

Local Control Accountability Plan Annual Update Goal 2

Effective Leadership, Teaching and Learning

Provide high qualified staff through recruitment, retention and professional development so every student thrives.



“Exploring Infinite Possibilities for Learning”



Cambrian School District
February 2, 2017

Key Strategies



- **Recruit and retain** highly qualified staff.
 - Establish a structure and culture for continuous improvement by implementing best practices and **providing professional development** for teachers and staff.
 - Implement district wide **professional learning communities** to promote authentic, timely assessment of student performance to strengthen instruction and identify students for additional support.
 - Ensure **access to and mastery of 21st century** learning tools, resources and skills for staff and students.
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State Priorities

Priority 1: Basic Services

Priority 2: Implementation of
State Standards



Expected Outcomes:

1. Increase Highly Qualified Teachers to 100%
 2. Increase participation in professional development opportunities
 3. Increase staff satisfaction from professional development surveys
 4. Expand Beginning Teacher Support and Assessment program for all eligible CSD teachers
 5. Increased internal leadership and promotion opportunities
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Instructional Leadership Priorities

Improve student learning to achieve the following Goals:

- Each and every student will demonstrate **proficiency** in literacy, math, and science as measured by state assessments in ELA/Literacy, Math & Science.
- Each and every student will demonstrate **proficiency** in 21st century skills, and be prepared for the demands and rigors of high school coursework.
- Each and every student will be prepared to lead a **positive and productive** life through the development of interpersonal skills and commitment to the community.

Instructional Leadership Priorities (Cont.)

Indicators

- Analyze student data through a lens of equity
- Implement research-based school level strategies (eg., GLAD, WW, Guided Reading, ELD, Math Talks)
- Develop a plan for individual/groups of students to reach proficiency
- Monitor, adjust, and evaluate the effectiveness of strategies/programs
- Work to systematize effective strategies

Training/Resources/Tools

- Assessment (Formative, Summative, Smarter Balanced, Local)
- Data Analysis
- System for tracking data
- Leadership Framework
- School Plan for Student Achievement
- Local Control Accountability Plan

District Level Staff Professional Development 2016-17

4 Teacher Inservice Days	<ul style="list-style-type: none"> ● August 15; August 16; October 21; March 24
Sub-release Days or Extended Hours By Grade Level or Focus	<ul style="list-style-type: none"> ● 3 Days of Writer's Workshop for Grades TK-6 ● New & Combo Teacher Support Network - 1.5 hours Extended Day Monthly Differentiated PD (12 hours) ● 3 Early Release Wednesdays (6 hours) ● Educational Technology - 1.5 hours Extended Day Monthly Differentiated PD (12 hours)
Ongoing Support & Coaching during Sub-release Days & Early Release Wednesdays	<ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ 3 Instructional Rounds Days (18 hours) ○ Monthly Grade Level Meetings ○ 2-3 Monthly Staff Collaboration Meetings ○ Individual Planning ● Middle School <ul style="list-style-type: none"> ○ Monthly Staff Collaboration ○ Monthly Department Collaboration ○ Monthly Grade Level Collaboration ○ Department/Grade Level Release Days

Additional Staff Professional Development 2016-17

Additional professional learning opportunities offered at various times throughout the year, including but not limited to the ongoing support/coaching provided by the Teachers on Special Assignments.

Site Level Focus	Technology Integration	Beyond CSD
<ul style="list-style-type: none">● Instructional Rounds● Class Demonstrations● Peer Observations● Wednesday Staff Meetings● Content Specialist Presenters● Content Teacher Leaders/Trainers	<ul style="list-style-type: none">● Monthly SysOps Mtgs/PD● Assessment/Illuminate Trainings● PowerSchool/PowerTeacher/SWIS● Digital Literacy● Blended Badges Academies	<ul style="list-style-type: none">● Santa Clara County Office of Education Opportunities● Partner Districts & Consortia● Webinars

CSD Instructional Initiatives Focus



- Visible Learning by John Hattie
- ELA/ELD Framework
 - Integrated - Designated ELD
- Instructional Rounds/Data Talks
- Ongoing/Coaching Support
 - Formative & Summative Assessments
 - Writer's Workshop
 - Mathematics - Mathematical Practices & Rigor
 - GLAD
 - Technology Integration
- Problem Based Learning/STEAM
- Curriculum Pilot & Adoption Process
 - Mathematics (2016-17)
 - Health Curriculum (2016-17)
 - Social Emotional Learning (2016-17)
 - ELA/Literacy (2017-18)
 - NGSS (2018-19)

School Accountability Report Card on Highly Qualified Teacher 2015-16

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Bagby ES	89.3	10.7*
Fammatre CES	100	0
Farnham CES	100	0
Sartorette CES	100	0
Price CMS	94.4	5.6
All Schools in District	95.2	4.8
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	95.2	4.8

*10.7% represented 2 teachers

Beginning Teacher Support Expansions



- ❑ New Staff Orientation in August
- ❑ Educator Effectiveness Fund
 - ❑ New Teacher Support Assessment Program (Assigned Mentors)
 - ❑ 6-Day GLAD Training Certification
- ❑ Monthly New Teacher Support Network Meetings (Optional)
- ❑ On-site Individualized Support with Teacher on Special Assignment
- ❑ Teacher Learning Collaborative
 - ❑ Differentiated Support for New & Veteran Teachers

Promotion of 21st Century Skills



- ❑ Buck Summer Institute on Project Based Learning
 - ❑ All Steindorf staff
 - ❑ Administrators
 - ❑ Staff from all sites
- ❑ Blended Badge Academies on Digital Citizenship and Technology Integration
 - ❑ Google Classrooms
 - ❑ On-site Staff and Individualized Support from TOSAs
- ❑ Online Assessments
 - ❑ CAASPP
 - ❑ Illuminate
- ❑ Project Lead the Way
 - ❑ Steindorf 5th Grade
 - ❑ Price Middle School
- ❑ Maker's Space
 - ❑ Steindorf
 - ❑ Fammatre CES
- ❑ Digital Portfolios
 - ❑ Fammatre - SeeSaw
 - ❑ Steindorf - Freshgrade

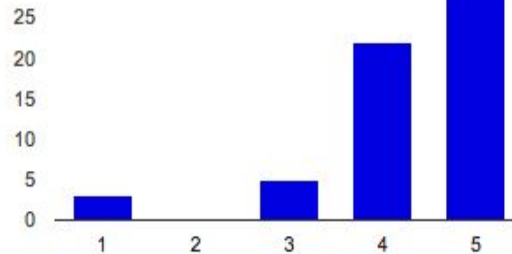
What are teachers saying about the district professional development offerings?



District-wide Professional Development Day - August 16, 2016

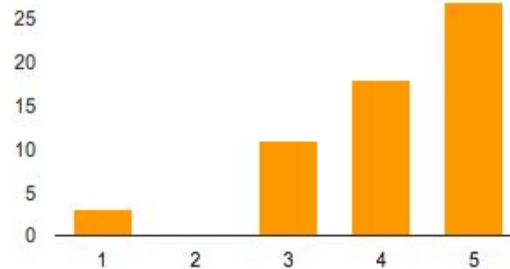
- Topic: Visible Learning by John Hattie
- Maximizing Impact on Student Learning
- Facilitated by Steve Ventura, Education Consultant
- Audience included All Certificated Staff
- 59 Responses

The material shared was relevant to improving my instruction.



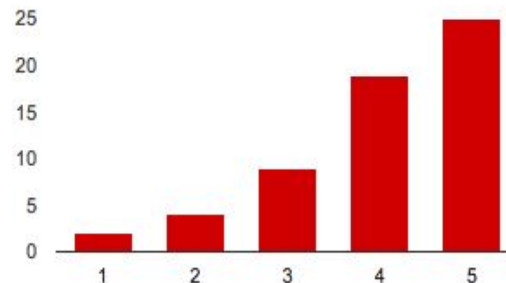
Strongly Disagree: 1	3	5.1%
2	0	0%
3	5	8.5%
4	22	37.3%
Strongly Agree: 5	29	49.2%

The organization and pace of the workshop met my expectations.



Strongly Disagree: 1	3	5.1%
2	0	0%
3	11	18.6%
4	18	30.5%
Strongly Agree: 5	27	45.8%

The PD was an effective use of my time.

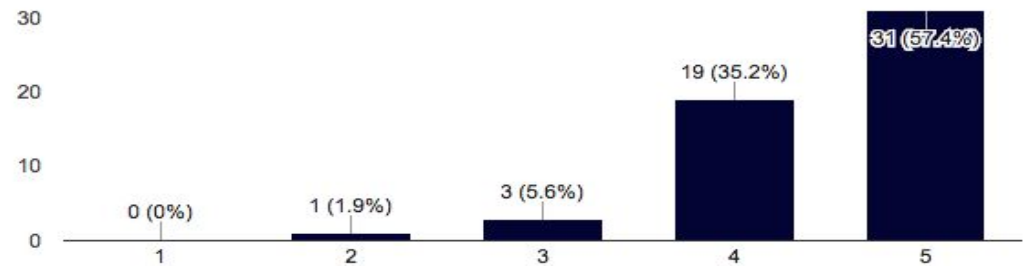


Strongly Disagree: 1	2	3.4%
2	4	6.8%
3	9	15.3%
4	19	32.2%
Strongly Agree: 5	25	42.4%

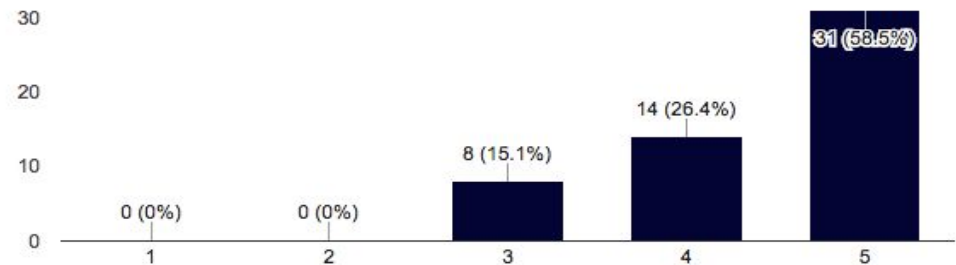
District-wide Professional Development Wednesday - September 28, 2016

- Focus - Using Guided Language Acquisition by Design for Integrated and Designated English Language Development
- Facilitated by CSD GLAD Trainers
- Differentiated by Grade Level Span
- 54 Responses

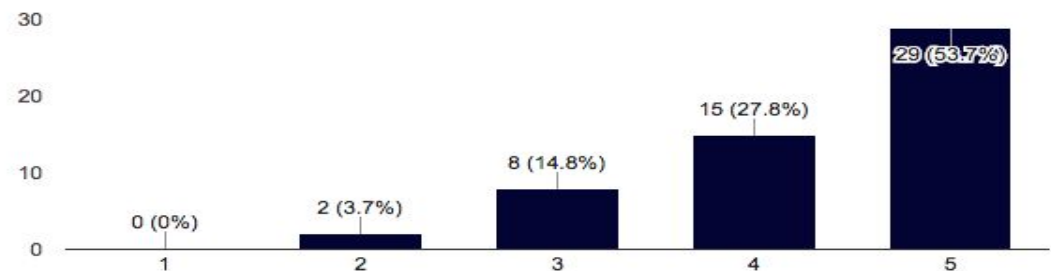
The material shared was relevant to improving my instruction. (54 responses)



The organization and pace of the workshop met my expectations. (53 responses)



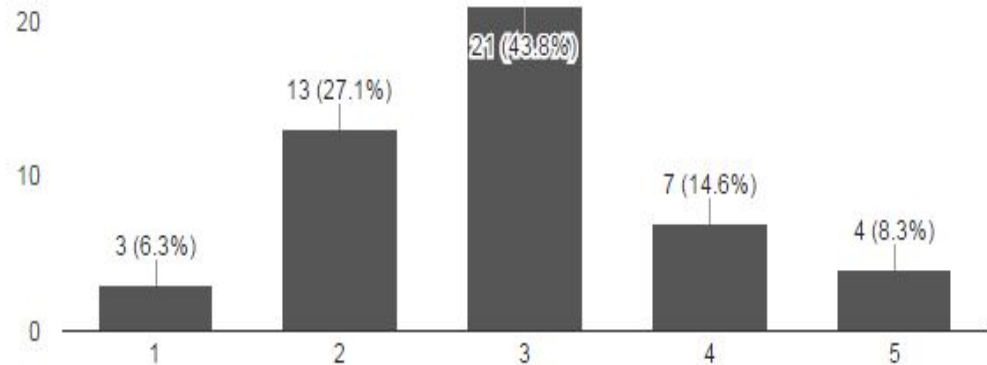
The PD was an effective use of my time. (54 responses)



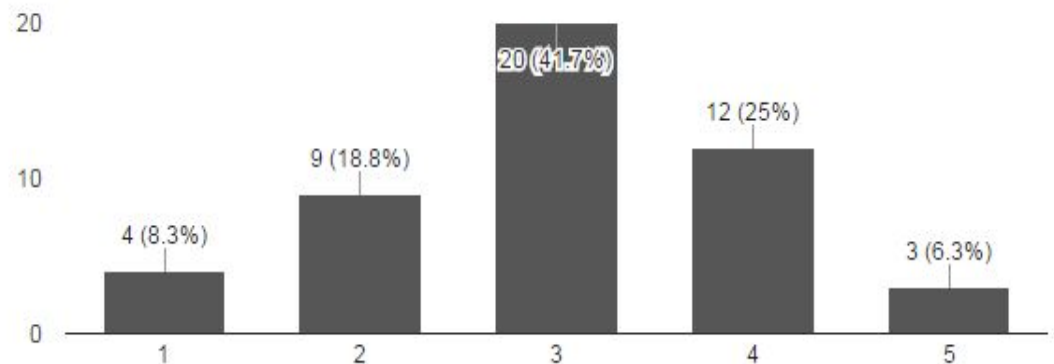
TK-6 Writer's Workshop Training - Fall 2016

- Focus: Writer's Workshop
- Facilitated by Pure Literacy Consultant
- Differentiated by Grade Level
- 48 Responses

How often do you implement writer's workshop in your classroom per week?
(48 responses)



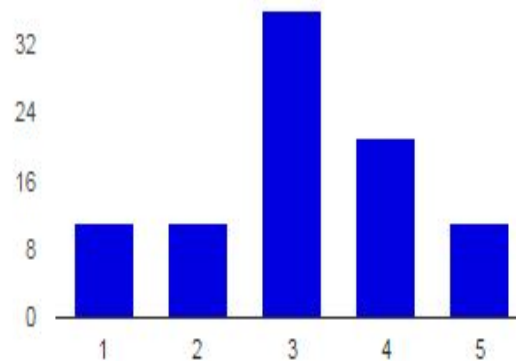
How confident do you feel with teaching through the Writer's Workshop model?
(48 responses)



District-wide Professional Development Day - October 21, 2016

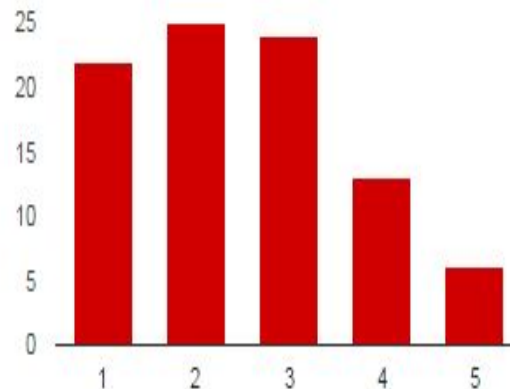
- Focus: ELA/ELD Framework
- SCCOE Staff Presenters
- Differentiated for each grade level span:
 - Preschool- 2
 - Grades 3 - 5
 - Grades 6-8
- All certificated staff participated, including, certificated support staff
- 90 Responses

The material shared was relevant to improving my instruction.



Strongly Disagree: 1	11	12.2%
2	11	12.2%
3	36	40%
4	21	23.3%
Strongly Agree: 5	11	12.2%

The PD was an effective use of my time.



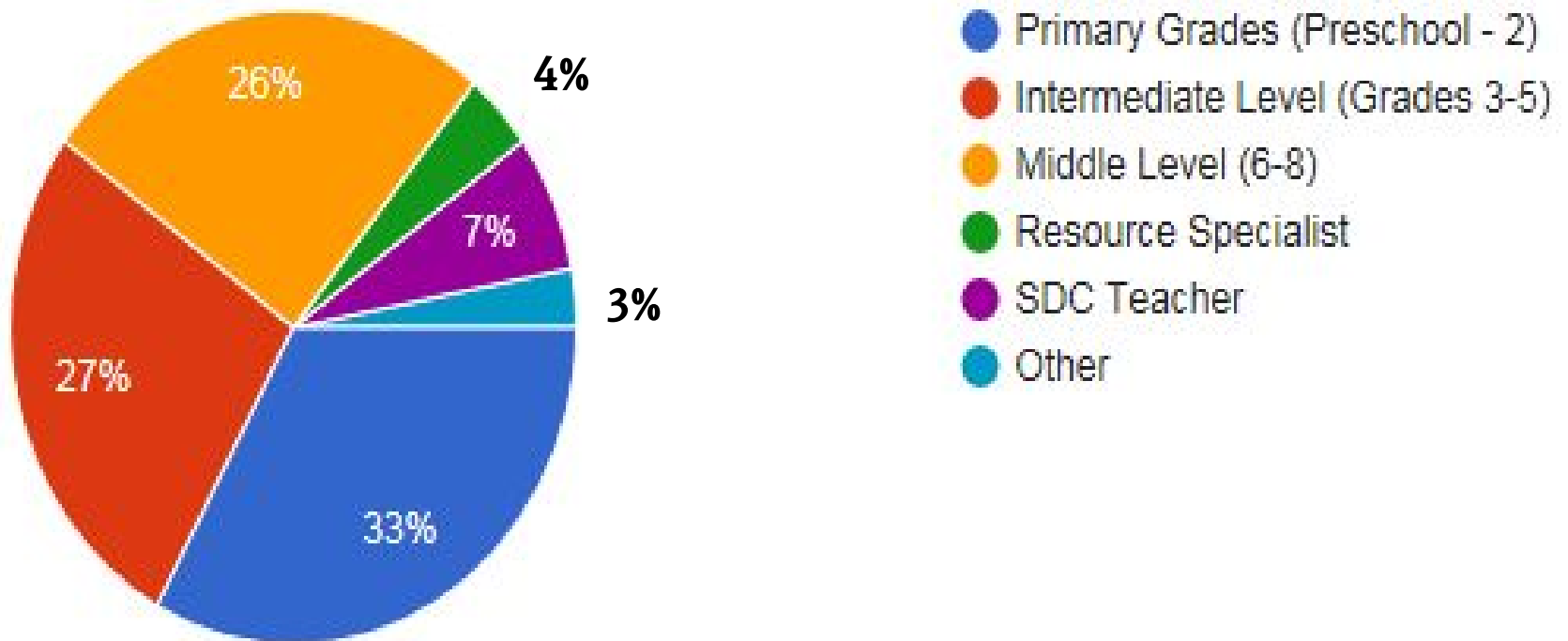
Strongly Disagree: 1	22	24.4%
2	25	27.8%
3	24	26.7%
4	13	14.4%
Strongly Agree: 5	6	6.7%

Certificated Professional Development Needs Survey 2016-17 for Future Planning

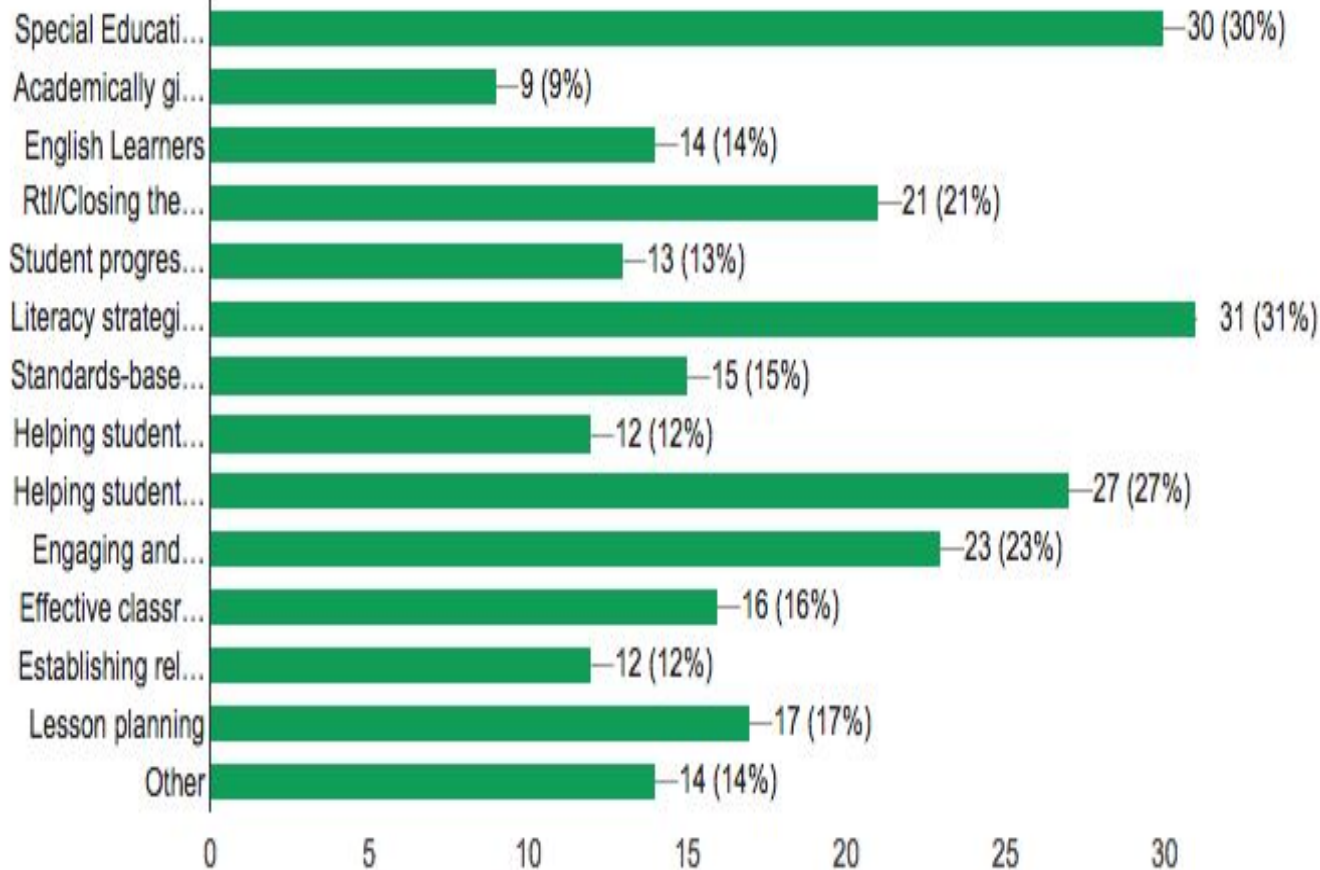


- Planning and developing the professional development plan for 2017-18, 2018-19, & 2019-20 school years
 - Provide staff opportunities to give input to assist in constructing the pd plan to better meet students and staff needs
 - The survey was available to all certificated staff, including classroom teachers, RSP, SLPs, Preschool
 - Responses are anonymous and voluntary
 - Survey Period: December 16, 2016 - January 6, 2017 (3 weeks)
 - 100 Responses out of 180
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The Level Staff are Currently Employed to Teach



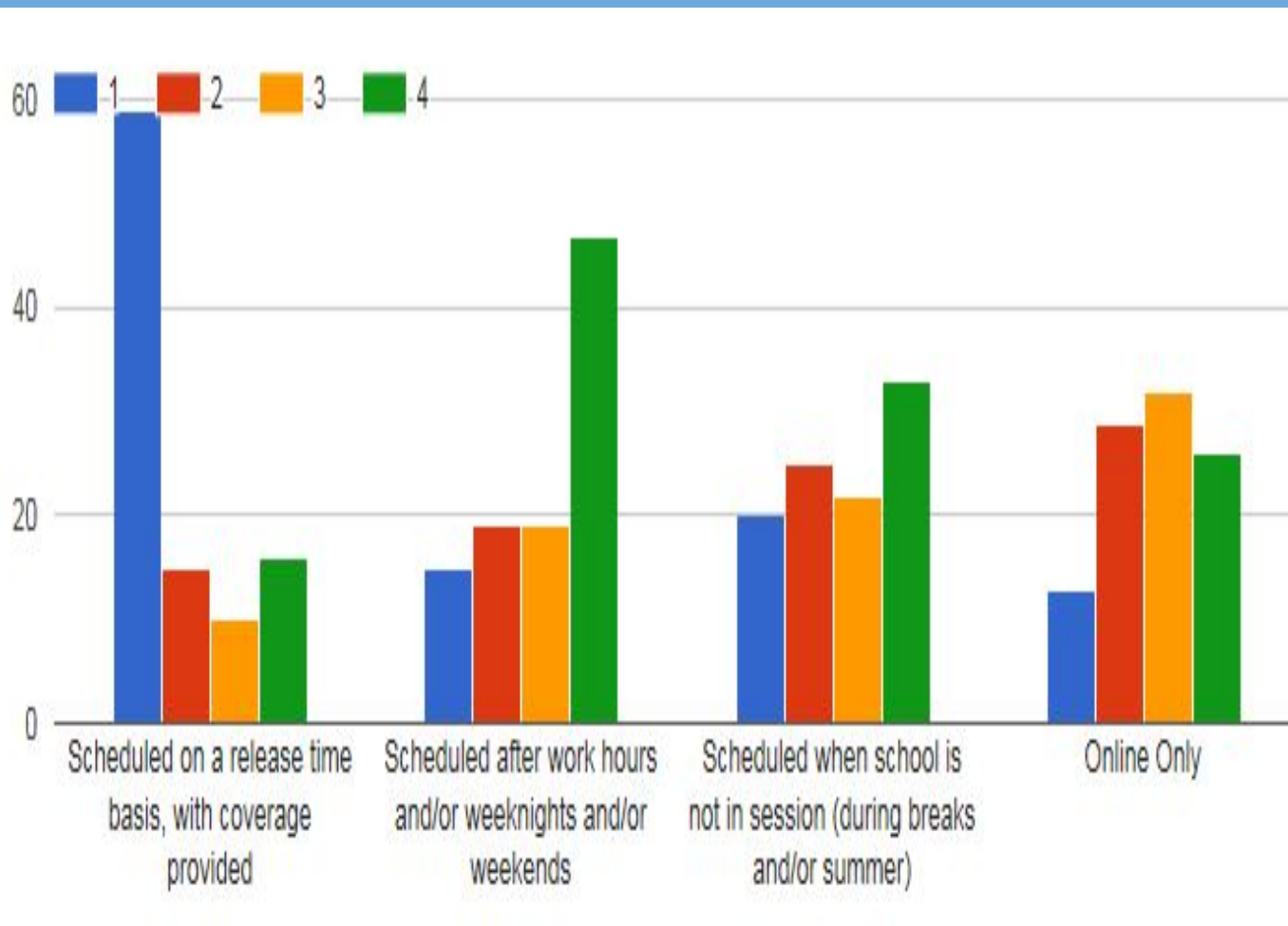
Which professional development topics/areas are top personal priorities for staff to improve over the next year?



Top 3

1. Literacy Strategies (Reading and Writing Across the Curriculum)
2. Special Education - Students with Disabilities
3. Helping Students Practice and Deepen their Knowledge of Content (DOK)

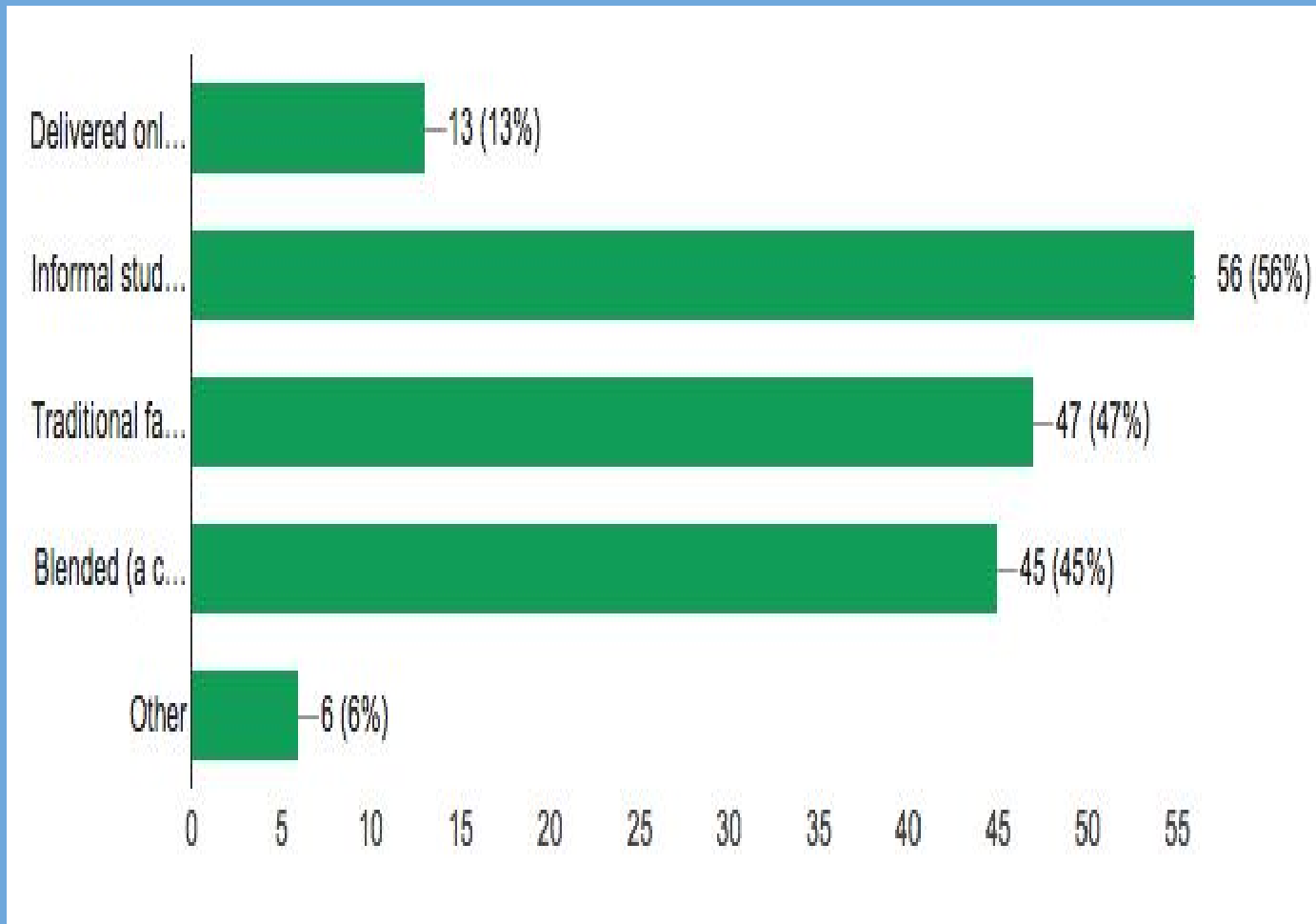
Staff's Preference When Professional Development is Provided (Rank from 1-4 with 1 being the top choice)



Top Preference:
Scheduled on a released time basis, with coverage provided

Least Preference:
Scheduled after hours and/or weeknights and/or weekends

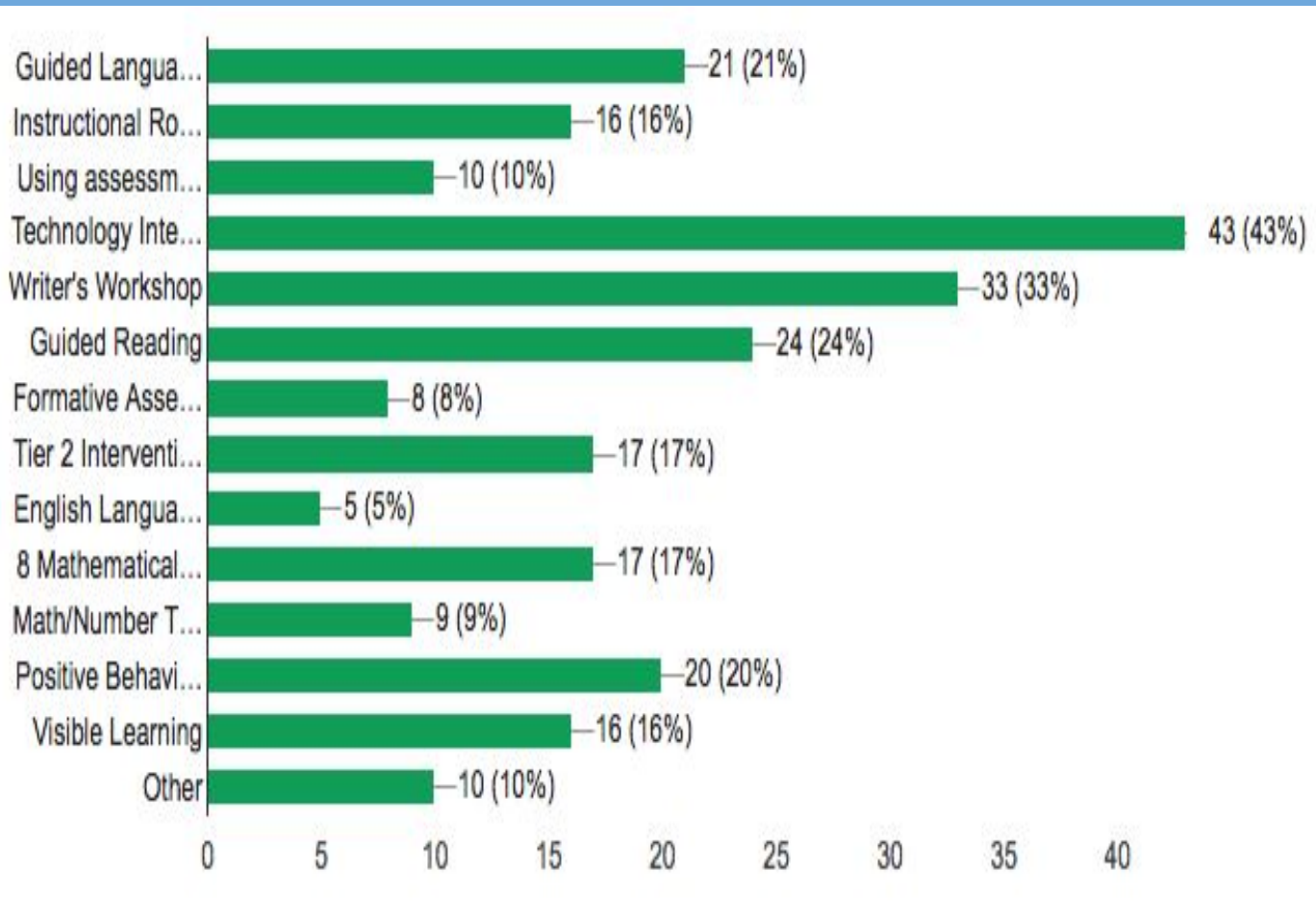
Staff's Preference on How Professional Development is Delivered



Top Preference:
Informal study groups or learning communities

Least Preference:
Delivered online

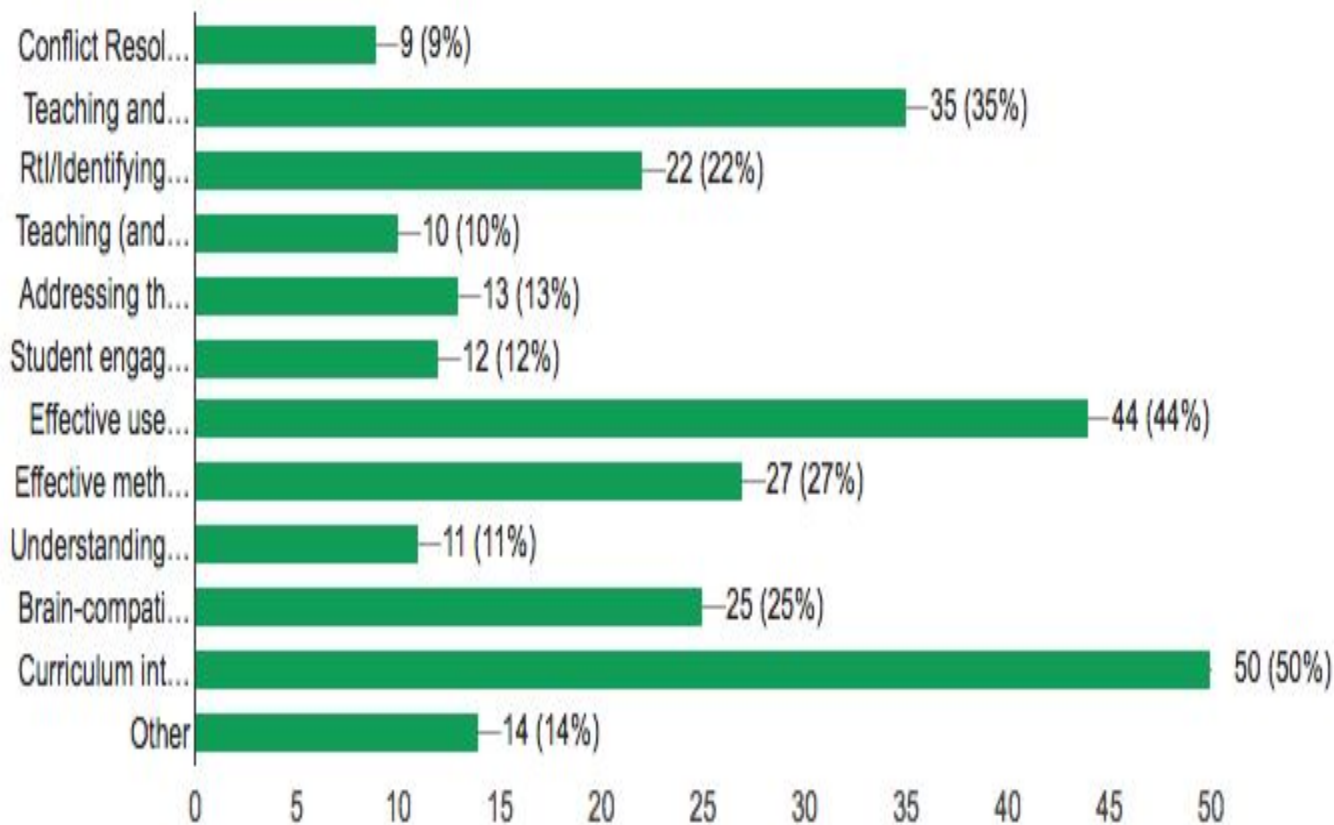
Which of the following district instructional initiatives need more training and support?



Top 3

1. Technology Integration
2. Writer's Workshop
3. Guided Reading

Which of the following professional development opportunities would staff benefit from with additional training?

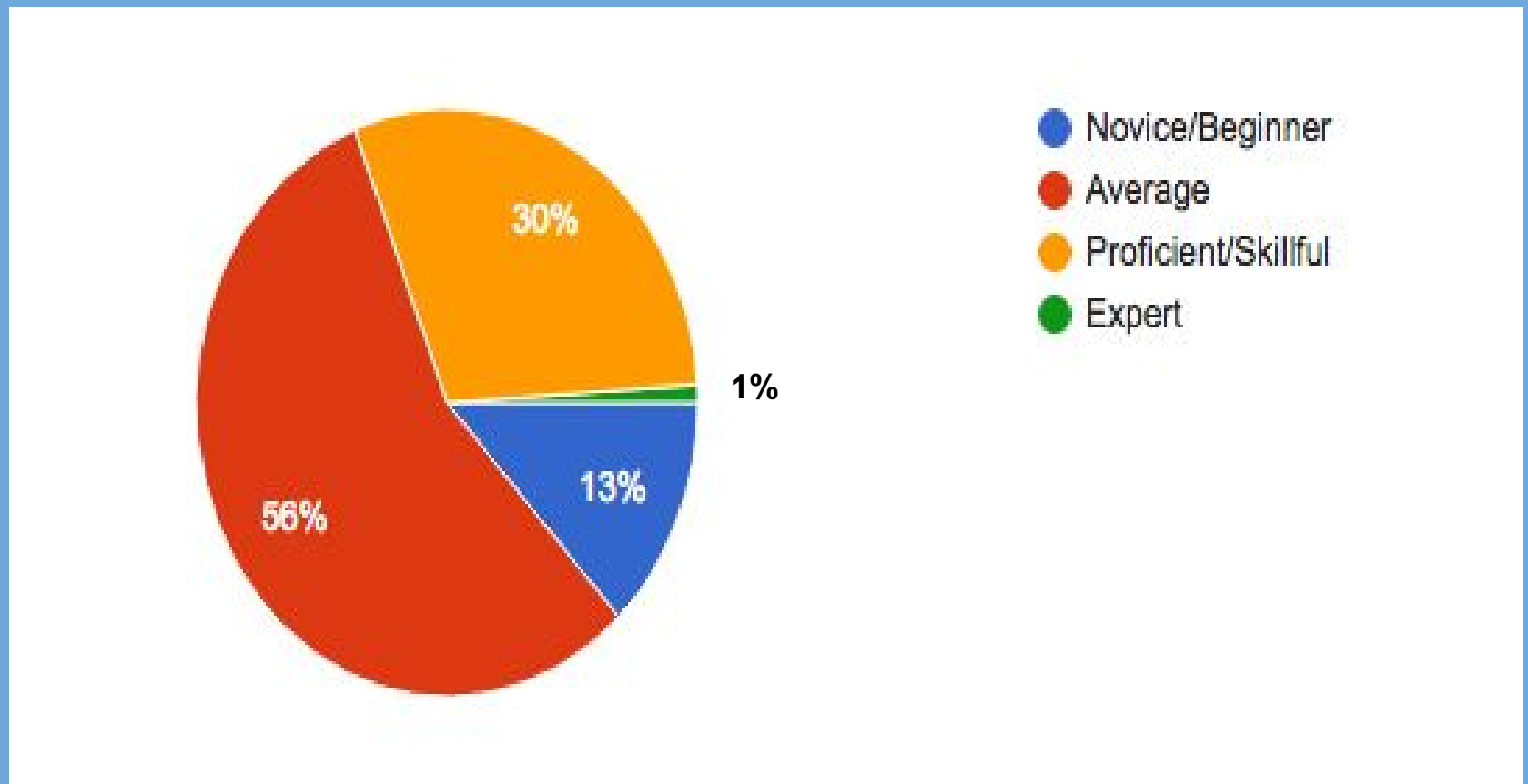


Top 3

1. Curriculum Integration//Project Based Learning
2. Effective use of technology resources to improve teaching practice and student learning
3. Teaching and addressing the needs of students with special needs and/or disabilities

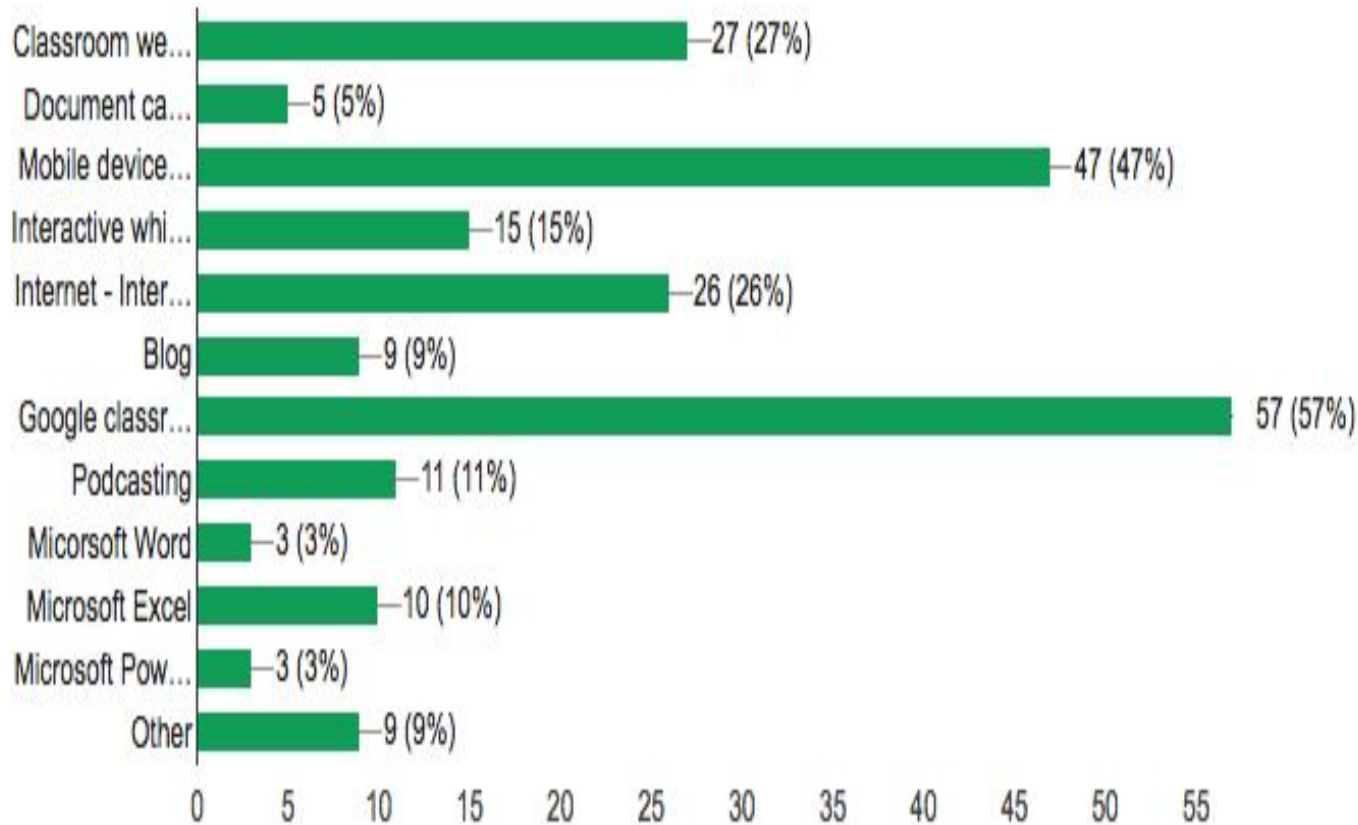
Professional Development on Technology

What's your skill level in integrating the use of technology in the classroom?



Professional Development on Technology (cont.)

I would like training with the following technology tools/resources:

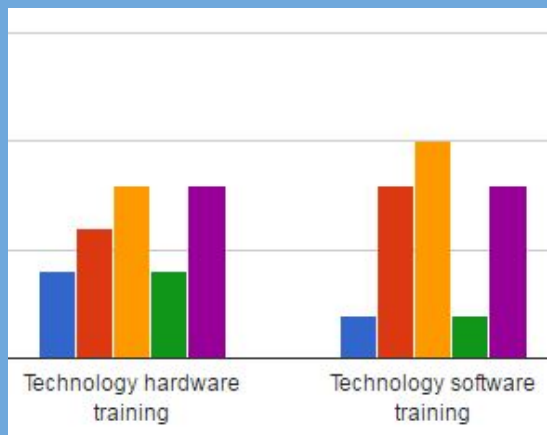
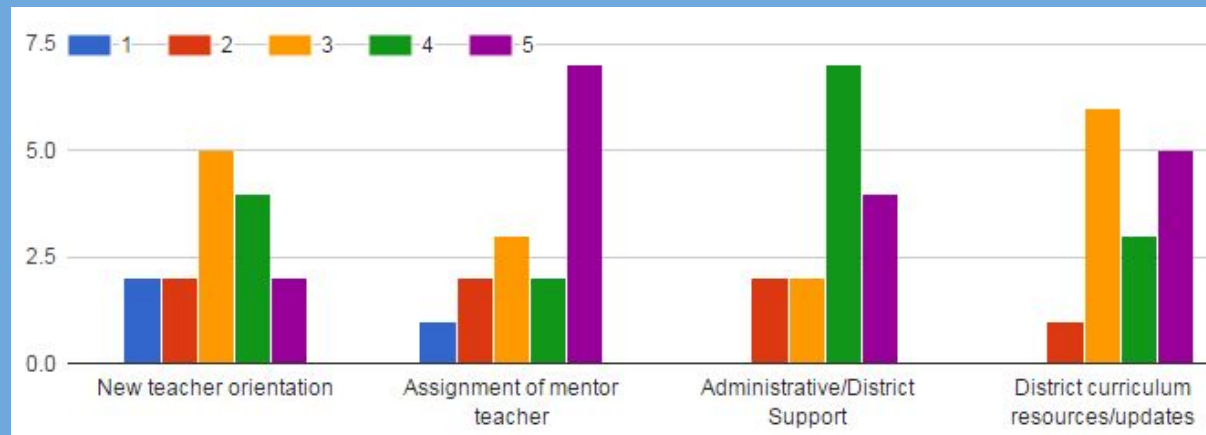


Top 3

1. Google Classroom
2. Mobile devices (iPads, Chromebooks)
3. Classroom Webpages & Internet Resources

Teachers who have been in Cambrian 2 Years or Less

- Rate the following items according to importance or helpfulness to new teachers.
- Rate from 1 to 5 with 5 being the most helpful to a new teacher and 1 being the least helpful to a new teacher.



Top 3

1. Assignment of a Mentor Teacher
2. District Curriculum Resources/Updates
3. Classroom Management

Internal Leadership Opportunities for CSD Staff



8 GLAD Trainers

**5 Teachers on Special
Assignment**

**Curriculum Leadership
Council**

**Summer School
Administrator**

Observations from the Needs Assessment Survey by Curriculum Leadership Council

- Chunk PD, then within each PD add more mini-PDs to support the learning and implementation.
- Focus on one instructional initiative at a time.
- Integrate more pieces into the instructional initiative focus. For example, integrate EL, Special Ed, Google Classroom if we are to focus on Mathematics.
- Develop more Teacher Experts at each site for more support. (Math, Science, ELA)
- Teachers need more access to technology devices for integration. (There are a limited number of devices at each site)
- High priority for more professional development is technology
- Preference for delivering PD is release days with sub coverage.

Next Steps

- ❑ Continue to provide differentiated professional development opportunities for all staff.
- ❑ Continue to provide staff opportunities to give feedback and input for future professional development.
- ❑ Each site will administer the staff professional development needs assessment.
- ❑ Work with staff and administrators to develop a 3 year professional development plan aligned to the LCAP and District Strategic Plan.
- ❑ **Measure Impact on Student Achievement with specific assessment tools district-wide!**