

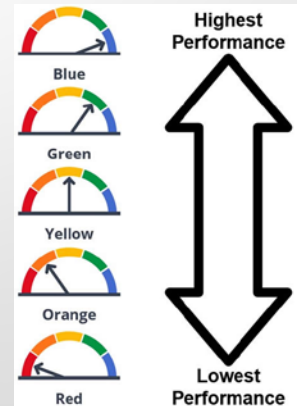
**Comprehensive School
Improvement/ Additional Targeted
Support & Improvement**

**Supporting the Diverse Needs
of our Schools**

March 25, 2019

Comprehensive School Improvement (CSI) What is this new category?

- ❖ Federal Every Student Succeeds Act (ESSA) requirement
- ❖ Lowest performing 5% of Title I schools
 - All **red** indicators
 - All **red** with one indicator any other color
 - All **red** and **orange** indicators
 - 5 or more indicators where majority are **red**
- ❖ High schools with graduation rates lower than 67%
- ❖ State funding provided



Additional Targeted Support & Improvement (ATSI)- What is this new category?

- ❖ Federal Every Student Succeeds Act (ESSA) requirement
- ❖ Title I and non-Title I schools
- ❖ Schools with 2 or more student groups that for 2 years do not meet the same criteria used to identify the lowest 5% of Title I sites
 - All **red**
 - All **red** with one any other color
 - All **red** and **orange**
 - 5 or more indicators where majority are **red**
- ❖ No state funding provided



Schools Receiving Support

School Name	Title I Status 2017-18	Assistance Status
Horizons School: Independent Study	No	CSI Grad
Olympic Continuation High	Yes	CSI Grad
Bel Air Elementary	Yes	CSI Low Perform
Shore Acres Elementary	Yes	CSI Low Perform
Sunrise (Special Education)	Yes	CSI Low Perform
El Dorado Middle	Yes	CSI Low Perform
Oak Grove Middle	Yes	CSI Low Perform
Pleasant Hill Middle	No	ATSI

Horizons Independent Study

Why?

Graduation rate is under 67% (61.2% for 2018 and currently at 59%)

What will they focus on?

School-wide learner outcomes aligned with engaging, differentiated instruction, targeted interventions for students with social/challenges, more diverse offerings for students on campus and online

Challenges?

Attendance, students that struggle with anxiety/depression and struggle to build consistent, positive relationships

Successes?

Implementation of Health Careers Pathway, Open Art Studio, and Salsa class, positive WASC self-study and visit, piloting a collaborative professional development team with other Alternative Ed instructors in the district

Olympic High School

Why?

Graduation rate is under 67% (55.9% for 2018 a 4.5% increase from 2017)

What will they focus on?

Schoolwide Learning Outcomes (SLOs) aligned to academic standards with rigorous instruction, orientation for newly enrolled students each term, grad status reviews and interventions, positive school culture and safety, ELPAC-informed EL interventions, Increase understanding of DASS

Challenges?

Attendance, lack of transportation, social-emotional support and school safety, timing of referral to Olympic, 5th year Seniors more supports

Successes?

82% of 5th year seniors graduate, Increased graduation rate for 3/4 targeted groups identified on DASS (Hispanic, socioeconomically disadvantaged, and students with disabilities), Model Continuation High School, positive WASC self-study and visit

Bel Air Elementary

Why?

All **red** and **orange** indicators

What will they focus on?

Math & ELA priority standards, targeted focus on IAB student achievement data, Schoolwide AVID

Challenges?

Staff turnover

Successes?

Schoolwide AVID, success in moving students from Tier 3 to Tier 2 on iReady in ELA and Mathematics

Shore Acres Elementary

Why?

All **red** & **orange** indicators

What will they focus on?

Math & ELA priority standards, a targeted focus on analyzing student achievement data, Schoolwide AVID implementation, strengthening Dual Language program, increasing family & community engagement

Challenges?

Aligning the available resources to the initiatives to meet college-ready expectations and professional development and parent engagement goals

Successes?

Becoming an AVID Dual Language school, adding a new Dual Language TK class

Sunrise Elementary

Why?

Chronic absenteeism-**red**; Suspension rate-**orange**

What will they focus on?

Using PBIS strategies, restorative practices, and other means of correction

Challenges?

Small school with a specialized student population

Successes?

Increases in attendance in the lower grades, decreases in suspensions in the upper grades due to PBIS implementation and restorative practices

El Dorado Middle

Why?

All **orange** with one **red** indicator (mathematics)

What will they focus on?

Math & ELA priority standards, a targeted focus on analyzing IAB student achievement data, Schoolwide AVID implementation

Challenges?

High mobility, staff working to support students who come working below grade level

Successes?

Growth on iReady from Fall to Winter this year and growth with students who have been in intervention for math

Oak Grove Middle

Why?

All **red** & **orange** indicators

What will they focus on?

Continue to build IB units of study and train staff to be certified by April 2020, continue to strengthen AVID electives and training, full implementation of PBIS, social-emotional and restorative justice practices school-wide

Challenges?

Consistent weekly time for staff to conduct effective PLCs where they can work through cycles of inquiry throughout the year to look at data, share best practices, and plan next steps

Successes?

Continuing as an AVID school, hosted an IB visitation working towards certification, the addition of two instructional coaches, overall improvements in the winter iReady diagnostic assessment

Pleasant Hill Middle- ATSI

Why?

Students with Disabilities for suspension indicator- red for 2 years

What will they focus on?

Focus on rigor and high expectations for students with disabilities, continue to collaborate with Seneca and special education staff to ensure classroom and campus climates encourage high achievement and positive behavior

Challenges?

High percentage of students generating suspensions are often awaiting alternative placement decisions.

Successes?

Strong PBIS and CARE team, a wide range of interventions, and utilizes OMC extensively. This work has resulted in a 24.8 increase in ELA and 29.1 increase in Math the CAASPP assessment for students with disabilities.

District Wide Technical Support

Phase I- Spring

- ❖ Host workshop (1-2 teachers, SSC parent, principal) focused on data analysis, root cause analysis, and matching high leverage, research-based strategies to student needs
- ❖ Accessing Contra Costa County Office of Education support for technical assistance

Phase II- Early Summer

- ❖ On June 13-14, 2019, CSI & AVID principals will participate in targeted training on *Leadership for College Readiness*. Content will be focused on how to lead impactful school-wide initiatives.

District Wide Technical Support

Phase III- Late Summer

- ❖ Instructional Support staff will work with County Office to establish periodic monitoring and support structures at the CSI/ATSI sites. Staff will work directly with site leadership teams to ensure that all site initiatives are aligned to root causes and that benchmark data is being monitored.