

Paden Elementary

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

The mission of the Alameda Unified School District is to effectively use our limited resources to ensure that every child succeeds.

We believe that our diverse community of students, given a rigorous academic program in an inclusive, safe and secure environment, will be prepared to be responsible citizens.

Our Guiding Principles

#1 All students have the ability to achieve academic and personal success.

#2 Teachers must challenge and support all students to reach their highest academic and personal potential.

#3 Administrators must have the knowledge, leadership skills, and ability to ensure all students succeed.

#4 Parental involvement and community engagement are integral to the success of all students.

#5 Accountability, transparency, and trust are necessary at all levels of the organization.

#6 Allocation of funds must support our vision, mission, and guiding principles

#7 All employees must receive respectful treatment and professional support to achieve district goals

Executive Summary

Paden staff and community have worked diligently to create a school where all students are welcomed and moving towards meeting Common Core Standards. Our current mission/vision/focus are under review as we invite families to “Learn and Play by the Bay,” the innovative program we are beginning to create. As we work to establish the new plan, we will continue to refine the strong work of our Learning Center and Tier 2 literacy interventions to support students. So far the innovative program has yielded a maker’s space, where students can create, imagine and solve real world problems weekly. It is also brought play shed recess which creates an environment of collaboration and imagination to recess on Tuesdays and Fridays. There are pockets in our school that are underperforming and we need to align our tier 2 strategies to ensure the success of all of our populations. For ELD this year we are pushing integrated ELD strategies into our lessons daily specifically through think time and talk ten strategies, we also use a specific designated ELD time to make sure students get ELD

instruction at their specific level for a block each day. Next year AUSD is moving back to an early kindergarten dismissal and an AB schedule that will send half of the kinders home early two times a week. At Paden, we felt this would negatively affect our ENglish language learners and have proposed a consistent dismissal time across the board. The addition of a tier 2 math support program has started to help bridge the math gap, but this work has been sparatic and not clearly focused on specific skills and standards. By working with staff and aligning this support with specific key skills we should be able to improve the support and the results. Additionally School Climate continues to be an area of focus. We've made great strides in reducing suspensions and increasing students' feelings of safety by implementing Positive Behavior Intervention Systems (PBIS), a consistently meeting COST team and breaking down Minor discipline data. This year we were over 90% on our tier 1 PBIS systems and over 80% on our Tier 2 systems, reaching our school goal!

This year we have also put a major focus on our small group instruction in the classroom. Our school goal was that 90% of classrooms get to 2 small groups daily, 90% of the time. We are nearing this goal and will continue to push the systems and structures that will support teachers to get to this time daily.

There are many other things we are proud of as a community this year. Our community involvement has been wonderful this year, we have our largest PTA population in recent memory. We have also had multiple family fun nights and educational events involving our community. Our School Site council and PTA have been active in decision making across the school. Our title one program has ensured that our students receive small group instruction at their level daily. Our media center has been a place where students explore robotics, engineering, technology and so much more. We also purchased chromebooks and now have a 1:1 ratio of computers to kids! Lastly we are very proud to have a school on the Bay and we take pride in our connection to Crab Cove and Kids for the Bay, to educate and engage our students in keeping the Bay clean and learning about it!

As always, limited funds necessitate prioritizing. Top priorities continue to be supporting small group instruction in literacy. This was a large priority this past year, we focused professional development days on breaking down the barriers to completing small group instruction daily, practiced small group lessons and built out schedules to ensure we reached our school goal of 100% of classes are getting to 2 small groups daily 90% of the time. Secondly, building small group instruction in math, and supporting the social emotional development of all of our students. We believe we've made the choices that will best support our families.

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% or more of their enrolled days		8.7%	13.7%	9.1%	8.5%	8%		6%	7%
<u>Suspension Rate</u> % of students suspended anytime during the year		2.7%	2.4%	2.8%	2.4%	2.2%		2%	2%
<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%	89%	86%	86%	88%	88%	91%	91%
	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:

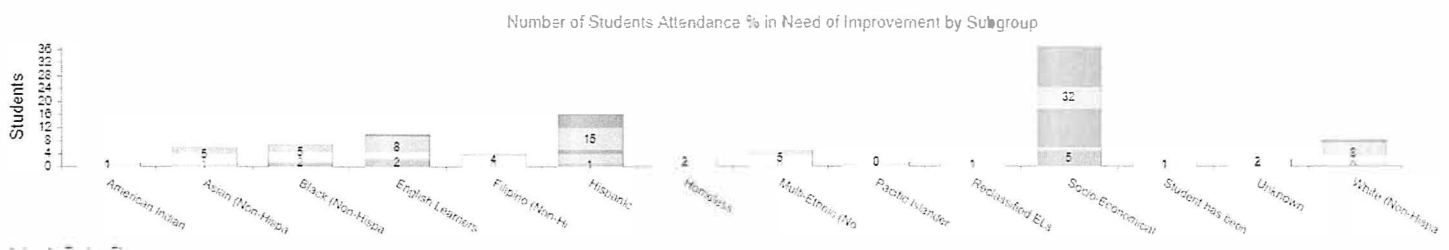
In the 2017-2018 school year we were able to reduce chronic absenteeism from 13.7% to 8.5%. This was mostly done through a tier 1 attack. We took time to celebrate classes with perfect attendance each day. Talked about the importance at each parent meeting around attendance. Set a policy that teachers call families on the second day of an absence and celebrated perfect attendance monthly. We have continued with these policies into this school year but have lost some ground on our Chronic absenteeism this year and are currently just under 10%. 1% of that has been caused by extreme circumstances out of school control. In order to address the incline, we have added attendance concerns to our cost meetings, held more more Sart meetings this school year, and made attempts to solve a lot of the issues on a 1:1 basis. Through the data analysis below we are looking to attack these issues from a more systematic, data driven and effective level.



Data Analysis:

GROWTH AREAS-

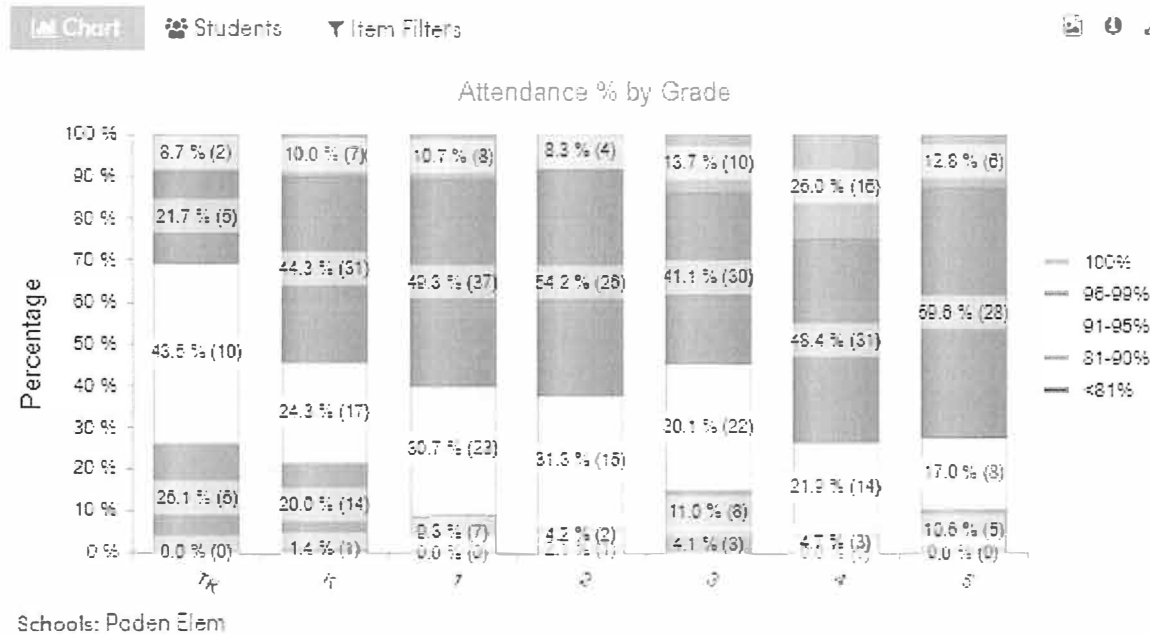
In the 2017-2018 school year we put a major emphasis on reducing our chronic absenteeism and we saw a major jump from 13.7% to 8.5%, this year we have started to see some of that start to slip back as we have turned our attention elsewhere. This has had a major impact on our instruction and school climate. As 2019-2020 gets started we are going to keep Chronic Absenteeism at the forefront of our minds. Currently 18.5% of our population identifies as Hispanic Latino, 35% of our chronic absenteeism comes from this demographic. When cross referenced with other data we find that this community attends less school functions, has lower academic results and has less representation on decision making committees than other populations. When we dig a bit deeper we find, 9/41 hispanic males are chronically absent. Another area where we have seen this begin to slip is in our students with excused absences, 44% of our chronic absenteeism is primarily excused absences and therefor families are not notified until absence number 14. If families are not being notified until 14 we will have a very hard time keeping them over 90% attendance. Another deep dive shows that Fridays have had the highest absenteeism attendance on Fridays is 91% for the year. On a surface level we also find that our socio-economically disadvantaged students hold a high rate of chronic absenteeism.



On a surface level we also find that our socio-economically disadvantaged students hold a high rate of chronic absenteeism.



This high level overview shows that we are currently as on 4/16/19 still at 13% chronic absenteeism.



Here we see 3rd grade is our biggest grade level concern to focus on. As they become 4th graders early intervention as well as incentive plans will play a major role in improving our Chronic Absenteeism.

SUCSESSES-

- Second grade has gone from 17.5% chronically absent as Kinders to 11% as second graders.
- 1st and 4th grade have 0% severely chronically absent
- All grade levels except for 3rd grade have reduced their chronic absenteeism of the past three years



Needs Analysis:

As we look into the data further only 1 of the 9 hispanic males that are chronically absent is also an english language learner. Therefor we know that this is not a language barrier issue. By forming key partnerships in the community, gathering feedback and focusing on reaching this community can hopefully begin to bridge this gap. Also by looking at other school data we find that our Hispanic Latino attendance at PTA events is also the lowest across subgroups and that Caasp data also shows that our Hispanic/ Latino population is underperforming. By increasing attendance and community involvement here we may also be able to effect the overall performance of this subgroup.

During November December and January our attendance took its biggest hit of the year, this also coincided with our lowest performance for Friday attendance at 90% during this time. By incentivizing Friday attendance, working with staff to ensure Friday's have school celebrations, and by using our new attendance wheel we can ensure that our Friday Attendance is improved.




Safety of campus also plays a major role in attendance. Our campus has lowered its suspension rate by half, but has seen a decline in attendance. This data would seem to contradict each other but as we dive into our Uh-oh (minor discipline data) we see a spike in discipline occuring in common spaces such as recess. As we look to improve safety on campus a student support provider could be a strong bridge to this uh oh data between teachers and the principal. They could also help develop systems for recess and an alternative recess plan.




Lastly 44% of our chronic absenteeism is due to excused absences! As we look at this data we also see that as a district we only are reaching out at 14 excused absences. This is very late in the game for a first notification. Therefore, we will be cutting this in half next year at Paden and when a student reaches 7 unexcused absences we will reach out.

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

 Site Goal A		Friday attendance data will be over 93% in 2019-2020		
 Metric(s) to Assess Impact		Attendance Data for Fridays, using aeries.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.A1	Move Rewards and Celebrations to Fridays	All Staff	All	
1.A2	Send out notifications at 7 excused Absences	Drew and Yessey	All with 7 or more absences	
1.A3	Target phone calls to students taking off a lot of fridays to find reasons why	Drew	Students who have missed multiple fridays	

 Site Goal B		Hispanic Latino Population mirrors that rate of Chronic Absenteeism		
 Metric(s) to Assess Impact		Overall attendance data and student population data.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.B1	Contact strategic partners- Alconse-	Drew/ Claudia Medina	Hispanic Latino population	
1.B2	Identify key parent leaders in the community	PTA and Drew	Hispanic Latino Population	

1.B3	Increase the percentage of Hispanic and Latino Parents on the ELAC committee by 18%	Drew and Emily	Hispanic Latino	
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 Site Goal C		Decrease Chronic Absenteeism due to excused absences by 50%		
 Metric(s) to Assess Impact		Attendance Data		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.C1	Reach out to families at 7 absences instead of 14 absences	Drew and Yessey	All students with 7 or more excused absences	
1.C2				
1.C3				

Site Goal D		91% of Students report that the school is a safe community		
 Metric(s) to Assess Impact		CHKS, Student Surveys given in November and March		
#	  Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.D1	Hire Student Support Provider to help look at UH-OH and ODR data and build a safer environment at recess	Drew and SSC	All students	
1.D2	STudent Support Provider tracks UH-Ohs, is an interim step between teachers and Principal, helps build alternative recess and helps coordinate student jobs	Student Support Provider	All Students	
1.D3	Survey Students two times during the year.	Drew and teachers	All Students	
1.D4	Extend Intervention Lead role to .75 to	Intervention Lead	UND,EL, SED	

	allow for more social groups			

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 district-wide 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	7.4	14.3	11.5	18	16	24	22
<u>ELA SBAC</u> : Average Distance from Level 3 (Standard Met)		32.8	39.7	36.8	33.1	40	38	45	45
<u>UC 'a-g' Completion</u> : % of 12th grade cohort that has met UC 'a-g' requirements		52.6%		53.3%		55%		60%	
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students		68.5%				74%		75%	
AP Enrollment: % of 10th-12th students in at least 1 AP course		45.3%		50%		53%		56%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway									
CTE Pathway Enrollment % 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%	
EL Reclassification: % of English Learners who were redesignated as RFEP		13.8%	9%	11%	4%	13%	9%	15%	12%
ELPAC: % of students scoring 'moderately' or 'well developed'				80.8%	51.8%	82%	67%	84%	75%
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	9%	4%	12%	7%	6%	5%	4%	2%
	6th-8th	7%		3%		2%		2%	
	9th-12th	10%		5%		4%		3%	
English Learner Access to CCSS: % 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%	
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	62.8%		70%	100%	98%	100%	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:

Currently we have a lot of systems and structures in place that support our academic growth and specifically our English language learners. Our Title 1 team pulls between 65 and 85 students daily to support small group literacy. The focus is on specific comprehension and fluency skills based on F+P and Star Data. We also added small group math support this school year. It has been focused on daily skills relating to the Eureka curriculum. It has been consistently working with 30-40 students daily but, needs to be fine tuned to focus on specific skills and standards that will be vital to our students long term math success and not just daily success. Each day our students rotate in small groups based on their English Language development needs. This is a 30 minute block that occurs 4 times per week, and ensures that every student gets targeted lessons at their level of development. We have also pushed integrated ELD lessons that allow for think time and student talk time. This is still an area of focus. Lastly, we are pushing small group instruction across the classrooms. We are working with each teacher, in PD and in observation feedback to help teachers remove the barriers to small group instruction in the classroom. By focusing PD on management systems, data, strong independent work and small group lesson planning we have been able to increase the number of small groups pulled daily as a part of our tier 1 instruction.

Data Analysis:

Currently 53% of students met or exceeded standard in ELA and 54% met or exceeded standard in Math. This is an overall improvement from last year but as we dive deeper there are some glaring discrepancies to our data. Only 27% LEP met or exceeded standard in ELA, this is despite having a designated ELD block daily focused on getting students ELD instruction directly on their level. Only 41% Filipino population met or exceeded in ELA, only 11% of our SPED population met or exceeded in ELA. Also only 43% of our Hispanic Latino Population met or exceed in ELA. In Math our two glaring weaknesses are 30% LEP met or exceeded in Math and 5.6% SPED met or exceeded in Math. Our 3rd and 5th grade both had very strong years with their state testing, growing their percentage of met or exceeded from their previous year. Our 4th grade struggled the most. This lead to a lot of data based decisions on grouping and regrouping that grade this year in order to ensure they all made growth before going to middle school. The 5th grade team, assessed every 4-6 weeks, regrouped their kids based on specific needs and targeted small group instruction across all subjects.

Needs Analysis:

As we take a look at our data across the school there is a clear need to continue our focus on small group instruction. Our Socio-Economically disadvantaged students are still drastically underperforming vs. other students. We will look at our state testing to see if our push here helped to start to bridge this gap. At Paden we want to continue to push that every student gets instruction directly at their level daily if they are behind.

Between our SPED testing numbers and our LEP students underperforming there is also a need to focus on our instructional practices in the classroom to ensure that all students have equitable access to what we are teaching daily in our Tier 1 instruction. Distance from met in SPED is significant -127 in Math -142 in ELA and as stated above only 27% of our LEP students tested at a level 3 or 4 last year. This leads to 2 major foci across our campus next year.

Currently 80% of SPED lessons are done in small group out of the classroom. This is denying many of our students access to their tier 1 instruction and peers. For next school year we are building a bell schedule that allows our SPED staff the opportunity to do at least half of their instruction inside the general ed classrooms. We have found that if students get replacement curriculum their scores may grow, but not at the rate of their peers, we need to catch these students up, not continue to grow the gap. By training our staff in co-teaching, giving teacher hourly time to meet with the SPED staff to help coordinate differentiation, we should be able to start to close this gap.




The second new focus for this area is developing a schoolwide walkthrough tool that focuses on our SPSA goals. In order to improve our practice we need to gauge where we are and where we want to go. If only 27% of our LEP students can pass the SPSA then we are not doing a good enough job in our tier 1 instruction. With our leadership team and in staff meetings we will develop a schoolwide walkthrough tool that focuses on our small group instruction as well as our equitable access to curriculum for all students. We will then identify key skills for staff development for the year. We will also use our hourly teacher budget to relieve teachers to observe each other and problem solve together and celebrate each other.




By continuing our push on small group instruction across the site, and by beginning to target equitable access to all tier 1 lessons we should be able to reach our goals as outlined below.

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 Asses & Adjust SPSA for following year

 Site Goal A		35% of Students identified as LEP will meet or exceed ELA and math Standards on CAASP		
 Metric(s) to Assess Impact		CAASP, Interim Assessments and STAR		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.A1	Modify a school walkthrough tool to include equitable access for LEP students (Integrated ELD)	Drew/ Leadership	LEP/Filipino	
2.A2	Teacher Walkthroughs to use the tool and see each other	Drew/ Teachers	LEP/Filipino	
2.A3	Professional Development using data from walkthrough tools as well as integrated ELD	Deveny/Drew	LEP/Filipino	
2.A4	Integrated ELD instruction training series	Deveny	All	
2.A5	Bolster our Teacher Hourly Budget to allow for training and support outside of regular staff meetings	Drew	All	

Site Goal B		SPED students will reduce the distance from proficiency in ELA to -110 and in math to -85.		
 Metric(s) to Assess Impact		CAASP, STAR, INTERIM DATA		
#	 Actions to Achieve Goal	Person(s) Responsible	 Target Student Group(s)	Modifications from Timeline Above (If Applicable)

2.B1	Modify a school walkthrough tool to include equitable access for SPED students.	Drew/Leadership Team	SPED	
2.B2	Co-Teaching and Push In support makes up 40% of SPED instruction	Sandee Hyde, Jasmin Kim, Drew	SPED	
2.B3	Limit use of replacement curriculum and give access to Tier 1 curriculum	Sandee Hyde, Jasmin Kim, Drew		

Site Goal C		100% of classrooms have 2 small group lessons daily 90% of the time. a. Title 1 team ensures that our lowest students get SGI every day.		
 Metric(s) to Assess Impact		F+P Data STar Data		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student  Group(s)	Modifications from Timeline Above (If Applicable)
2.C1	Continue roles of Title 1 teacher and Title 1 para	Drew/Leadership Team	Socio-economically disadvantaged.	
2.B2	Build a schedule that allows for students to be build at times that will limit the effect on tier 1 instruction	Drew/ bell schedule team	Socio-economically disadvantaged.	
2.B3	Meet with grade level teams every 6 weeks to change groupings based on data.	Drew/ Title 1 para/ Title 1 teacher/ Teaching Staff/ Intervention Lead	Socio-economically disadvantaged.	

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%	78%	62%	71%	70%	78%	75%	80%
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	95%	84%	91%	85%	95%	89%	95%
% of respondents reporting that they have attended one or more	90%	88%	94%	85%	95%	90%	96%	93%

school or class event at school								
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School Site Analysis and Prioritized Actions (LCAP Goal 3)



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

Currently at Paden there are many opportunities for parents to be involved as well as communication efforts to ensure the community is well informed. Parents are actively involved in PTA and this year we have our highest PTA membership in the past 10 years! Each month on abFriday we have a family fun night that is planned by a different grade level! They have ranged from family literacy night, to a movie night, costume ball and spring carnival. These have been well attended this year. Parents can also get involved in our culture of the month activities. Each month we highlight one area of the world and invite parents in to share their knowledge, books, dishes, or anything else that they want to share about their culture. The crowned jewel at Paden is our Multi-Cultural night! With almost 30 home languages represented we have a night where everyone brings a dish to share, games from their community, art from their community, we have demonstrations, art activities and more! Parents are also welcomed to our school site council, multi-cultural committee, classroom reps and many other opportunities to be involved.

For communication we currently use our facebook page, the remind app, weekly wednesday folders, classroom newsletters and consistent phone dialers to ensure parents are up to date on the most recent information.

As a community we still have more caucasian families involved than any other subgroup and they only make up 25% of our population. Below are our efforts to increase parent communication and involvement to all of our diverse cultures.



Data Analysis:

At Paden we have a very strong parent community. Our PTA had its largest membership ever this year, we also had the highest attendance at meetings it has ever had and it raised more money then it ever has in the past. This has been very beneficial to our community but our parent community can still grow and develop to ensure that all families and community members feel welcome, feel engaged and feel supported. Our demographics at Paden are beautiful, with 28 different languages spoken, and many cultures and ethnicities represented we are truly positive diverse community. School demographics show as follows...

With that said there are some glaring weaknesses in our ability to engage our diverse community. Currently 60% of our School Site Council is Caucasian while only 25% of our population is Caucasian also

90% of PTA Board is Caucasian. To show the relation between academic achievement and parent involvement, 43% of Hispanic Latino Students meet or exceed standard in ELA 33% in Math and 0% of ELAC, PTA and SSC identify as Hispanic/Latino. We do not have people that represent this community helping to make decisions for our community and it is negatively affecting their data academically, with attendance and socially with 35% of Chronic Absenteeism being Hispanic Latino while only representing 18% of population our total population.

A celebration in our decision making teams is that, 20% of SSC identify as African American while only 8% of school population is African American.



Needs Analysis:

By looking at this data there are a few things that become very clear. First, we need to do a better job engaging our people of color in our community and especially our Hispanic population. We absolutely need to identify and engage key families in this community and key community partnerships to make sure we have their input. By looking at this data further we see this isn't only a language barrier (only 1 of our chronically absent students that identify as Hispanic are also an English language Learner) so we will need to go beyond translation and into community engagement.




As we look at data and with each school community I have been to, communication is also a place we can continue to grow. We currently use REMIND, weekly newsletters, facebook, weekly phone dialers and one off communication methods to engage our community. We need to look at these systems, translate more, see who they are reaching and not reaching, survey our parents more regularly and adapt to their feedback in order to make sure all families are consistently informed about events and important information.




This past year we implemented a culture of the month program, a multicultural committee, had a multicultural night and had multiple assemblies that aligned with our cultural foci. This work also needs to continue to ensure that our families feel welcome and have an easy way to get involved with something they are an expert in.

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

 Site Goal A		ELAC attendance is 18% Hispanic Latino, and SSC has 1 member that identifies as Hispanic Latino.		
 Metric(s) to Assess Impact		ELAC sign in sheets		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.A1	Identify key parent leaders in the community	PTA and Drew	Hispanic Latino Population	
3.A2	Organize events that appeal to our Hispanic Latino Community	PTA and Drew	Hispanic Latino Population	
3.A3	Personally reach out ot families to participate in Latin American Month	Drew and Multicultural Committee	Hispanic Latino Population	

Site Goal B		90% of parents report they have the appropriate communication for all school events and actions.		
 Metric(s) to Assess Impact		Parent Survey Sent in November and May		
#	  Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.B1	Survey parents twice during the year to find out what we are doing well with each of these metrics and adapt as necessary.	PTA and Drew	All Students	

3.B2	Use Remind APP, Facebook, Twitter our website and our folders to ensure enough communication goes out on each event and notice.	Drew, Sue and Staff	All students	
3.B3	Communication is translated into appropriate languages to ensure all stakeholders are correctly informed	ELD Para	ELLs	

 Site Goal C		Increase population of people of color attending school events, participating in ELAC and becoming members of PTA and other decision making committees.		
 Metric(s) to Assess Impact				
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.C1	Translate documentation into languages with higher than 5% population	Emily Lau/ Renate Westbrooks	All	
3.C2	Identify key parent leaders in the community	PTA and Drew	All	
3.C3				

Summary of Expenditures to Achieve Site-Specific Goals

2019-20 SP5A Action Table

Site Budget Allocations	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative
	\$44,895.00	\$59,644.00		\$181,909	

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)	LCFF Supp (Other)	Title 1	Magnet/ Innovative	
1.d.1	SED, UND, ELs				\$31,000.00		2000
2.A.3 and 2.A.5	EL,SWD	\$250.00			\$2,500.00		1000
2.C.1	SED, UND, ELs				\$120,000.0		1,000
2.C.1	SED, UND, ELs	\$44,600.00					2000
1.B.4 and 2.B.2	SWD, SED				\$16,000.00		1000
3.C.1	ELs				\$4,000.00		2000
TOTAL					\$173,500.0		

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	\$ 125,410.00
Title I, Part A: Alternative Supports <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 37738.00
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)	\$ 18,760.59
Total amount of federal categorical funds allocated to this school	\$ 181,908.00

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*
Denys Adida	F	W	Eng	
Alison Cheren	F	W	Eng	
Christine Schnetz	F	W	Eng	
Emily Lau	F	A	Cantonese	
Laney Erokan	F	BR	Eng	
Cimone Falls	F	AA	Eng	
Jennifer Ekman	F	W	Eng	President
Murdock Brown	M	AA	ENg	
Drew Sarratore	M	W	Eng	Principal
Kirsten Upson	F	W	Eng	Secretary
#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?

Yes

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

No, We need to replace leaving members with a member from our Hispanic Community as well as our Phillipino Community

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

We have added a member from our ELAC committee and have increased our membership from the african american population as well as a mixed race family. We will be reaching out ot key members of the community.

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?

Through SSC and Through ELAC. There is a member of ELAC on our SSC

APPENDIX A: Special Education Addendum

Question:

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

If so, please provide a description of the ways in which support/services are provided:

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:

Typed name of school principal


Signature of school principal

5/8/2019
Date

Typed name of SSC Chairperson


Signature of SSC Chairperson

5/8/2019
Date

APPENDIX B: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:

<http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

Sites can reference elements of the SPSA above in addressing each of the components below.

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

- The English Language Advisory Group meets regularly throughout the year and provides feedback on how their children are doing and needs still to be met. This information goes to the staff and to SSC when appropriate.
- School Site Council meets monthly to monitor the Single School Plan, to problem solve issues that arise in the community and to provide input on possible initiatives.
- PTA also meets monthly. In these meetings issues often surface that come back to one of the advisory councils or to staff.
- Student achievement is assessed annually through multiple measures at the district level (benchmark assessments in English Language Arts (ELA) and math) and state level (Smarter Balanced Assessment (CAASPP) as well as California Standards Test (CST) in science. This data is reviewed by staff and SSC. Data is presented to PTA. Now we have CAASPP baseline data that has informed staff about how well students did towards demonstrating proficiency on Common Core State Standards (CCSS). This data has been helpful in informing practice this year. It is also assessed through the star exam and F+P exam three times yearly.
- Grade level teams meet in Grade Level Study Teams for grade level collaboration to review student progress by looking at student work and benchmark data. Teams develop intervention plans and then monitor student progress throughout the year. We have also met as a staff twice to look at student writing compared to rubrics for narrative and informational writing. We have one more meeting to look at opinion writing with that rubric. At each of these meetings we have learned as a staff more about what students need to know and be able to do to demonstrate proficiency on a writing task in CCSS.
- Physical fitness testing is given in grade 5. Results improved last year so we will continue to help students set goals and to provide them feedback throughout the year on progress towards the goal. We will also continue to pretest in the winter and send that data home to families as a way to connect with parents and to get them on board with the goals we have for student fitness. The PE teacher also posted students' winter scores to motivate them.

Needs Assessment Results:

CAASPP results shows an achievement gap evident in English language arts and math between Whites and all other subgroups. The gap between English Learners and English only students is prevalent. We believe the resources we put into training all teachers to teach Systematic ELD and the coaching provided by the ELD coach to support Integrated ELD has definitely paid off but still has a ways to go to be fully successful. This year we will need to dive into supporting benchmark and formative data in order to determine how best to understand why our White students are doing so much better on the assessments and if our efforts are helping our LEP students improve.

We need to continue our push on small group instruction and improve our push on integrated ELD.

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

We use a variety of research-based strategies to increase student performance in core academic areas.

Language Arts: All TK-3rd grade teachers continue to use the CCC as the core of their ELA instruction as we identify and purchase additional materials aligned with CCSS. This core program is supplemented with other research based programs such as LLI, SIPPS, OG and others. All 3rd- 5th grade teachers also use Instruction By Design (IBD) units as the process and materials for ELA instruction and supplement with the resources listed above. The District provides professional development and ongoing coaching for teachers in IBD. Additionally we have two upper grade teachers who are using data based planning to ensure that kids are getting what they need in 6 week cycles.

During the 18-19 school year different grade levels experimented with swapping students for tiered intervention for differing periods of time. Currently all grade levels participate in a school wide tiered intervention that we call SWAP (Switching With A Purpose). Historically we've provided a mixture of enrichment and Tier 2 and Tier 3 intervention using the following research based programs: Literacy Learning Intervention (LLI), Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), Quick Reads, Making Connections, Language! and Guided Reading. Last year we also provided Designated ELD during this time because we had so few general education teachers trained. Now that all staff are trained we've been able to separate the literacy support and ELD times so that all students receive what they need, and we don't have to choose whether a child receives ELD or literacy support. Every English Learner at Paden is receiving 30-45 minutes of designated ELD four times a week. In addition we continue to provide LLI in 1st-3rd grades and several SIPPS groups. We are adding an LLI group in K towards the end of the year and will start this intervention right after winter holiday next year.

Math: AUSD provides math coaches and professional development to all teachers K-5. Coaches are available to model lessons, observe, to support planning and data analysis. Paden students scored well in math on previous high stakes tests which is why we have always focused our school resources in ELA. Although we also equaled the district average in math on CAASPP we will need support in this new adoption to address the achievement gap evident in the scores.

In the '16-'17 school year we adopted Eureka Math as a school wide math program. Staff continue to implement this program that supports students' math fluency and long term retention of concepts.

In order to continue to improve in math, we need to identify key lessons and standards and support our teachers in creating a pacing plan that works for continued formative assessment, small group reteach and and a better implementation of the overall curriculum.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school site, together with the district personnel office, works to ensure that teachers are highly qualified, as defined by NCLB. District office reviews teachers' credentials and files with the site managers and maintains required documentation. One hundred percent of Paden's teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 4: PROFESSIONAL DEVELOPMENT

Teachers, administration, and support staff participate in a variety of professional development activities throughout the school year supported by the district.

- Implementation of Common Core State Standards (CCSS) continues to be the focus of the majority of professional development this year. The Instructional Leadership Team provided professional development monthly at a staff meeting. The majority of the time was spent on implementing CCC, a literacy curriculum aligned to the CCSS. Some of our staff meeting time has been focused on sharing student writing and beginning to calibrate on scoring. More staff were trained this year and we look forward to continuing this work as well as targeted focus on small group instruction.

- Teachers worked with math coaches when available.
- We are in our 4th year of Positive Behavior and Intervention Systems (PBIS) training last year. This year the Intervention Team met 2x monthly to support implementation. We continue to improve school climate and lower the suspension rates as a result of this implementation. This year we have a .5 FTE PBIS staff person to support this work including more frequent meetings of the Intervention or COST Team with an overview of all interventions academic and behavioral.
- The entire staff was trained in toolbox in the 18-19 school year.
- The focus of our professional development in 2018-2019 will continue to be CCSS and to use what we've learned through PBIS to refine the systems already in place. This past year we were at 90% and 80% on the TFI assessment in Tier 1 and Tier 2 respectfully.
- In addition, all new staff will get Toolbox, and all staff will get equitable Tier 1 strategies training.
- We continue to seek outside partners to provide teachers support focused on infusing innovative and creative education in the classroom. PTA and our families support this initiative.
- All teachers participate in Grade Level Study Teams to support student learning through data discussions and intervention planning.

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

- The school site, together with the district personnel office, actively recruits and hires teachers who are highly qualified, as defined by NCLB. One hundred percent of Paden's teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 6: PARENT INVOLVEMENT

The Paden School staff, PTA, School Site Council and English Learner Advisory Committee all work collaboratively to provide the following activities designed to strengthen the home-school relationship and ensure that all parent voices are heard and supported through the following activities.

- Families attend Morning Ceremony each day at 8:20. Paden Pelican Awards for students following the 3 school rules are distributed. We will work to make this a more regular happening with the support

of the additional PBIS staff. We also acknowledge birthdays, kindergarten students who've learned their sight words and third graders who master basic facts. We give out perfect attendance awards each trimester and acknowledge grade levels who have maintained 98% attendance throughout the month or improved their attendance by 1 percentage point from the previous month. We also give out parent acknowledgements. The pledge and a song or dance is done to build school community each day.

- PTA and SSC conduct open meetings each month. Both meetings include time for comments from the public. SSC agendas are posted 72 hours in advance.

- ELAC meets 5 times a year. These meetings include ample time for parents/guardians to voice concerns and ask questions as well as professional development to support parent participation in their child's education.

- Working with California PTA, we offer School Smarts Academy each year to help parents understand how to advocate for their children as active members of the school community, with translators for speakers of other languages. This year AUSD sponsored Vietnamese and Tagalog School Smarts Academies. This coming year we are working to partner this program with the new After School Care program we are implementing because we know if parents are engaged students are more successful.

- We send 'Wednesday Notes' home every other week, including a letter from the principal, announcements from the district, upcoming calendar of events, and general information. Flyers from a variety of sources go home each week. PTA also sends this information home on email along with frequent "blasts" throughout the month about upcoming events.

- This year each grade level has organized a monthly Family Fun Nights. In the fall we have Multicultural Night and in May we have Sweets at Sunset. These special events are attended by hundreds of participants.

- Teachers and parents work together to support Back to School Night, Open House, Multi-Cultural Night, and music/performance nights.

- Student Study Team meetings are held as needed to engage family members as part of the team creating the most effective support systems for their children, academically and socially.

- Individual report card conferences are held each fall for families to meet with teachers and discuss their child's progress. Student led conferences are held each spring for families to witness student work and growth for the school year. Teachers communicate regularly (at least monthly) with families to keep them up to date with what's happening at the grade level.

COMPONENT 7: TRANSITIONS

- Paden School actively works with the TK/K team, the office staff and student services to make a smooth transition to kindergarten. The entire team attends the K Information Night. Teachers do a K interview to help place incoming students into appropriate groupings.
- The school supports students beyond the school day with an after school intervention program, using Razz Kids and Edmentum. Next year we plan to change this to be math support because we have so much other literacy support throughout the day.
- 5th grade teachers work closely with Alameda Middle Schools to provide academic and social data on incoming students. Staff works hard to place students in appropriate classes for 6th grade.
- We make every effort to recruit and enroll students in appropriate summer school classes.

COMPONENT 8: TEACHER DECISION-MAKING

- Paden School is designed with grade level teams for on-going collaboration. Collaboration is organized by grade level and each team meets with the Title 1 teacher, English language development (ELD) coach and the principal regularly to monitor student progress and adjust SWAP groups and curriculum as needed.
- Every teacher assumes various leadership roles at the school in 'Share the Wealth'. Each year teachers sign up for various committees and are elected to some positions. Last year we learned the importance of having one or two teams focused on the most important work. Our Intervention and Instructional Leadership Teams have organized the work and professional development this year and will continue to do so next year.
- Teachers work as a group to review and update our 'Theory of Action' for continuous improvement as documented in the Single School Plan.

COMPONENT 9: SAFETY NET

Paden School has a pro-active set of components to ensure the success of all students with either academic and/or social skill deficits. The following are part of the school's safety net:

Academic: We will continue with the following:

- Incoming K students are screened in May in a K interview to assess academic and developmental readiness.
- All students (grades 1-5) are assessed in the first two weeks of enrollment to determine areas of strength/need. These include, but are not limited to sight words, fluency, and math. On-going assessment and progress monitoring occurs throughout the year.
- New students with a primary language other than English are assessed on the CELDT for English Language proficiency before they enter school in the fall or shortly after their enrollment date during the year. Students are reassessed on CELDT on a yearly basis. Staff provides instruction based on students' proficiency level on the ADEPT and administers this assessment 3 times a year to monitor progress.
- An Individual Intervention Plan (IIP) is developed for every student who performs below benchmark, is at risk of retention, and scores 2.5 or lower on multiple measures. Families meet with the teacher to discuss the plan. Teachers use on-going assessments to modify lessons and provide in-class intervention (tier 1 intervention) through differentiated instruction and small group work. In addition, students who need it receive Tier 3 targeted intervention in ELA, spending time in the Learning Center (tier 3 intervention) as a guest.
- Interventions are intensive, flexible, and research based instructional programs. These programs include Literacy Learning Intervention, SIPPS, Making Connections, Language! and Math Triumphs.
- Alameda Education Foundation sponsors after school enrichment classes for students in grades K-5.
- Positive study skills are taught in a variety of ways, including note taking skills, long term projects, school assignment calendars and goal setting/behavior contracts with students.

English Learners: English Learners comprise 30% of our total school population. We will continue with the following: Daily Designated ELD instruction based on ADEPT proficiency levels.

- Daily Designated ELD instruction based on ADEPT proficiency levels.
- ELD para push-in and pull-out support.
- CBET class and School Smart Academy for new EL families to learn about US schools and how to help their children with school.
- ELAC parent meetings held regularly throughout the school year.

Social: After a Comprehensive Needs Assessment, we made changes in the work we are doing on school climate so that students would feel safe and respected by their fellow students. We will:

- Implement AUSD curriculum that supports anti-bullying techniques and strategies.
- Continue to implement Positive Behavior Intervention Systems including schoolwide behavioral expectations, specific rule and a reward system.
- Utilize class meetings as prescribed in the Caring Schools Community curriculum.
- Students in need of support to develop positive relationships with peers, process difficult life challenges, learn to control anger, or develop greater self-confidence will be offered services from our PBIS staff person. Referrals are based on teacher and administrative input.
- When appropriate, an individual contract is developed with the parent, student and teacher. The contract will have goals for the child and include a home/school component.
- Responsible older students assist with student jobs. These include student council, conflict manager, equipment manager, greeter at the curb, rainy day monitor, lunchroom monitor and play structure monitor.

COMPONENT 10: COORDINATION AND INTEGRATION

- We realized this year that monthly meetings of the Intervention Team were not sufficient. We are looking forward to working with our new PBIS Staff to determine how to more effectively coordinate all the moving parts of interventions we supply students. We will continue to hold Student Study Team meetings as needed to discuss students' academic and social needs, develop academic and social interventions and monitor student progress.
- SWAP (Switching With A Purpose) currently occurs 4 days a week for grades K-5 coordinated by ELD Teacher and the Title 1 Teacher and supported by the Title 1 and ELD paras.
- Learning Center implementation has been extremely effective this year, resulting in social/emotional and academic gains for students with IEPs and additional support for general education students who need more than their classroom teacher can supply. All students with IEPs have seats on general education teachers' rosters as appropriate. Resource and full inclusion paraprofessionals provide in class support to students.

- **Staff provides before and/or after school support to targeted students.**
- **Programs and materials are purchased to support Tier 2 and Tier 3 interventions. Teachers are encouraged to attend trainings and to collaborate for various intervention/curriculum programs.**
- **The principal and teachers attended PBIS training. Training is brought back to staff through monthly staff meetings designated for professional development.**
- **The principal and teachers meet regularly in Grade Level Study teams to review student progress towards IIP goals and state standards.**

APPENDIX C: Innovative Program Review of Progress - Guiding Questions

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage

1. When and why did the program start?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?
 - a. What will this look like in the classrooms?
7. How will the school know whether students are engaged?
 - a. What will this look like in the classrooms?
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

Theory of Action

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.
 - * Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
 - * What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead

1. Identify and discuss significant accomplishments. What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.

**William G. Paden School
Alameda Unified School District
Innovative Programs/Magnet Schools Request for Proposals
Phase II: Program Implementation**

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

William G. Paden School Innovative Plan
Learn and Plan by the Bay

Instructional Theory of Action

If we:

- Provide standards aligned science instruction and curricular materials that actively engage students in higher order problem solving and critical thinking building environmental literacy
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Implementing the Lawrence Hall of Science, MARE Curriculum
- Implementing service projects related to San Francisco Bay
- Providing students academic experiences outside the classroom that build understanding of environmental literacy
- Providing students opportunities for imaginative play, problem solving, experimentation, and discovery
- Providing staff the appropriate training and ongoing support to implement effective science instruction using Kids for the Bay and MARE curriculum

We will achieve the following:

- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status
- Students will be engaged in hands-on science labs more regularly with more out-of-classroom experiences to solidify classroom knowledge.
- Students will be able to verbalize the impact they have on their neighborhood.
- Students will be better able to problem solve on the yard and in the classroom
- Literacy rates, as measured with appropriate assessments, will improve.
- Science competencies, as measured with appropriate assessments, will improve.

- Student daily attendance will improve.
- Attendance at parent-teacher meetings will increase. Besides the already established PTA, Back To School Night, Open House, SSC, ELAC, and Multicultural Potluck Night, other possible parent-teacher meetings may be added to help build home-school academic connections.

Process Background

At their regularly scheduled board meeting in May 2016, the AUSD School Board made a determination that Paden School's Phase I: Initial Planning and Program Development could move forward. This document is a description of this Planning and Development phase and our request to move to Phase II: Program Implementation in the 2017-2018 school year.

We, the faculty, staff, families and students at Paden, see the Innovative Program as an important opportunity to come together to implement a specialized program to benefit children and families at our site.

- Currently, AUSD has funded 7 Innovative/Magnet Schools: Earhart, Bay Farm, Haight, Franklin Maya Lin, Wood Middle and Encinal 6-12. .
- This year there are 2 proposals for Innovative Plans, one from Ruby Bridges and one from Paden.

Leadership Team/ Contacts

Team Contact- Erin Head, Teacher Librarian

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District Email Address: ehhead@alameda.k12.ca.us

Innovative School Program Subcommittee Team

Erin Head, Media Center Teacher and Team Lead

Katherine Barr, Principal

Kitrena Swanson, 1st grade teacher

Serena Kielty, 3rd grade teacher



Second graders explore and learn about sandy beaches at the Alameda shoreline.



Fifth graders have been going to Science camp in the Marin Headlands for the last three years.



Students play and build with recycled materials at recess and learn through making.

William G Paden School Innovative Plan

Who We Are

Paden is a small, Title 1, neighborhood school serving an economically and culturally diverse population. Nearly half of our approximately 320 grade PreK-5 students receive free or reduced lunch. About one third of Paden students are Caucasian, while African American, Hispanic, Asian, and Filipino students make up the remaining two thirds in fairly even numbers. Approximately one third of students are English Language Learners. Paden has two preschool classes of special needs students on campus, as well as K-2 and 3-5 learning centers for students with special needs, including mild to moderate autism. Our school community is dedicated to one goal: meeting the needs of the whole child. We have worked diligently to create a school where all students are welcomed and moving towards meeting Common Core Standards.

Paden students scored at the district average in both English language arts and math last year. Considering that we were a Program Improvement school three years ago this is great progress!

Staff use Reader's and Writer's Workshop as a core curriculum meeting students where they are and challenging them to grow as readers and writers. Literacy interventions are in place for students who are behind with each grade level having time during the day for students to receive support. We have implemented Systematic English Language Development so all English Learners receive designated instruction with small groups of students at their instructional level. Now we can maintain this work and incorporate more science. The Innovative Plan described below moves us further towards meeting our goal by enhancing our work in science and play.

Why the Innovative Plan is Important

The innovative plan of "Learn and Play by the Bay" is important as it is a unifying expression of the values of our staff and community. It builds on the successes we have had academically in math and English language arts, scientifically building environmental literacy, and socially developing caring citizens.

As a Go Green school, Paden students already actively participate in recycling and composting. Third grade students help with composting every day at lunch time and collect recyclables from the classrooms on a weekly basis. Fourth and fifth grade parents also collect recycling from families on a weekly basis to fundraise for science camp. Fifth grade Paden students spend three days and two nights at an outdoor education program and learn how to become better stewards of our environment. Each Earth Day, Paden students celebrate by building recycled robots from waste materials. Third grade staff have worked with Kids for the Bay for many years. The Innovative Plan will support each grade level to plan lessons with Kids for the Bay staff as well as support for a school wide action learning project to build environmental literacy. Furthermore the Innovative Plan provides for additional, more extensive field trips and off campus experiences within the Alameda community.

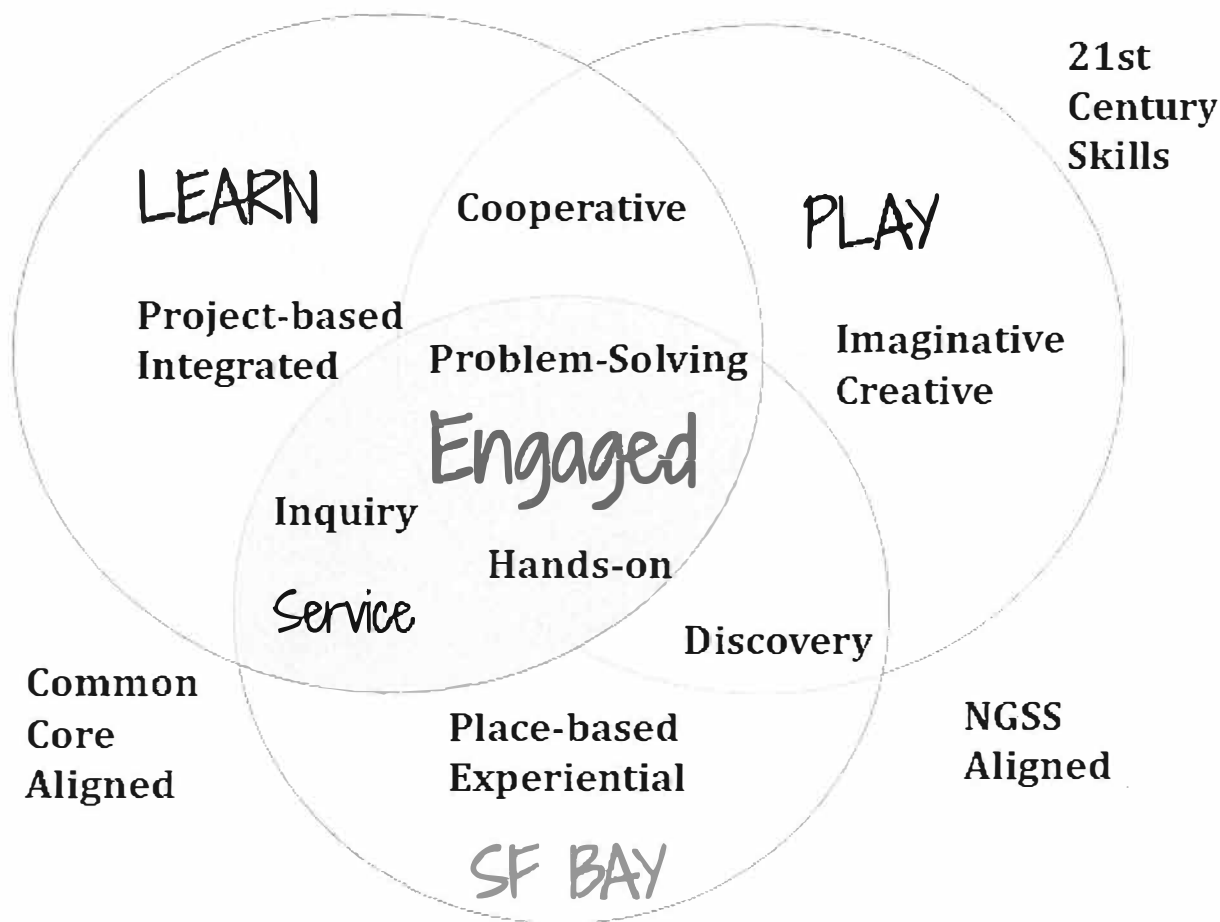
As important as it is to have an academically rigorous program, Paden staff and community are committed to ensuring our students have opportunities to participate in imaginative play, problem solving, experimentation, and discovery. The theory of loose parts states, "In any environment, both the degree of inventiveness and creativity, and the possibility of discovery, are directly proportional to the number and kind of variables in it" (Nicholson, 1970).

Like most school playgrounds, Paden's playground is very static with an expansive blacktop, a small garden, and a fixed playground structure without moving parts like swings. Students have a selection of sports

equipment, but each piece typically has a specific purpose and rules (tetherball, wall ball, foursquare, etc). The desire for loose parts can be seen in the ways that students have found alternative ways to play with the hula hoops and balance boards by turning them into obstacle courses, sleds, and more. Paden's Play Sheds are unique in our area. The Innovative Plan provides resources to support more frequent access to these materials, more varied play equipment on the play yard, as well as maker's materials for teachers to use within their classrooms.

Vision

Paden students engage in work and play to positively impact their well-being and that of their environment.



Learn and Play by the Bay at Paden School

There are two areas of focus which Paden is pursuing to achieve this vision: place-based science to develop environmental literacy and play.

Place-Based Science and Environmental Literacy

Paden school is located right on the San Francisco Bay and students have the opportunity to observe wildlife and the tides on a daily basis. The Next Generation Science Standards call for students to “use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design.” Our work directly relates to this standard. We’ve adopted the MARE curriculum from Lawrence Hall of Science which provides resources for engaging the whole school simultaneously in the study of different aquatic habitats. As students progress through the years, they build upon concepts and processes learned in previous years. We want to build on this knowledge and connection to the world around them to build students’ environmental literacy.

The term “environmental literacy” has become increasingly prevalent, but how exactly is environmental literacy defined? The current most broadly accepted definition encompasses experiences, understanding and action. It states that knowledge and understanding are important components of being an environmentally literate citizen, yet the key is the connection between what people *know* and what people *do*. According to the North American Association for Environmental Education’s (NAAEE) *Developing a Framework for the Assessment of*

Environmental Literacy:

An environmentally literate person, both individually and together with others, makes informed decisions concerning the environment; is willing to act on these decisions to improve the well-being of other individuals, societies, and the global environment; and participates in civic life. Those who are environmentally literate possess, to varying degrees:

- Knowledge and understanding of a wide range of environmental concepts, problems, and issues;
- A set of cognitive and affective dispositions;
- A set of cognitive skills and abilities;
- The appropriate behavioral strategies to apply such knowledge and understanding in order to make sound and effective decisions in a range of environmental contexts.

Students will demonstrate and continue to grow their environmental literacy through service learning. Third graders, our models for this idea, have worked with Kids for the Bay each year learning about watersheds and the impact humans have on the San Francisco Bay. After instruction, students decide on a service learning project they can complete within our neighborhood, anything from picking up plastic trash to focusing on cigarette butts and their impact on the bay. With the Innovative Plan resources every grade level will work with Kids for the Bay to plan additional instruction related specifically to the aquatic habitat they are studying. Kids for the Bay will also support a whole school service learning project, demonstrating students can apply their knowledge and understanding to make sound decisions within their environment.

We realize that in order for “Learn and Play by the Bay” to be sustainable, we need to do our part in fundraising and applying for grants. The third grade team applied for and was awarded a NOAA Ocean Guardian grant. The grant pays for additional materials to help expand students’ service learning and reduce waste on campus. We plan on applying for the grant each year over the next four years as we grow the program. The third grade teachers also received a \$1000 Ventures Foundation grant that allowed them to pay for transportation to the Bay Model in Sausalito, a day-long field trip directly related to their study of the SF Bay watershed. The fourth grade teacher received the same \$1000 grant to help towards the cost of the fourth grade trip on the Marine Science Institute research vessel on the bay.

Play

Along with the emphasis on science, the Innovative Plan resources will allow us to expand the work we've done to increase play opportunities during school hours. The studies conducted of the 'Play Pods' and other play initiatives in England have confirmed that providing this basic right, the opportunity for unstructured play, at school has many positive outcomes. Students interact more with each other, learn to cooperate and manage conflict better with less adult intervention, become more physically engaged and active in their environment, and return to class more focused and ready to learn. We've already begun to see some of these outcomes this year after having expanded morning recess for TK-3rd graders to thirty minutes, drastically simplifying the rules throughout the play yard, and opening the Play Sheds twice a week.

The Play Sheds provide Paden another way to fulfill its mission of providing "students with the opportunities to learn in ways that support their individual learning styles, helping them realize their strengths, work with their challenges, and fulfill their potential." It also brings the school community even closer together and increases school pride, because the systems changes related to time allotted to recess and the rules used throughout the play yard, along with this type of play could serve as a model for other schools in the district and Bay Area who do not currently provide play opportunities such as this for their students. Alameda Arts, our after care provider, and Paden staff would work together to share our experiences developing our philosophy and implementation so that the program could be replicated and more students could benefit.

In addition to expanding play opportunities during recess, the Innovative Plan provides for Maker's materials. The Paden Media Center teacher created a small makerspace within the library media center this year. It provided students introductory opportunities for making, tinkering, and engineering with recycled materials. If space can be allotted next year, we will supply it with more extensive materials and have a dedicated space for hands-on science and maker projects. If our school grows so that we do not have space, we will create carts that teachers can take to their classrooms, complete with enough materials for the class to use. The indoor makerspace addresses the need for students to be able to participate in meaningful hands-on projects to construct their understanding of the world around them.

We need a facilitator to help develop and establish the makers programs. A facilitator would be instrumental in helping to acquire, organize, and replenish recycled materials and in establishing procedures and guidelines. Most importantly, a facilitator would be able to offer organized lunch hour and after school activities to give more students the opportunity to take advantage of both the outdoor recycled play and the indoor makerspace. Once these programs have been successfully established with the help of a facilitator, it will be easier to solicit volunteers and/or raise funds to continue funding the position in future years.

The Play Sheds and Makerspace would expand our lessons on how to reduce waste by teaching creative reuse. By providing students opportunities to play and create with scrap materials, they learn about another way to reduce waste while practicing creativity, innovation, and hands-on learning. As in the science work we are doing, we realize we need to write grants, fundraise and use volunteers for this work to be sustainable. We used a Lowe's grant to purchase the storage sheds and Dad's Club assembled them. PTA contributed funding for makerspace tools and materials in the Media Center.

Five Year Plan

PADEN's Learn and Play by the Bay Innovative Plan and Budget

	YEAR
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Staffing	1	2	3	4	5
Innovative Program Coordinator (.3) and Playpod/Makerspace Paraprofessional (4hr/day 9:15-1:15, 3x/ wk)	\$38,370.00	\$38,370.00	\$38,370.00	\$38,370.00	\$38,370.00
Professional Development					
Lawrence Hall of Science- MARE Curriculum, Kids for the Bay, CA Science Educ Conference	\$8,400.00	\$6,400.00	\$5,400.00	\$1,400.00	\$1,400.00
Field Trips					
Kinder-4th Grade Field Trips	\$8,000.00	\$8,000.00	\$8,000.00	\$7,500.00	\$7,500.00
Grade 5: Science Camp (Parent Fundraising- \$12,500)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Assemblies, Guest Teachers and Service Learning					
Kids for the Bay	\$4,700.00	\$4,700.00	\$4,700.00	\$2,100.00	\$2,100.00
NOAA Ocean Guardian Grant - Marine Debris project	-\$4,000.00	-\$4,000.00	-\$2,500.00	-\$2,500.00	

Materials					
	\$14,286.00	\$8,224.00	\$5,494.00	\$2,974.00	\$2,974.00
Technology					
Digital Cameras, Tripods, Maker's Space Projector, iPad Apps	\$2,734.00	\$330.00	\$80.00	\$80.00	\$80.00
Facilities (MOF)					
Sink, Electrical Outlets for Maker Space					
TOTAL	\$74,050.05	\$65,026.45	\$59,643.75	\$48,423.75	\$50,923.75

Student Outcomes

- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status
- Students will be engaged in hands-on science labs more regularly with more out-of-classroom experiences to solidify classroom knowledge.
- Students will be able to verbalize the impact they have on their neighborhood.
- Students will be better able to problem solve on the yard and in the classroom
- Literacy rates, as measured with appropriate assessments, will improve.
- Science competencies, as measured with appropriate assessments, will improve.
- Student daily attendance will improve.
- Attendance at parent-teacher meetings will increase. Besides the already established PTA, Back To School Night, Open House, SSC, ELAC, and Multicultural Potluck Night, other possible parent-teacher meetings may be added to help build home-school academic connections.

Program Evaluation

We will look at both qualitative and quantitative measures to evaluate the effectiveness of the program.

Qualitative Review

- Surveys of all stakeholder groups (students, parents, teachers, staff) to measure engagement and satisfaction with the entire program
- Analysis of student work created in the makerspace
- Observations of student outdoor play with recycled materials

Quantitative Review

- Evaluation of sign in logs to monitor use of the makerspace/ makers carts and attendance at parent events
- Analysis of the quantity and type of recyclables and repurposed material collected and used for play and in makerspace activities
- Evaluation of office health clerk logs to measure impact of outdoor recycled play opportunities on student behavior
- Analysis of student assessment data, including looking at subgroups and number of years students attend Paden
- Comparison of daily attendance rates across years
- Analysis of sign in sheets from all events

We look forward to documenting and sharing our experiences so that the program can be replicated and more students can benefit.

Sustainability

One of the strengths of our plan is that it will build Paden's internal capacity to continue the work. We know the curriculum and basic learning from the outset. Staff will be trained in the first three years in order to be able to provide training from within in the years following. Strong grade level team collaboration support initial implementation for new staff and the coordinator and facilitator provide additional support. As shown in the 5 Year Plan, we will continue to write grants, fundraise and use volunteers when possible. Our PTA supports the Innovative Plan and looks forward to providing additional support in the future.

ADDENDUM: 5 Year Plan/Budget with additional 5 Classes, K-4th Grade

	YEAR				
Staffing	1	2	3	4	5
Innovative Program Coordinator (.3) and Playpod/Makerspace Paraprofessional (4hr/day 9:15-1:15, 5x/wk)	\$47,170.00	\$47,170.00	\$47,170.00	\$47,170.00	\$47,170.00
Professional Development					
Lawrence Hall of Science- MARE Curriculum, Kids for the Bay, CA Science Educ Conference	\$10,900.00	\$8,400.00	\$7,400.00	\$1,800.00	\$1,800.00
Field Trips					
Kinder-4th Grade Field Trips	\$13,200.00	\$13,200.00	\$13,200.00	\$9,700.00	\$9,700.00
Grade 5: Science Camp (Parent Fundraising- \$16,625)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Assemblies, Guest Teachers and Service Learning					
Kids for the Bay	\$7,800.00	\$7,800.00	\$7,800.00	\$3,200.00	\$3,200.00
NOAA Ocean Guardian Grant - Marine Debris project	-\$4,000.00	-\$4,000.00	-\$2,500.00	-\$2,500.00	

Materials/Technology					
	\$13,467.00	\$6,177.00	\$5,614.00	\$2,704.00	\$2,704.00
Facilities (MOF)					
Sink, Electrical Outlets for Maker Space					
TOTAL	\$92,537.00.	\$82,747.00	\$81,184.00	\$64,574.00	\$64,574.00