decrease the percentage of all students as well as in each student subgroup that are missing school more than 10% of the days on which they were enrolled.</b>		
 <b>Metric(s) to Assess Impact</b>		<b>Chronic Absenteeism Rate</b>		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
1.A1	Targeted calls home following any student absence	Office staff	All	
1.A2	Weekly and monthly awards for students to recognize attendance improvement and overall performance	Principal and Office Staff	All	
1.A3	Promote healthy classroom practices including hand washing and appropriate tissue use	Teachers and office staff	All	

 <b>Site Goal B</b>		<b>Decrease the rate of suspensions for students in the following groups: African American, Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities</b>		
 <b>Metric(s) to Assess Impact</b>		<b>Suspension Rate</b>		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
1.B1	COST meetings and Behavior Support Plans to prevent suspensions	COST Team Classroom Teachers Intervention Lead	All	
1.B2	PBIS rewards to support improved behavior	PBIS Team Classroom Teachers Lunch Staff	All	



## Planned Improvements in Student Performance: LCAP Goal 2 - Support students in becoming college and work ready

### **Identified Districtwide Goal 2 Needs**

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners





## District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome		2016-17		2017-18		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
<u>Math SBAC</u> : Average Distance from Level 3 (Standard Met)		10.8	57.5	14.3	70.2	18	74	24	80
<u>ELA SBAC</u> : Average Distance from Level 3 (Standard Met)		32.8	66.5	36.8	72.9	40	77	45	82
<u>UC 'a-g' Completion</u> : % of 12th grade cohort that has met UC 'a-g' requirements		52.6%		53.3%		55%		60%	
<u>AP Exam Pass Rate</u> : % of Exams w/score of 3+ 10th & 12th students		68.5%				74%		75%	
<u>AP Enrollment</u> : % of 10th-12th students in at least 1 AP course		45.3%		50%		53%		56%	
<u>CTE Pathway Completion</u> : % of 12th grade students who have completed a CTE pathway									
<u>CTE Pathway Enrollment</u> % of high school students enrolled in CTE pathway coursework									
<u>College/Career Readiness</u> : % of high school graduates who placed in the 'prepared' level for the College/Career Indicator		53.4%		56.6%		59%		64%	
<u>EL Reclassification</u> : % of English Learners who were redesignated as RFEP		13.8%	19%	11%	15%	13%	16%	15%	17%
<u>ELPAC</u> : % of students scoring 'moderately' or 'well developed'				80.8%	76.6%	82%	78%	84%	82%
<u>At-risk LTELs</u> : % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	9%	7%	12%	12%	6%	10%	4%	7%
	6th-8th	7%		3%		2%		2%	
	9th-12th	10%		5%		4%		3%	
<u>English Learner Access to CCSS</u> : % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%		98.3%	100%	99%	100%	100%	100%
	6th-12th	76.3%		97%		98%		100%	
<u>ELD Standards Implementation</u> : % of ELs receiving designated ELD	K-5th	62.8%		70%	65%	98%	90%	100%	100%
	6th-12th	63.2%		61%		98%		100%	

# School Site Analysis and Prioritized Actions (LCAP Goal 2)



## **Description of CURRENT school actions/services in support of LCAP Goal 2:**

Earhart uses high-leverage research-based CCSS instructional strategies designed to find, empower and validate academic voice (e.g., IBD, UDL, RTI, Core Six, math multiple methods, Systematic ELD, BaySci), and through analyzing formative data to provide strategic differentiated learning support, all students will demonstrate increased academic performance.

At Amelia Earhart School, specific examples include the following:

- Staff Development, Teacher Collaboration Day/s
- Faculty Meetings and grade level curriculum days
- Math Coach
- FOSS implementation for Hands-on Science, NGSS integration with ELA (e.g., science notebooking)
- Monthly PD with science teacher
- Cycles of Inquiry around expository writing and skill development foci areas
- Student Study Team and other Specialist meetings
- Before/after school intervention classes
- Successmaker (differentiated instruction & assessment, during day/after or before school), to become Exact Path
- Site data analysis
- Grade-level and cross-grade level study teams
- Teacher collaboration (sub/release days, hourly, common prep...)
- Book Club to support teacher and classroom based intervention
- Leveled reading support - RazKids Learning A-Z

ELD students have unique language needs that require specialized instruction and supports. Resources and services are matched to the language proficiency of the students. We have engaged staff in collaborative development of curriculum that integrates English Learner supports into content, particularly science. Integrated ELD is embedded in the whole-class instruction so that not only English Learners, but all students, are benefitting from the instructional strategies that attend to specific language needs.

At Amelia Earhart School, specific examples include the following:

- Opportunity for training for Systematic ELD
- ELD Teacher Coach supporting science instruction
- RTI Strategic Learning Groups
- Integrated ELD in the classroom: differentiation, scaffolding
- First Best Instruction with an emphasis on oral language and vocabulary in TK, K
- Emphasis on teaching and modeling academic language in grades 1-5
- After school writing classes for 4 and 5
- Summer ELD camp for grades K to 1 and 1 to 2.

# Data Analysis:

## ELA SBAC

### Overall

Overall the state ELA SBAC tests show Earhart's student performance trending upwards over the past 3 years (2015-16 to 2017-18) based on the % proficient and advanced (77.9% to 84.3%) and average distance from met (62.3 to 73).

#### State SBAC ELA Proficiency

Percent of students scoring a level 3 or 4 on the state SBAC ELA exam

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2015-2016 2016-2017 2017-2018

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Overall



#### Smarter Balanced ELA Average Distance From Met

Average distance from the minimum level 3 cut point for students who took the Smarter Balanced ELA Assessment

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2015-2016 2016-2017 2017-2018

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## Math SBAC

### Overall

Overall the state Math SBAC tests show Earhart's student performance is improving based on the % proficient and advanced (79.3% and 77.9% to 83.6%) and average distance from met (48.2 to 69.8).

#### State SBAC Math Proficiency

Percent of students scoring a level 3 or 4 on the state SBAC Math exam

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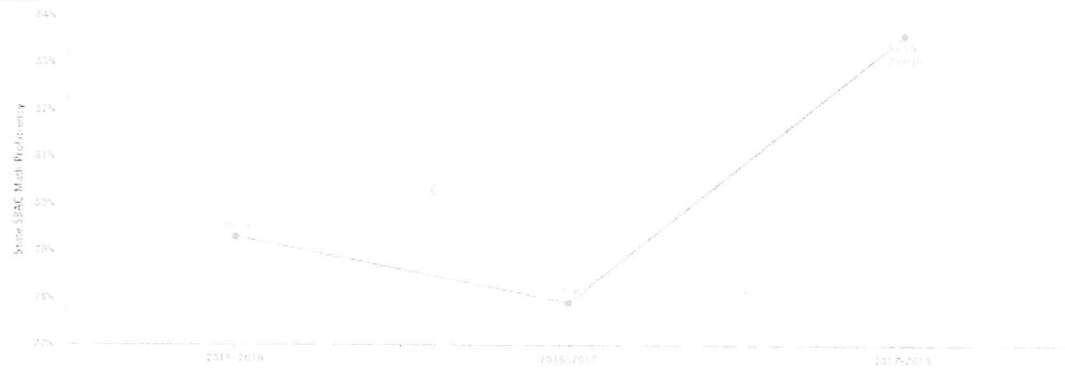
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#### Smarter Balanced Math Average Distance From Met

Average distance from the minimum level 3 cut point for students who took the Smarter Balanced Math Assessment

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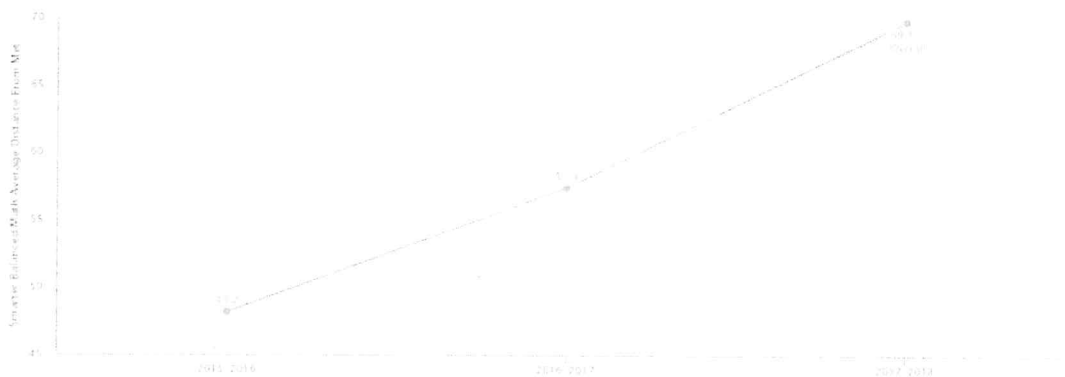
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Overall



## Star Data

From Fall to Winter 2018, 242 students out of 367 (66%) met a student growth percentile of 40% or above (about average or above average growth).

### Summary (367 of 635 Students)

Growth Expectations: 40 SGP

SGP		Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>B</sup>
Met Expectations	Median						
242	55	Pretest	1000	70	61.2054495912807	-	108
		Posttest	1022	73	62.6801089918256	-	124
		Change	22	3	1.47465940054494	0.0	16

## ELA - Subgroup analysis

A deeper analysis of ELA SBAC strands reveal that the areas of Research and Inquiry and Writing have remained stagnant over 3 years (~93%).

Multiple Strands — Filtered By: Earhart Elementary School

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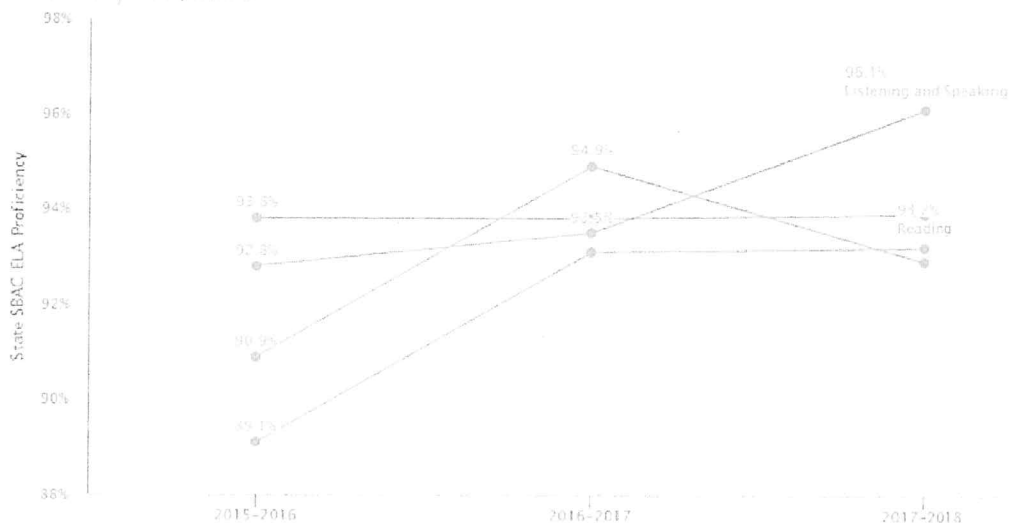
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Listening and Speaking

Reading

Research/Inquiry

Writing



LEP students are not performing at par with their counterparts, but they have experienced significant growth over the past 3 years. This year, there are 23 students in this category and 10 out of 23 students were proficient or advanced with an average of 21 points below proficiency.

### State SBAC ELA Proficiency

Percent of students scoring a level 3 or 4 on the state SBAC ELA exam

CLOSE

CHOOSE TIME PERIOD

2015-2016

2016-2017

2017-2018

CHOOSE CONTENT

FILTER BY

COMPARE BY

Overall

▼

Earhart Elem...

×

▼

EL Status

Overall — Compared By: EL Status — Filtered By: Earhart Elementary School

ADJUST DISPLAY

Click to show or hide to highlight

English

FEP

LEP

Redesignated



### Smarter Balanced ELA Average Distance From Met

Average distance from the minimum level 3 cut point for students who took the Smarter Balanced ELA Assessment

CLOSE

CHOOSE TIME PERIOD

2015-2016

2016-2017

2017-2018

FILTER BY

COMPARE BY

Earhart Elem...

×

▼

EL Status

▼

Compared By: EL Status — Filtered By: Earhart Elementary School

ADJUST DISPLAY

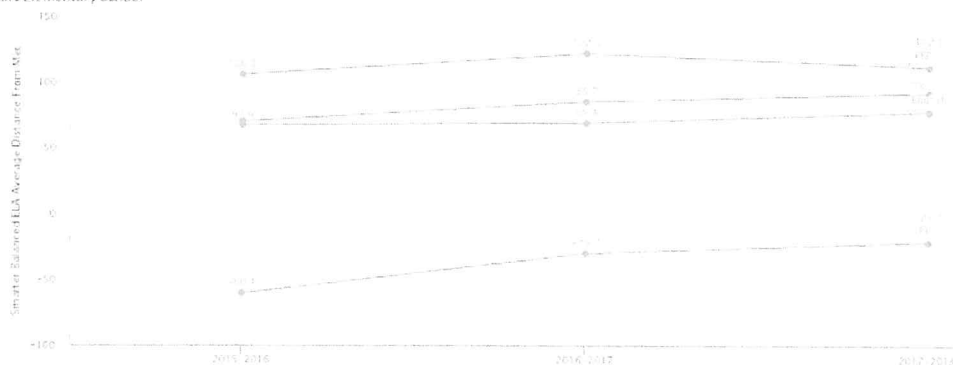
Click to show or hide to highlight

English

FEP

LEP

Redesignated



Earhart's Special Education students' academic results had been trending upward, but then remained similar the last 2 years. This year 8 out of 15 SPED students were proficient or advanced with an average of 12 points below proficiency.

### State SBAC ELA Proficiency

Percent of students scoring a level 3 or 4 on the state SBAC ELA exam

CHOOSE TIME PERIOD

2015-2016

2016-2017

2017-2018

CHOOSE CONTENT

FILTER BY

COMPARE BY

Overall

▼

Earhart Elem...

×

▼

Is SPED

▼

Graph

Export CSV

Overall — Compared By: Is SPED — Filtered By: Earhart Elementary School

ADJUST DISPLAY

Click to hide or hover to highlight

In Special Education

Not in Special Education

State SBAC ELA Proficiency

100%  
80%  
60%  
40%  
20%  
0%

2015-2016 2016-2017 2017-2018

81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

2015-2016 2016-2017 2017-2018

81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

2015-2016 2016-2017 2017-2018

81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

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37.8% 40.0% 42.2%

2015-2016 2016-2017 2017-2018

81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

2015-2016 2016-2017 2017-2018

81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

African American students are performing significantly differently than other populations: 3 out of 9 proficient or advanced, on average -9 points from met this year.

### State SBAC ELA Proficiency

Percent of students scoring a level 3 or 4 on the state SBAC ELA exam

CHOOSE TIME PERIOD

2014-2015

2015-2016

2016-2017

2017-2018

CHOOSE CONTENT

FILTER BY

COMPARE BY

Overall

▼

Earhart Elem...

×

▼

Primary Ethnicity

Graph

Export CSV

Overall — Compared By: Primary Ethnicity — Filtered By: Earhart Elementary School

ADJUST DISPLAY

Click to hide or hover to highlight

American Indian or Alaskan Native

Asian

Black or African American

Filipino

Hispanic

State SBAC ELA Proficiency

100%  
80%  
60%  
40%  
20%  
0%

2015-2016 2016-2017 2017-2018

81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

2015-2016 2016-2017 2017-2018

81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

2015-2016 2016-2017 2017-2018

81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

2015-2016 2016-2017 2017-2018

81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

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81.1% 82.2% 83.3%

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81.1% 82.2% 83.3%

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81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

2015-2016 2016-2017 2017-2018

81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

2015-2016 2016-2017 2017-2018

81.1% 82.2% 83.3%

37.8% 40.0% 42.2%

2015-2016 2016-2017 2017-2018

That's a lot of data! Try adding filters or switching to a table view. GOT IT

## Math - Subgroup analysis

A deeper analysis of Math SBAC data show the performance for LEP students remains stagnant with a similar percent proficient and advanced over the past 3 years. This year, there were 10 out of 23 proficient or advanced students.

### State SBAC Math Proficiency

Percent of students scoring a level 3 or 4 on the state SBAC Math exam

CHOOSE TIME PERIOD

2014-2015 2015-2016 2016-2017 2017-2018

CHOOSE CONTENT

Overall

FILTER BY

Earhart Elem...

COMPARE BY

EL Status

CLOSE

Graph

Export CSV

Overall — Compared By: EL Status — Filtered By: Earhart Elementary School

ADJUST DISPLAY

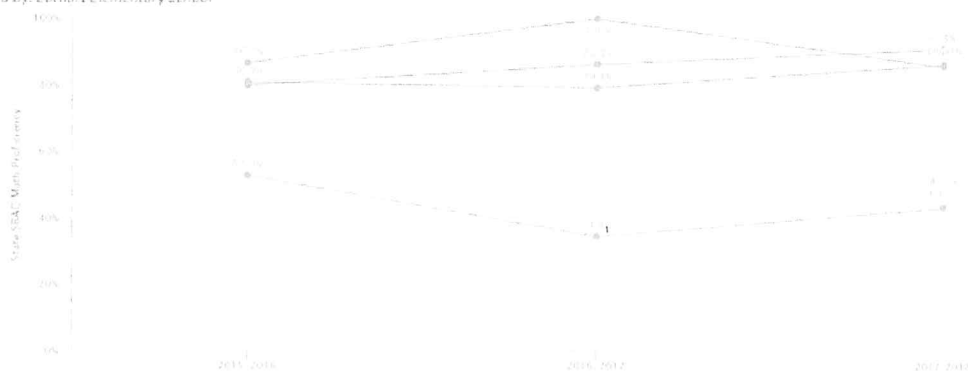
Click to hide or hover to highlight

English

FEP

LEP

Redesignated



### Smarter Balanced Math Average Distance From Met

Average distance from the minimum level 3 cut point for students who took the Smarter Balanced Math Assessment

CHOOSE TIME PERIOD

2015-2016 2016-2017 2017-2018

FILTER BY

Earhart Elem...

COMPARE BY

EL Status

CLOSE

Graph

Export CSV

Compared By: EL Status — Filtered By: Earhart Elementary School

ADJUST DISPLAY

Click to hide or hover to highlight

English

FEP

LEP

Redesignated





Earhart's Special Education students are performing lower than students not in Special Education. 62.5% compared to 84.9% respectively (22.4% gap). This gap has lessened during the past 3 years. (from 44.4% in 2015-2016)

### 10/16 SPED students proficient or advanced

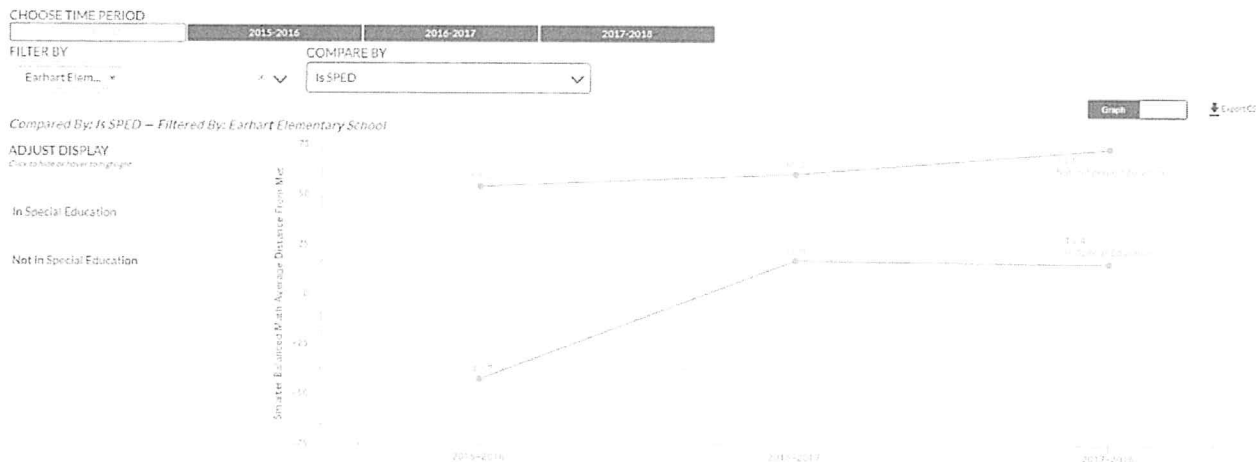
#### State SBAC Math Proficiency

Percent of students scoring a level 3 or 4 on the state SBAC Math exam



#### Smarter Balanced Math Average Distance From Met

Average distance from the minimum level 3 cut point for students who took the Smarter Balanced Math Assessment






5 out of 9 African American Students are Proficient or Advanced.




**Needs Analysis:** Earhart can improve in the content areas of writing and research and inquiry. This focus connects to our integrated science efforts and will center on science research and nonfiction writing. Earhart can also focus on supporting English Learners, Special Education, and African American subgroup populations through collaboration for instructional support and targeted interventions.




# Site Goals, Actions, and Metrics (LCAP Goal 2)

## Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 <b>Site Goal A</b>		<b>Improve student performance within the areas of Research/Inquiry and Nonfiction/Expository Writing</b>		
 <b>Metric(s) to Assess Impact</b>		<b>Smarter Balanced Assessment claim score performance District Writing Benchmark Performance</b>		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
2.A1	Grade level collaboration (teacher hourly and substitute time), with a focus on improvement for Research and Inquiry and Writing	Teachers	All students	
2.A2	Science Teacher and Integrated Curriculum involving science research and nonfiction writing	Science Teacher	All	

 <b>Site Goal B</b>		<b>Improve academic outcomes in core content areas for English Learners</b>		
 <b>Metric(s) to Assess Impact</b>		<b>ELA and Math SBAC performance of English Learners relative to English Only peers</b>		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
2.B1	English Learner Summer Camp	Principal	English Learners	
2.B2	Teacher FTE (0.30) to provide targeted literacy support	Part-time Literacy Teacher	English Learners and other students with identified literacy gaps	

 <b>Site Goal C</b>		Targeted literacy intervention and support for groups with gaps (AA, SWD)		
 <b>Metric(s) to Assess Impact</b>		Smarter Balanced Assessment claim score performance District Writing Benchmark Performance		
#	 <b>Actions to Achieve Goal</b>	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.C1	Grade level collaboration (teacher hourly and substitute time) to strategize instructional support for identified students	Principal, Teachers	All students	
2.C2	Intervention and book club groups	Principal, Teachers	Identified students with academic needs	

## Planned Improvements in Student Performance: LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success

### Identified Districtwide Goal 3 Needs

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

### District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

AUSD uses the WestEd [California School Parents Survey \(CSPS\)](#) to measure LCAP goal 3

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of respondents that strongly agree or agree that school actively seeks input of P/Gs before making important decisions	62%	60%	62%	61%	70%	65%	75%	72%
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	93%	84%	93%	85%	94%	89%	96%
% of respondents reporting that they have attended one or more school or class event at school	90%	99%	94%	95%	95%	96%	96%	98%

# School Site Analysis and Prioritized Actions (LCAP Goal 3)



## **Description of CURRENT school actions/services in support of LCAP Goal 3:**

Home-School communication is essential for creating a partnership with families to build knowledge and capacity to advocate and support student academic, emotional and social progress. We provide our families with up-to-date information through a variety of means, and we regularly inform parents of individual student progress, involving families as active team members to monitor, support and nurture the achievement of their children.

At Amelia Earhart School, specific examples include the following:

- CAASPP Test Reports mailed home
- Report Cards three times a year
- Parent-Teacher Conferences, in the fall and as needed throughout the year
- Translation available for parent meetings
- Student conferences
- Homework
- SST (Student Study Team)/IEP (Individualized Education Plans)/504/IIP (Individualized Intervention Plan) Meetings/(Behavioral Intervention Team) Meetings, weekly throughout the year
- PARI (Promotion, Acceleration, Retention, Intervention) process
- Fall Back to School
- TK/Kindergarten/Middle School Information Nights
- School Smarts Parent training
- Principal/Teacher/PTA Newsletters, weekly
- Open House in spring
- Innovative Plan Extravaganza Evenings
- School marquee and website
- Robo-calls or emails throughout the school year
- ELAC (English Language Advisory Council)
- SSC (School Site Council)
- PTA meetings/ events, monthly
- Common Core Presentations
- Parent Volunteers: classrooms, cafeteria, chaperones, art docent, garden/science
- ELD (English Language Development) Re-designation Ceremony



## **Data Analysis:**

As measured by the California School Parent Survey (CSPS), Earhart exceeds districtwide performance for parent/guardian participation at school events and parents/guardians feeling welcome to participate. In the area of parents/guardians reporting that the school actively seeks their input prior to making important decisions, Earhart is on par with the overall performance of the district (61% for Earhart as compared to 62% districtwide).






## **Needs Analysis:**

Given the CSPS results, Earhart needs to focus efforts on the process of including parents/guardians in the decision-making cycle. This must include improving communication with parents/guardians regarding the different methods available to them to participate in decision-making, expanding the range of methods used to make parents/guardians feel that they are welcomed and that their input is valued, clearly communicating how parent/guardian input is utilized, and developing clear structures for outcome follow-up. These are similar to the district's overall goals as this is an area of need not unique to Earhart alone.

# Site Goals, Actions, and Metrics (LCAP Goal 3)

## Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 <b>Site Goal A</b>		Improve communication and involve parents by volunteer opportunities and through seeking input via parent surveys		
 <b>Metric(s) to Assess Impact</b>		(CSPS) Percentage of parents/guardians reporting that the school actively seeks input before making important decisions		
#	 <b>Actions to Achieve Goal</b>	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.A1	Outreach and parent training for classroom volunteers	Principal, Teacher	All parent groups	
3.A2	Parent surveys	Principal	All	

# Planned Improvements in Student Performance:

## LCAP Goal 4 - Ensure that all students have access to basic services

### Identified Districtwide Goal 4 Needs

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.

- Maintenance of a highly qualified teaching staff. As specified through the recent differentiated assistance process, the recruitment and retention of qualified Special Education teachers is a particular need.
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

### District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).




Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of Teachers fully credentialed and highly qualified	95%	100%	97.9%	100%	98%	100%	99%	100%
% of Teachers qualified to teach English Learners	98.8%	97.1%	98.8%	100%	100%	100%	100%	100%
% of Teachers appropriately assigned	99%	100%	99%	100%	100%	100%	100%	100%
# of substantiated Instructional Materials Williams complaints per year	0	0	0	0	0	0	0	0
% of School sites scoring at least 'good' using Facilities Inspection Tool (FIT)	100%		100%		100%		100%	



## Site Goals, Actions, and Metrics (LCAP Goal 4)

Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 <b>Site Goal A</b>		<b>Ensure that 100% of students have access to the necessary instructional materials each day to fully participate in the school program</b>		
 <b>Metric(s) to Assess Impact</b>		<b>Number of substantiated instructional materials Williams complaints</b>		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
4.A1	Instructional materials, duplication, postage, etc.	Principal and office staff	All	

# Summary of Expenditures to Achieve Site-Specific Goals

Summary of Expenditures to Achieve Site-specific Goals					
Action Number(s)	Target Student Group(s)	Expenditure Amount			Expenditure Type
		LCFF Base	LCFF Supp (Per Pupil)	Magnet/ Innovative	
2.B1, 2.B2	English Learners		\$29,725.00		Certificated Salary and Benefits
2.A1, 2.C1	UND, AA, SWD, All	\$8,029.00			Certificated Salary and Benefits
4.A1	All	\$32,486.00			Materials and Services
2.A2	All			\$106,252.00	Certificated Salary and Benefits
TOTAL		\$40,515.00	\$29,725.00	\$106,252.00	\$176,492.00

# Categorical Funding Summary

## Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
Title I, Part A: Alternative Supports <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
Title I, Part A: Program Improvement - Professional Development <u>Purpose</u> : Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$ 0
Total amount of federal categorical funds allocated to this school	\$ 0

# School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ Ethnicity	Primary Language	ROLE*
Michael O'Neill	M	Caucasian	English	Teacher
Laura Friedlander	F	Caucasian	English	Teacher
Paul Gross	M	Caucasian	English	Teacher
Joy Dean	F	Caucasian	English	Principal
Marianne Harms	F	Caucasian	English	CSEA Rep
Madhu Mummid	F	Asian Indian	English	Parent
Michael Sze	M	Chinese	Cantonese	Parent
Kate Schnoebelen	F	Caucasian	English	Parent
Stan Schonberg	M	Caucasian	English	Parent
Ayanna Reed (resigned)	F	Black or African American	English	Parent
#s of members of each category				

**\*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**  
**50% of the SSC is elected parents and community members and 50% is elected school staff.**

## CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

## Site Validation Questions

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

No. One of the SSC parent members resigned during the year, but there will be a new election to correct this for the upcoming school year.

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

Yes

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

N/A

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

The ELAC provides verbal input towards plan development, and Michael Sze from ELAC is also on the SSC.

# RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

**(Check those that apply):**

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: .

Attested:

Joy Dean/Babs Freitas, School principal

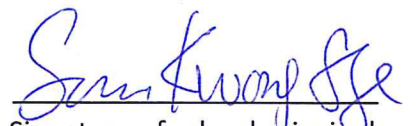


Signature of school principal

5-20-19

Date

Michael Sze, SSC Chairperson



Signature of school principal

5-20-19

Date

## APPENDIX A: Special Education Addendum

**Question:**

*Are special education staff members providing support to general education students at your school site?*

No

Limited collaboration is provided to teachers by special education staff under the guidelines for Response to Intervention (RTI). General Education teachers provide all RTI.

# APPENDIX B: Innovative Program Review of Progress - Guiding Questions

## SETTING THE STAGE

### *The vision and mission of the M(STM) Innovative Program:*

In 2011, a strong and vocal group of parents with the support of our PTA mounted an effort to convert our school to a charter. At the root of the effort was the belief that our district underfunded successful schools. That belief was coupled with a strong parent desire to clearly define the unique qualities that made our school successful. Following the passage of a parcel tax in 2012, our district offered the opportunity to apply for a grant as an Innovative School which allowed us to shift in an alternative direction. That same year, a demographic survey of our families showed that 65% were working in technology, finance or science related fields. Earhart families value the contributions they can make in these fields and see their children's education in these fields as paramount to their children's future success moving into the twenty-first century. Staff had conversations about our school's strengths and unique elements that further supported student learning in technology and science. Data from these discussions led us to apply for a grant for an Innovative Program M(MST) math, science and technology with the integration of music. Our plan used the district's math initiative and coaches, but also integrated music to help students learn basic number facts to build a foundation for deeper concept development. The big shift in our science pedagogy was to build and strengthen our capacity as a staff to bring rigorous science instruction to our students daily. Between 2008 and 2010, as a means of improving students' math and science scores, our staff had created two science labs, and collaborated in grade level teams to periodically set up hands-on investigations in the labs. Additionally, two teachers had explored science curriculum based musical performances. Our M(MST) grant integrates and systemizes these somewhat disconnected parts with math and the use of technology and music into a cohesive spiraling curriculum. Further our 2009-11 STAR data indicated that our ELs struggle with complex content vocabulary. We needed support in how to teach this extensive content based vocabulary for our ELs and consequently all learners.

A key element to bring the disconnected parts of our curriculum together was to hire a science teacher who would co-teach with classroom teachers each week in the labs and. would also provide on-going professional learning during grade level collaboration. Further collaboration with the music teacher and tech/media specialist provided teachers a clear integration of curriculum and a connection for ELs. Prior work with tiered vocabulary using an Isabel Beck model had provided accelerated achievement for our targeted EL students. Explicit teaching and modeling of vocabulary at the beginning of every lesson and reinforcing the vocabulary became a key component of our efforts to support achievement for our ELs and for all students. Science and math achievement coupled with vocabulary of the discipline is the foundation for critical thinking and thus enhanced achievement for all students. With the addition of the weekly science lab experience, the engagement of hands on investigations gives instructional access to unique populations including our special needs learners, students with behavioral needs, kinesthetic learners and students with the most limited language skills. In order to attain the support of our community we wanted to clearly communicate our vision of an integrated system of learning. We began year one in the fall of 2012 with the school-wide theme of Curiosity.

As the staff and parent community explore and envision the future for our children, our definition of academic excellence and the passion for learning (from our Earhart School vision and mission) take on new meaning. Our vision in the twenty first century of academic excellence includes not only being able to read and do math, but includes a passion for learning as well as for understanding and the application of knowledge in math, science and technology. We also acknowledge the varying degrees of access that our children have in these critical areas of learning due to English language proficiency, family interest and passion and family socio-economic level. Our vision for the twenty first century Earhart student:

"All children, given the opportunity and access to high quality, rigorous instruction, the opportunity to apply their learning in application based lessons in math, science and technology, will develop an interest, competence, and confidence that will allow them to excel."

The goals of the program are embodied in our school values and our vision and mission or the M(STM) Program. Our goals are measurable in student performance, yet in many cases more observable in student passion for their work. As a staff we are establishing specific ways to measure progress. Our goal is to measure progress in a more globally in science on each of the science strands with pre and post content assessments. Many of these will be reflective of the student learning. Presently each student completes a reflection in their notebook on their learning in science lab each week before leaving the lab. These notebook entries vary from kindergarteners who draw and label their learning to fifth graders who outline specific learning in paragraph format. Another measure is the measured performance on expository writing tasks in the Cycles of Inquiry in writing. At each grade level the



performance standard for expository writing includes content vocabulary (a key element of another set of Cycles of Inquiry). Presently we have collected the data on expository writing at each grade level. Two pieces of data that are much more difficult to quantify are the excitement factor of students and how that impacts their being “ready to learn.” Through weekly observations and reports from parents, science lab day is a highly preferred day of the week. Schedules are rearranged around that day and students excitedly ask peers who have already been to lab what they are going to do. The second piece of data is the application of concepts. Often this happens in another setting or later after initial assessment of learning. For example when second graders visited the local Safeway store and were shown the loading dock, the students referred to the dock as an “incline plane” from vocabulary and concepts learned in science. After collection of multiple sources of data we will disaggregate, analyze and use the data to inform the next step in our continuing inquiry using the Cycle of Inquiry.

In math the data points are more highly developed in our District Benchmark assessments and end of year CAASPP assessments for grades three through five. First and second graders have assessment data from their work with IXL. Additionally we have used formative data from Successmaker reports to provide not just achievement but also gaps in achievement that require additional instruction for a students. Star 360 and Exact Path can provide us with data in the upcoming year.

To know that our children are learning will require the formal collection of data. The collection of data on student learning will take numerous forms. Beginning with formative and observational data, teachers will use benchmark data, unit quizzes, pre and post test data, KWL charts, quick writes, COI data as well as teacher observation, interviews, anecdotal data and student application and transference of content from one subject to another. Electronic data regarding both frequency and accuracy is provided to the teacher in reports from IXL and Successmaker. Total Participation Techniques and the examination of student work will further guide teachers in knowing how well students are learning. Using individual white boards for total response and discussion with a partner over a high level question are but two of numerous strategies that teachers will use to determine how well students are learning. Students also are able to assess their own learning as they discuss a question with a partner. Use of reflective journals, science notebooks, self-evaluation and class discussion following a formative assessment gives students further opportunities to assess their learning. Summative data will include tests, quizzes, authentic assessments, technology based products showing content mastery and COI data. Observation and experiment discovery reports and technology based cumulative products will showcase student learning. To meet the needs of all students, extensive vocabulary alignment and integration will provide access for our EL and low SES students. For targeted students vocabulary is being front loaded and reinforced throughout the instruction. Specific connections are made to better support this group of students. A variety of assessments not limited to traditional tests will give this target group and our Special Ed students the opportunity to show their learning with products and artifacts. The integration of technology products is a further support. GATE and high achieving students will benefit from making and extending connections in their learning such as the realization that math is applied in science and connecting the foundational knowledge from one content area and applying it in another. The enrichment program, Destination Imagination further gives this group of students the opportunity to apply their skills. The integration of music provides yet another learning modality, one which often helps our at-risk learners connect to the learning environment. Helping students make connections, learn material and show their learning in a variety of ways will better prepare all learners for the twenty-first century. Once the data is collected the key element is to structure the time for teachers to analyze the data and use the data to further inform their instructional practice.

Another effective data point was evident at the second grade level. As part of their study of levers and pullies, students completed models from Kinex. The models on display in their classroom during Open House were crowded with students demonstrating to their families how each of the models worked and how it could be used in our world.

Another data point for our project is developing a depth of knowledge and understanding about M(MST) with our community. Our community events have begun to do this, as has our student’s excitement about math and science. Our winter Math, Science and Technology Extravaganza had nearly 200 students performing on stage, students singing content based songs, a vocabulary fashion show and kindergarten students showing math patterns. Following the presentation many parents had glowing comments on our program, yet when one parent commented, “Oh, now I think I get how this all comes together!” I realized that we had been successful. Building on the theme of Innovation and the application of innovative ideas, fifth graders research and orally present a first person account about an innovator for one of our Innovative Evenings/Community events each spring.

A goal for moving forward is to compile a set of data points at each grade level to measure student achievement. This year has been one of exploring different ways to collect data in a subject area that is highly hands-on and experiential. Challenges will be devising ways to collect the data about student engagement, student experience and application of content learning beyond the traditional school experience.

## LEADING FOR HIGH PERFORMANCE

When one reflects on how the vision and mission are related to student need, and the belief that all students can achieve at high levels, our Innovative program provides much evidence of continuing success. In many cases the evidence is more observable in students' passion for their learning. As a staff we are establishing more specific ways to measure progress. Our goal is to measure progress more globally in science on each of the science strands with pre and post content assessments. With the shift to NGSS we are remapping assessments. For example, as students write in their science notebooks, student understanding of key concepts is noted weekly by teachers. Each teacher has strategies to support students in the deepening of their notebooking skills. For example, Kindergarten children complete sequential drawings with some labels to support their learning. Recently after a second grade classroom notebook gallery walk, students spent another ten minutes labeling drawings and adding gleaned information to their own notebooks. Upper grade students readily consult their notebooks for additional content while completing expository writing tasks. The notebooking skills of our students are an assessment each week of the student's understanding of the scientific concept. Use of reflective journals, science notebooks, self-evaluation and class and partner discussion following a formative assessment gives students further opportunities to assess their own learning. Summative data includes tests, quizzes, projects and technology based presentations showing content mastery and COI data.

STAR/CAASPP scores show that all students are making progress in math and science. The practice of expository writing in science is further evident in the 2016 CAASPP scores in writing and in math where students must write to explain their math solutions. 76% of our EL students met or exceeded the writing claim and 86% met or exceeded the math standards.

STAR/CAASPP math5 <sup>th</sup> grade	2013	2014	2015	2016
%Advanced/Exceeded Standards	62	N/A	41	44
%Proficient/Met standards	36	N/A	36	36

STAR Science 5 <sup>th</sup> grade	2012	2013	2014	2015
%Advanced	51	57	62	62
%Proficient	35	37	29	35

Our 2015 scores in science (97% Advanced & Proficient) show clearly that after three years of consistent daily science instruction all of our students have moved from 86% to 97% proficient. As the state transitions to a new science assessment, we will carefully monitor student achievement and growth. Using compiled and disaggregated data we then design further inquiry cycles with the goal of increasing student learning. Each year we graph our data and by grade level complete written reflections on next steps to build stronger student achievement. While quantitative data shows that the M(MST) program supports all students the most compelling data is evident as parents report the depth of content and vocabulary in dinner-time conversations. Science and vocabulary and concepts are also evident in everyday conversations at school. During morning circle, one 2<sup>nd</sup> grader announced he wanted to be a paleontologist so he could collaborate with other scientists about research and fossils. Our vision for the twenty first century Earhart student is becoming a reality

## IMPROVING OUR TEACHING PRACTICES

Earhart teachers firmly believe student achievement is directly related to the professional development in which they participate. The commitment to participate and learn new strategies and skills is our commitment to provide the best learning environment for our students. The implementation and success of a standards-based curriculum requires a variety of research-based teaching methods. Using our SSPSA and SMARTe goals, we have developed a web of teacher support for meeting these goals. Throughout the year, to support teachers, the implementation of the Innovative School

Proposal has two parallel yet intertwined paths of on-going professional development for every teacher on the staff. The first is designed to support content based knowledge and instructional practice. The second, extensive structured collaboration time will give teachers the time to discuss best practices, problem solve with colleagues the learning gaps or instructional practices that were not successful with a group of students and to plan together for the integration of music and technology into their math and science lessons. While the initial concept of the science PD/collaborative planning was that teachers who wanted to attend would do the work, it was the decision of the staff that all teachers would attend as part of our commitment to implementation of M(MST)

Additional PD has included both technology themes, music integration and curriculum themes. Our Tech Thursday program is driven by regular needs assessments and then with the opportunity to attend a mini-session. Our MC specialist, our Music specialist have provided grade levels support with the integration of music and technology to support the content. Math PD provided through the District in support of the new adoption has been attended by individuals. While teachers made the group decision that the Science PD/planning was required of all teachers, the technology and math PD have been optional and by choice. During Tech Thursdays approximately 75% of teachers choose to attend. One gap this year has been including the SMARTboard Users group and differentiating for teacher skill. Next year we will re-examine how to build this element of PD as we have learned that the best PD for using the SMART Board is to share with each other our learning and use.

Most exciting, though is the energy of learning in our teachers. Teachers are accepting leadership roles as they learn and explore. Several of our teachers participate in the BaySci initiative and another has applied for the next cohort. A fourth grade teacher contacted EBRPD to do a nature walk with her class along the bay trail. After that experience she has started an ecology club with students and developed grade specific lessons that teachers can use to take their students on "discovery walks" along our shoreline. Third grade teacher have worked collaboratively with EBRPD to participate in their outdoor programs at local regional parks.

Much of the learning is teacher directed and in response to teacher's identified needs. Teachers are provided feedback on their needs through collaborative discussions about student learning data and through reflective conversations about their instructional practice. A key component of this process is the sharing of best practices to enhance and augment student learning. During curriculum collaboration focused on the Cycle of Inquiry in expository writing, first grade teachers shared practices and student work. They were frustrated, perplexed and encouraged by what they discussed with colleagues. Together they put together a mini-COI of next steps over a period of three weeks and came back together with student work samples. The shift in student work was amazing! Together they charted the next steps forward as they loop with their students to second grade. At the third grade level one teacher developed a lesson strategy for expository writing using sticky notes for students to write factual things that happened and why. These were then categorized into paragraph topics and shared between students during their writing. The outcome was that no students were frustrated by what to write; they could just borrow a sticky note! While teacher to teacher feedback and learning is powerful, as a part of the collaboration, the principal's role is to ask pushing questions. This role further guides the depth of reflection in the COI.

The commitment of all staff to participate in the PD/collaborative planning time for M(MST) is truly the statement that all staff is committed to integrate and implement the strategies of the Innovative program into their teacher practice. A quick data point of this is the posting of the science lesson inquiry question and vocabulary posted in the classroom each week. The extension of the work and reinforcement through integration across all curricular areas is a living practice in our classrooms!

## **FINDINGS AND THE ROAD AHEAD**

The significant achievements are many, yet they not yet achievements, but works in progress of significant site based initiatives. Each year we begin the year with a kickoff of the earth science strand and introduction of our theme for the year. We have also integrated an original song to reinforce the themes. Each grade level prepares follow up activities during the first two weeks. The first year theme of Curiosity has been followed by Innovation in 2013, Collaboration in 2014 and Conversation in 2015, and this year with the theme of Ecology. Each school year begins with an instructional focus on the theme in every classroom. Each year's theme has been supported by a theme song beginning with celebrating innovation with "On the Shoulders of Giants". Our EL students learn the songs with the EL teacher and all students sing songs focusing on the content and concepts in music class and during classroom instruction. This year's songs have focused on the earth and the interplay of the earth, environment and the humans who inhabit the earth.

The extensive PD and collaboration around science instruction was a success for our teachers and in turn for our students. We as a staff are committed to continuing this practice to build our capacity for teaching science and to further support the co-teaching of the lab time each week.

This year has been a year of transition in math with a school wide adoption of the Eureka program. Only fourth grade has previously taught the program. Teachers have worked together to plan and navigate the new program. The introduction of professionally prepared power points have helped teachers to structure and pace the lessons. They have also provided a visual engagement for students as the lesson is presented.

The integration of music has been highly successful. Most notably when a "new" concept or new vocabulary is introduced in science lab and the children spontaneously break into a song about the concept. There is truly joy in the cross curricular learning and the support for learning offered by music. Further application of music to science concepts was evident in the student performed songs about Amelia Earhart as part of Earhart week. Songs included scientific concepts including radio wave transmission, updrafts of air, and weather and its implications to flight.

While over time we have included the performing arts at many grade levels, each year there is a commitment to perform a musical on stage about a science concept during the actual instructional sequence in the science curriculum. The fourth graders did performance in early November on land forms and volcanoes. Second graders had also learned some of the same songs to support their study of earth science. Second graders sang along in the audience during the performance. Our commitments though supported the depth of knowledge about the content instruction happening in the classroom each day. For student learning it was a success.

The staff commitment to integrate at least one instructional technology project for students was a challenge at many grade levels. While successful as fifth graders created tri-fold planet brochures and graphed data in excel for their project presentations, it was more difficult at grade one for all students to have this experience. We moved to 1:1 devices in fourth grade and have emphasized the integration of technology as a learning tool on a regular basis rather than its use being an event. We continue to acknowledge that at some grade levels teachers lack skill and even more that teachers lacked the skill to scaffold what they could do independently to work in an instructional setting with younger less proficient students. This will take work moving forward. A big focus this year has been on keyboarding beginning with the use of Keyboarding without Tears for first and second graders and Typing Club for grades three through five. The technology component has further suffered by not being able to provide the additional support budgeted in our plan and by the personnel transitions in our Media Center.

The use of technology as an instructional tool is evident in all of our classrooms. We have installed SMART Boards in every classroom and teachers are working together and sharing their skills with the boards.

The community engagement events are incredible showcases of our work and our engagement of M(MST) We will continue these community events! Parents include grandparents and extended family in these evenings and have commented that these are "the evenings to attend at Earhart School!"

While we can highlight our successes, there are areas that were not as successful and that need additional attention as we move ahead.

These include:

1. The technology support was listed in our plan as four hours/week as media teacher support. This was not able to be staffed due to credentialing issues since this was listed as a MC support. This has been revised to show four hours/week of curriculum support in integrating technology. There is not available MC support nor credentialed staff to do this. Our need is to integrate technology and there are teachers credentialed with a multiple subject credential able to support this need. This year we have used the support for prep support for grades K-2. As a result the primary children have used technology in the lab weekly in addition to the Media Center time.
2. Tech support from the District to support and keep technology running is a structural gap in our moving forward. Originally in our plan we asked for a ½ time tech support staff person to fix, install and support the infrastructure. This was to have been provided by Tech at the District level. The existing support is insufficient to support our



work. We waited thirty plus days to have new teacher laptops loaded with software and then they were not properly done.

3. The large lab on campus had outdated machines which were replaced in April 2017
4. In the last two years, the strength of the music integration has been a struggle due to personnel issues. This year it has been outstanding and has provided students with a true music experience to support the development of science concepts and vocabulary.
5. Instructional materials to support a hand-on science program must be included in the plans for the program. Our PTA has filled this gap with about \$12,000 per year of funding for our two labs. Generous parents value the Innovative Program and donate specifically to this fund. There are on-going costs not included in the FOSS program for the instructional components and for instruction to meet the standards not covered by the adopted curriculum modules that are being supported by AUSD.

Based on the identified areas for improvement, the following actions need to be implemented beginning in the fall of 2017.

1. Use the five hours/week of technology support in the plan to be curriculum support for the integration of technology with a Multiple subject credentialed teacher providing the support. Budget for this needs to be re-evaluated to assure that this support can be offered beginning in the fall of 2017
2. The support of tech equipment needs to be re-examined. With newer equipment, the needs may not be as critical as in the past. The gaps between need and support have huge implications for moving forward with using more technology as an instructional tool and for our students having access to more integration of technology as a tool for showing and showcasing their learning.
3. The principal will continue to support the new music teacher and provide support and mentoring for her to succeed in this setting.
4. Instructional materials to support science are a cost. Our PTA will continue to budget for these expenses.

Given the successes in the implementation of M(MST) the future abounds with excitement. We are supported by our success and the energy that successful implementation of our Innovative Program has brought to our school. Continuation of the program will give us the opportunity to deepen our learning and further support our students in their learning. We are eager to continue to engage our community in sharing our learning further supporting the learning of their children. Many of the gaps in implementation can be further supported at the site by shifting site resources in time and emphasis. Others such as the shift from MC support to instructional support for integrating technology can be continued from 2016-2017. The technology support for installation and repair needs to be addressed collaboratively with the District, yet may be ameliorated by the installation of new equipment. The need for an instructional materials budget will continue to be provided by our PTA.

Our overall focus from our Theory of Action for the M(MST) Program remains:

If students receive rigorous instruction in math, science and technology, and

If the instruction is provided daily and is coordinated, integrated and linked to standards and

If the instruction uses common vocabulary and

If music and rhythm are integrated to reinforce and further develop the left brain thinking and

If music is used as a tool to enhance memory and

If technology is used to support all learners in achieving and

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If all students have access and opportunity to use technology, and

If teachers have professional development to assure their success in using the instructional technology and integrating music into math and science, and

If teachers have structured collaboration time to work in grade level teams to develop rigorous integrated lessons and systematize the consistent implementation,

Then our students will have the skills, knowledge and understanding of math, science and technology to be prepared to excel in the twenty-first century.