

## BOARD AGENDA ITEM

F-6

**Meeting Date:** May 24, 2011

**Item Title:** Presentation on Wood Middle School Program Improvement Status

**Item Type:** Information

**BACKGROUND:** Wood Middle School has made tremendous growth in their State Academic Performance Index (API) with a gain of 22 points.

However, the school has been designated a Program Improvement school (Year 1) based on the Federal Adequate Yearly Progress (AYP) guidelines of not meeting the annual measurable objectives for two years in a row in English Language Arts and Mathematics.

Program Improvement (PI) Year 1 requires that Wood Middle School offer timely parent notification of PI status, eligibility for public school choice transfer to other non-Program Improvement schools, transportation costs, revised school site plan, and Title I set-aside funds for professional development and transportation costs.

The Board presentation tonight will provide a comprehensive review of steps taken to improve student achievement and highlight student achievement results seen in formative data for mathematics and English Language Arts content areas.

**FISCAL IMPLICATIONS:** Action Plan will be addressed with Title I funding

**RECOMMENDATION:** Accept as presented

**AUSD Guiding Principle:** 1. All students have the ability to achieve academic and personal success

**Submitted by:** Sean McPhetridge, Assistant Superintendent

**Approved for Submission to Board of Education**

  
Kirsten Vital, Superintendent

# Wood Middle School

Program Improvement  
Progress Report  
May 24, 2011

---

AUSD  
ALAMEDA UNIFIED SCHOOL DISTRICT  
Excellence & Equity For All Students

## Celebrating and Looking Forward!



### State Accountability - Academic Performance Index (API)

2009	2010	09-10 Target	09-10 Growth	Target Met?
762	784	5	22	Yes

### Federal Accountability - Adequate Yearly Progress (AYP)

Sub Group	ELA (Target 57%)		Math (Target 58%)	
	% Proficient	Target Met	% Proficient	Target Met?
Asian	61	Yes	49	No
Latino	51	Yes/SH	25	No
Caucasian	80	Yes	41	No
SED	49	Yes/SH	33	No
Eng Learner	49	No	37	No

*Key Point: Need to focus on math for all groups and ELA for ELL students*

## What steps did we take to improve student performance?

#### Theory of Action

1. Adopt common classroom practices
2. Review assessment data
3. Provide additional counseling for social/emotional issues
4. Establish weekly staff collaboration times

#### Math

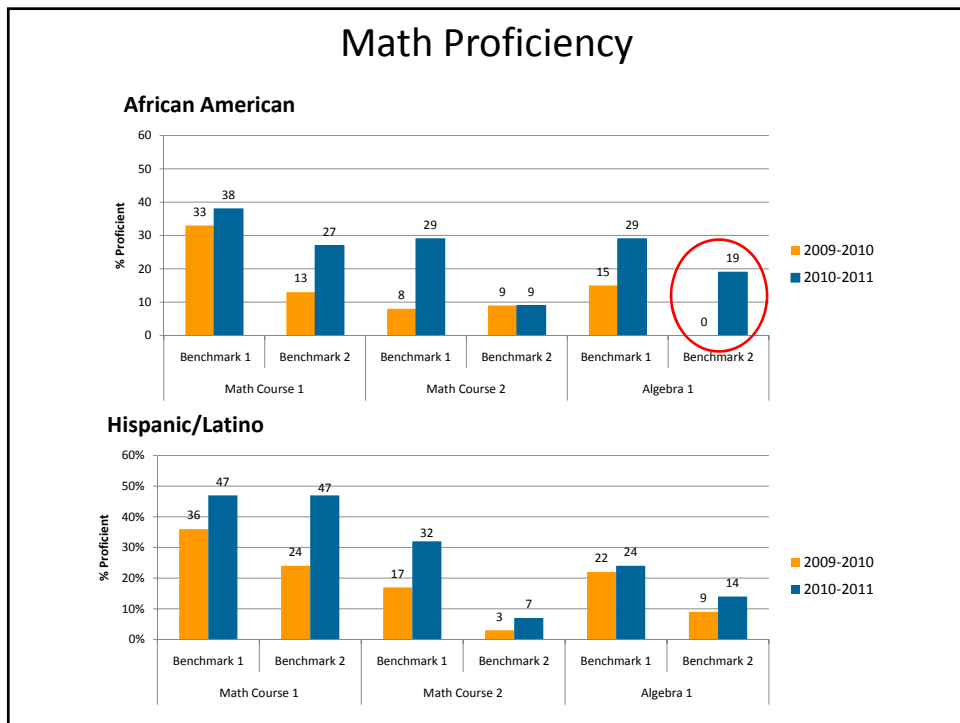
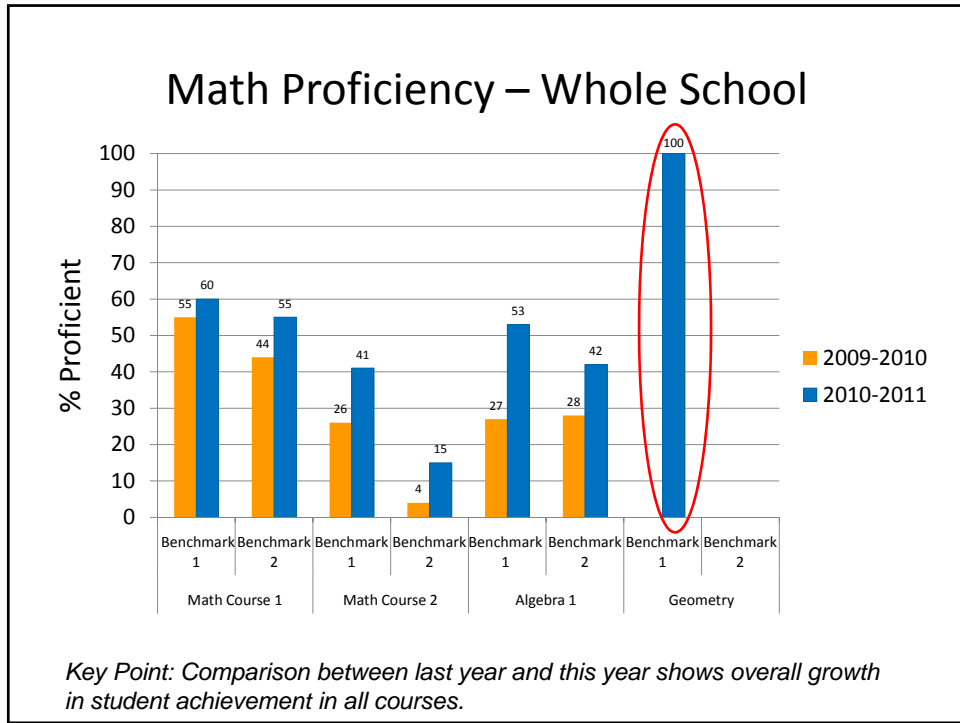
- One period release for a Math Intervention Coordinator
- Math coach from the Alameda County Office of Education (ACOE)

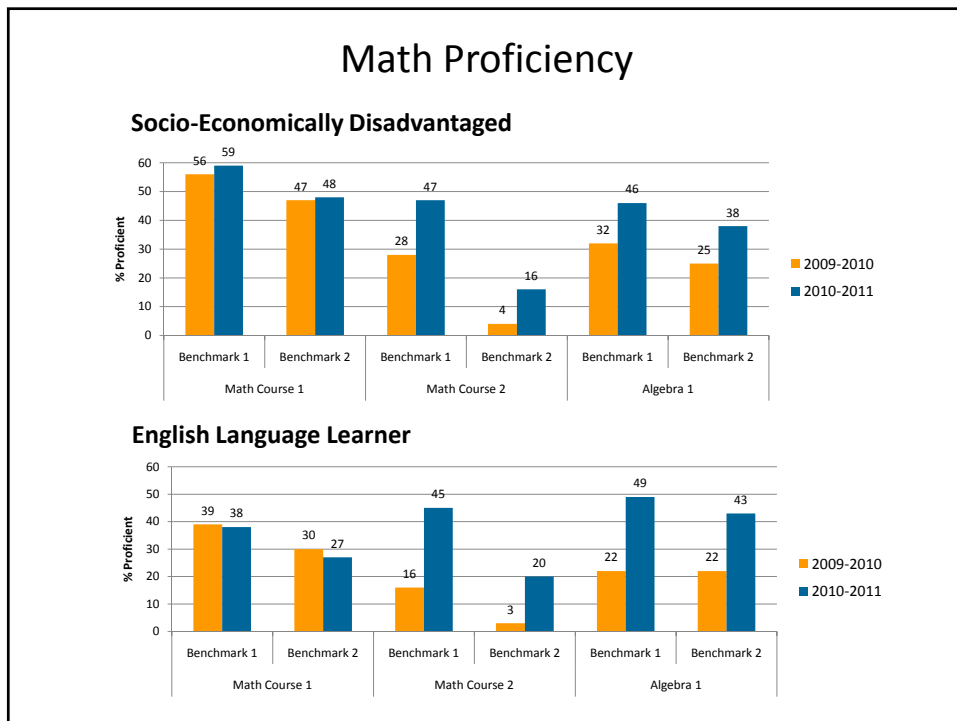
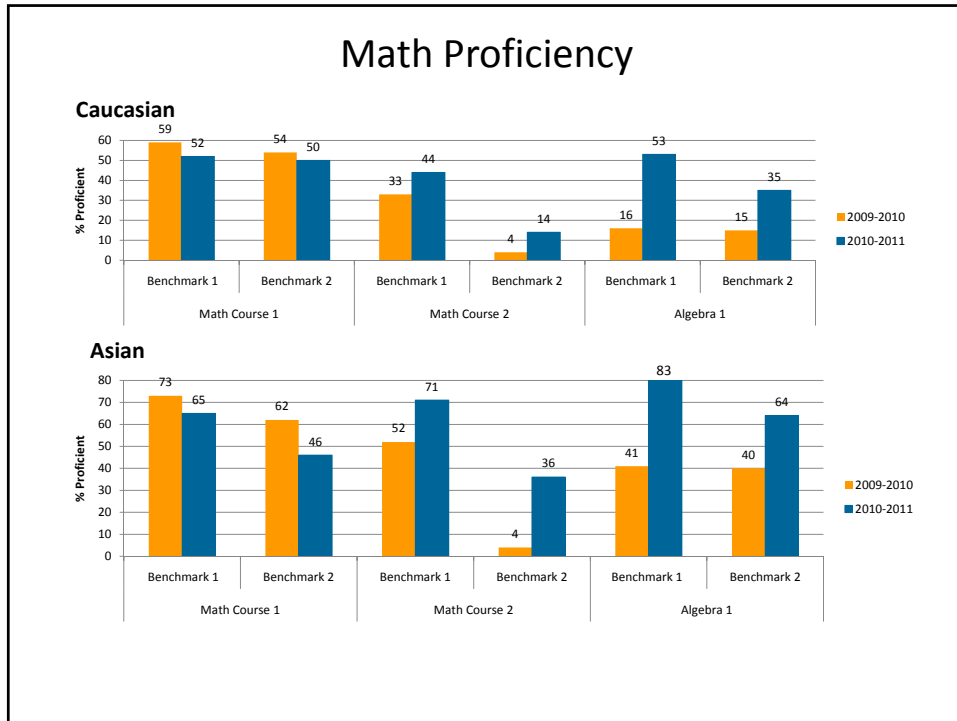
#### English Language Development (ELD)

- One period release for an ELD Coordinator
- Bilingual Cantonese speaking paraprofessional

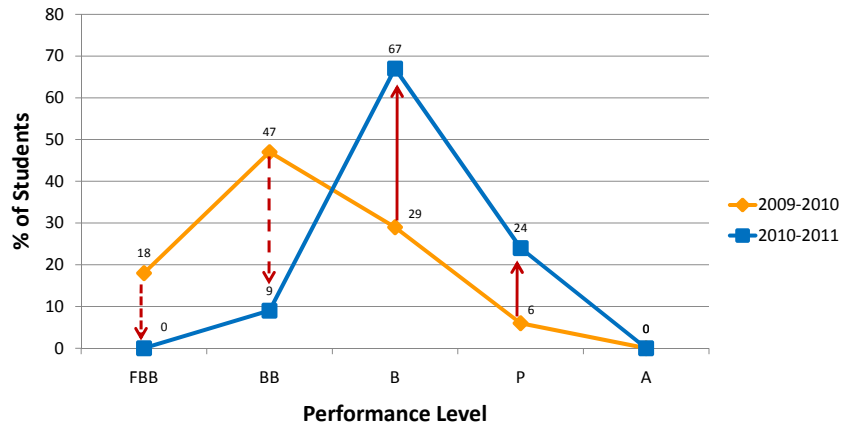
#### English Language Arts (ELA)

- Four period release for Literacy Coordinator
- Professional development in Strategic Instructional Model (SIM) and Inquiry By Design (IBD)



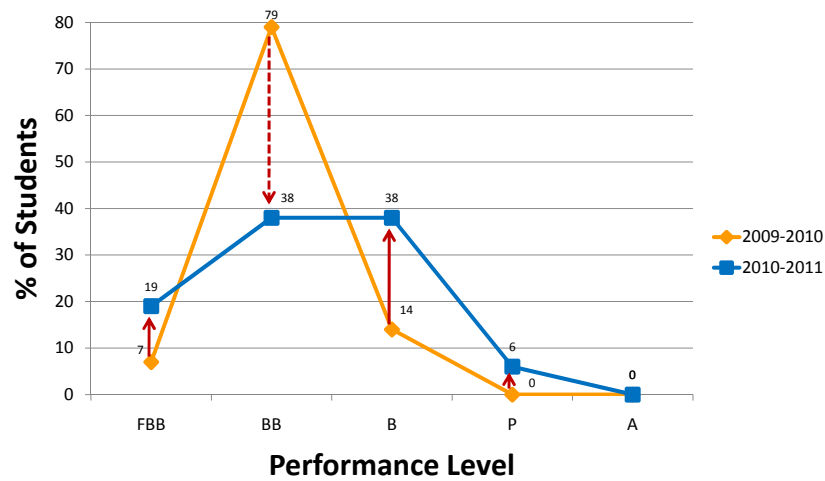


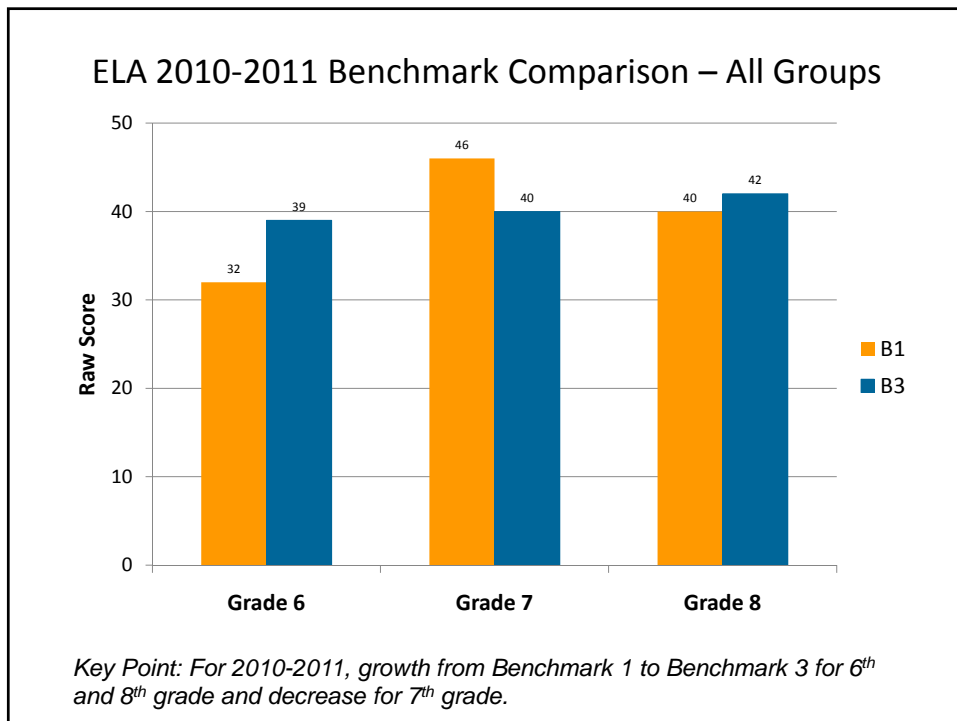
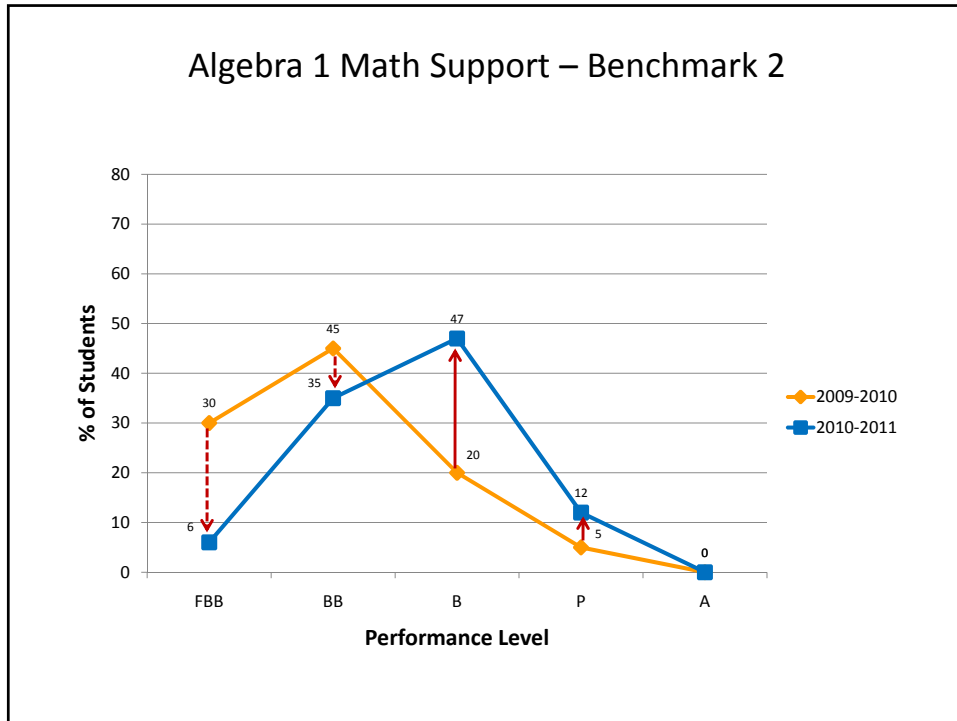
### Course 1 Math Support - Benchmark 2



*Key Point: Fewer students at Far Below Basic and Below Basic levels and more students at Basic and Proficient levels of performance this year.*

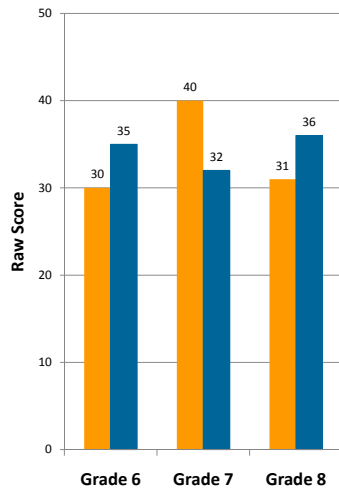
### Course 2 Math Support – Benchmark 2



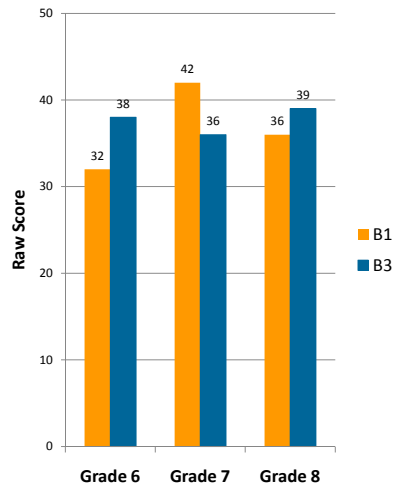


### ELA 2010-2011 Benchmark Comparison

African-American

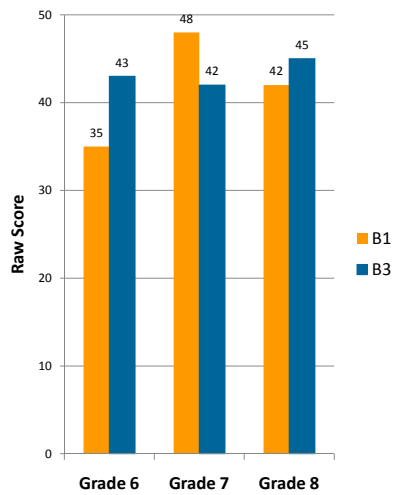


ELA-Hispanic/Latino

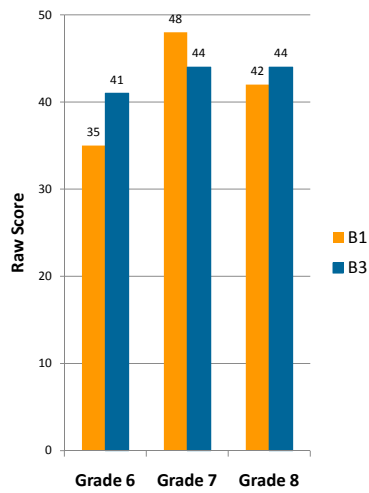


### ELA 2010-2011 Benchmark Comparison

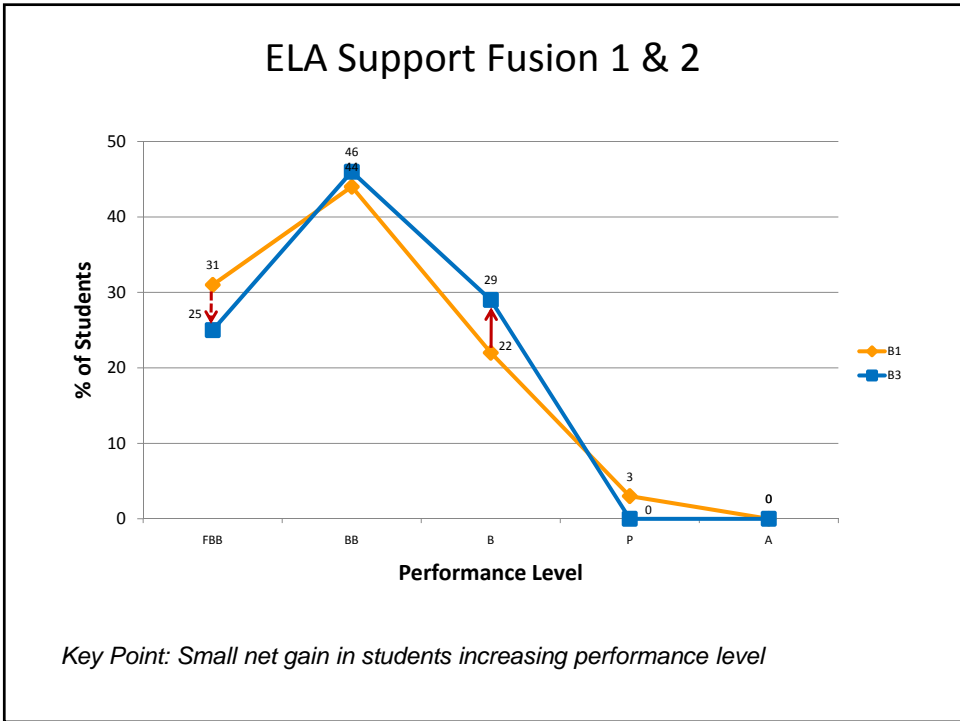
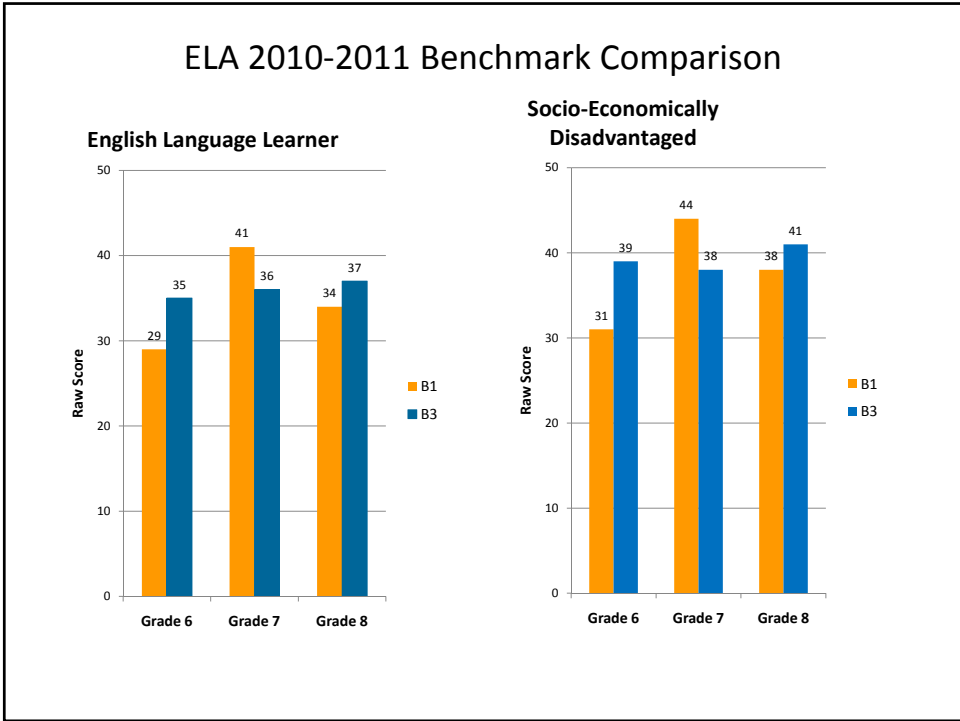
Caucasian



Asian







## Where will we go from here?

- Maintain the WMS Theory of Action elements
- Restructure the ELD Coordinator position
- Increase ELD paraprofessional support
- Continue with Math and ELA coaching
- Maintain the WMS Math Coordinator position
- Continue professional development in SIM/Fusion and IBD
- Add Literature period for all WMS 7<sup>th</sup> grade students
- Further develop themes of urban sustainability (as envisioned in the WMS Magnet Proposal) as a vehicle to engage students in rigorous, meaningful, engaging and interdisciplinary learning experiences

## Proposed PI Support for WMS from AUSD

- Support from AUSD Special Education in form of additional Anti-Bullying counseling allocation
- Support of Inquiry By Design professional development and materials to help reach student achievement goals in ELA
- Support of AUSD Student Services to analyze and address issues of WMS student discipline and school climate
- Support of Technology Services with data analysis tools and technical assistance to inform instructional improvement
- Support of Educational Services staff to assist with coaching of interventions in math and ELA (e.g., SIM, Fusion, et cetera)
- Support in form of after-school academic support for students in need of intervention and homework assistance
- Support in form of AUSD funding contribution to augment campus supervision needs during the school day