

01 - 02 Oakland Unified  
Melrose Elementary

Melrose  
Elementary

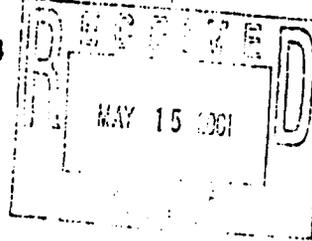
California Department of Education  
Education Support and Networks Office

Form 1  
LEA Cover Page

**Immediate Intervention/Underperforming Schools Program  
(II/USP)  
DISTRICT APPLICATION FOR FUNDING  
FOR ALL SCHOOLS**

Mail original Action  
Plan and three  
Copies to:

School Reform Assistance Office  
Education Support and Networks Division  
California Department of Education  
721 Capitol Mall, 3rd Floor  
Sacramento, California 95814



**Postmarked no later  
than Tuesday,  
May 15, 2001**

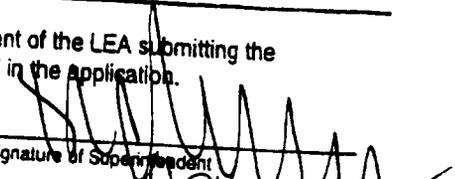
**Part I: Application information: Complete for LEA submitting application for funding.**

<b>Name of Local Educational Agency (LEA):</b> Oakland Unified School District <b>12-Digit County/District Code:</b> 0161259 00000		<b>Total Grant Amount Requested for all schools:</b> FY 2001-02 \$3,734,803.00 FY 2002-03 \$3,747,489.00 <b>Dates of Project Duration:</b> July 1, 2001 to June 30, 2003 <b>Date of local governing board approval:</b>	
<b>District Superintendent:</b> Dennis Chaconas <b>Address:</b> 1025 Second Avenue <b>City:</b> Oakland <b>Zip:</b> 94606 <b>Phone:</b> (510) 879-8200 <b>Fax:</b> (510) 879-8800		<b>District Contact Person:</b> Louise Waters <b>Address:</b> 314 E. 10th Street <b>City:</b> Oakland <b>Zip:</b> 94606 <b>Phone:</b> (510) 879-8613 <b>E-mail:</b> lwaters@ousd.k12.ca.us	

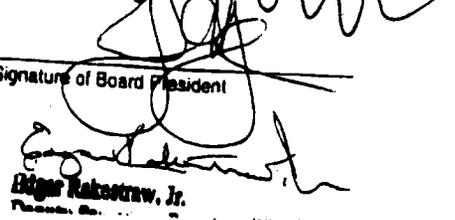
**Part II: Signature (Signature must be original. Please use blue ink.)**

The Superintendent and Governing Board President of the LEA submitting the application sign on behalf of all principals included in the Application.

Dennis Chaconas  
Printed or Typed Name of Superintendent Date: \_\_\_\_\_

  
Signature of Superintendent

Jason Hodge  
Printed or Typed Name of Board President Date: \_\_\_\_\_

  
Signature of Board President  
**Digger Katsouras, Jr.**

IMMEDIATE INTERVENTION/  
UNDERPERFORMING SCHOOLS PROGRAM  
*California Department of Education: SBIX*

**Melrose  
Elementary School  
ACTION PLAN  
2001-2003**

*External Evaluator  
RPP International*

*Marty Rutherford, Ph. D.  
marty@rppintl.com*

*Haleh Hatami Sprehe, M.A.  
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Phone: 510-450-2550  
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**Immediate Intervention/Underperforming Schools Program  
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DISTRICT APPLICATION FOR FUNDING  
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<b>District Superintendent:</b> Dennis Chaconas 1025 Second Avenue		<b>District Contact Person:</b> Louise Waters Address: 314 E. 10th Street	
<b>City:</b> Oakland <b>Phone:</b> (510) 879-8582	<b>Zip:</b> 94606 <b>Fax:</b> (510) 879-8582	<b>City:</b> Oakland <b>Phone:</b> (510) 879-8613	<b>Zip:</b> 94606 <b>E-mail:</b> lwaters@ousd.k12.ca.us

**Part II: Signature (Signature must be original. Please use blue ink.)**

The Superintendent and Governing Board President of the LEA submitting the application sign on behalf of all principals included in the application.

Dennis Chaconas  
Printed or Typed Name of Superintendent      Date

\_\_\_\_\_  
Signature of Superintendent

Jason Hodge  
Printed or Typed Name of Board President      Date

\_\_\_\_\_  
Signature of Board President

**Immediate Intervention/  
Underperforming Schools Program (II/USP)**

**SCHOOL APPLICATION  
For II/USP Funding**

**Part I: Application Information: Complete for school submitting application for funding**

Name of Applicant School: Melrose Elementary School		Total School Grant Amount Requested: FY 2001-2002 \$ <u>96,500</u> FY 2002-2003 \$ <u>97,500</u>	
14 Digit County/District/School Code: 0161259-6002075		Dates of Project Duration: July 1, 2001 to June 30, 2003	
Principal: Moyra Contreras		External Evaluator: RPP International	
Address: 1325 53 <sup>rd</sup> Avenue		Address: 1900 Powell Street, Suite 200	
City: Oakland	Zip: 94601	City: Emeryville	Zip: 94609
Phone: (510) 879-1410	Fax: (510) 879-1419	Phone: (510) 450-2550	E-mail: marty@rppintl.com

**Part II: Signatures (Signatures must be original. Please use blue ink.)**

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Moyra Contreras

Printed or Typed Name of Principal Date



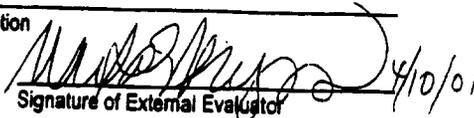
Signature of Principal Date

RPP International

Printed or Typed Name of External Evaluator's Organization

Martha Rutherford, Ph.D.

Printed or Typed Name of External Evaluator Date

 4/10/01

Signature of External Evaluator

Haleh Hatami Sprehe, M.A. 4/10/01  
Printed or Typed Name of External Evaluator Date

  
Signature of External Evaluator

**Action Plan Team Members' Signature Page**

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
External Marty Rutherford Evaluator: Haleh Hatami Sprehe	<i>Marty Rutherford</i> <i>Haleh Hatami Sprehe</i>	4/10/01 4/10/01
Veronica Lopez, Parent	<i>Veronica Lopez</i>	3-26-01
Ana Navarro, Parent	<i>Ana Navarro</i>	3/29/01
Guadalupe Martinez, Parent	<i>Guadalupe Martinez</i>	4-5-01
Juana Septien, Parent, SSC	<i>Juana Septien</i>	4-5-01
Moyra Contreras, Principal	<i>Moyra Contreras</i>	4/6/01
Anita Comelo, Teacher	<i>Anita Comelo</i>	4-26-01
Jennifer Corn, Teacher	<i>Jennifer Corn</i>	4/6/01
Amy Voge, Teacher, Special Ed.	<i>Amy Voge</i>	4/6/01
Sharon Bernstein, Partners in School Innovation	<i>Sharon Bernstein</i>	4/6/01
Tom Malarkey, Bay Area Coalition of Essential Schools	<i>Tom Malarkey</i>	4-9-01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

## Quality Review Criteria Checklist

### 1. Governing Board Policies

The school site Action Plan clearly identifies and describes:

**Page(s)**

A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	pp. 1-9
B. Solutions/strategies for overcoming these barriers and underlying causes.	pp. 1-9
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	p. 10
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	p. 10
E. Annual growth targets at least as high as those adopted by the State Board of Education.	p. 11
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	p. 11
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	pp. 12-13

### 2. Parental and Community Involvement

The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	pp. 13-15
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### 3. Fiscal Management

The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	pp. 15-16 and forms
B. Linked to overcoming barriers to achievement.	pp. 15-16 and forms
C. Not in excess of available funds (II/USP and other sources).	pp. 15-16 and forms

### 4. Personnel Management

The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	p. 17
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	p. 17
C. How professional development is provided to all teachers.	pp. 17-18
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.	p. 18
E. How professional development is directly related to areas where student academic performance needs improvement.	p. 18

### 5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	p. 19
B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	p. 19
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	NA
D. Any lack of instructional materials is addressed.	p. 19

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	pp. 19-20
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	p. 20

## Melrose Elementary School: II/USP Action Plan

Melrose Elementary School is located in East Oakland in largely Latino community, a point of entry for recent immigrants. Melrose staff enjoys a highly collaborative, democratic, and professional culture. They have created a personal environment where all students are known, and many parents express great satisfaction and confidence in the school. While no crimes have been reported on campus this year, the high poverty neighborhood has a history of high levels of crime. Some parents report that drug dealers often prey on their children before and after school. Total enrollment for 200-2001 is 493 with 78 percent Latino, 13 percent African American, 5 percent Asian, and 4 percent of students of other ethnicity or race. In addition, 78 percent of the students are English language learners and 94 percent qualify for free or reduced lunch. The majority of classes are bilingual.

While Melrose Elementary failed to meet its API goal by 8 points, the school as a whole has made some gains in academic performance as defined by both the standardized test and authentic assessments. Overall, the percentage of students scoring in the 1<sup>st</sup> quartile has declined in all subjects since 1997-98. In 1998-99 significantly fewer students took the SAT9 than in the previous and subsequent year, making it difficult to cite trends in student performance (in 1997-98, 93%; 1998-99, 43%; 1999-00, 61%). Approximately one quarter of students scored at or above the 50<sup>th</sup> percentile in all subjects. Very few students are redesignated from LEP to FEP. A higher percentage of African American students perform in the lowest quartile on SAT9 than any other ethnic/racial designation. A higher percentage of English Only students perform below grade level in Running Records than any other language proficiency designation.

### I. GOVERNING BOARD POLICIES

This section of the Action Plan addresses school wide barriers, underlying causes for low performance as well as designated solutions as identified by the Melrose Action Planning Team. We have divided this section into the following areas: curriculum and instruction, school-wide assessments, and student readiness to learn.

#### **In the Area of Curriculum and Instruction**

- A. *Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance*

## Melrose Elementary School: II/USP Action Plan

Melrose is a school populated by linguistic minority children, and state and district curricula often do not meet their needs. The district offers the school little support in implementing a high standard bilingual or ELD program. At present, there are no math materials available in Spanish. The school has a diverse population, mostly Latino (nearly 80%) with small numbers of children from other linguistic minority groups. To compensate for the imbalance in linguistic populations, the school has essentially two instructional linguistic strands, one that is Bilingual/Spanish and the other that is Sheltered English. This configuration linguistically isolates children during much of the instructional time.

While there are examples of challenging curriculum and engaged student learning, there is variation across classrooms in how the curriculum is consistently challenging and articulated. There is little time for teachers to collaborate at grade level around the implementation of instructional programs, and there is no clear and consistent link across all classrooms between what is learned from assessments and modifications to instructional practice.

### *B. Solutions and strategies to address causes of low student performance and to overcome barriers in the area of Curriculum and Instruction*

In each of the curricular areas below, solutions are categorized by instructional program, accompanying professional development, assessments, and parent involvement.

#### **Reading: Action steps for the instructional program**

- a. Integrate the Open Court reading program into appropriate classrooms and consistently implement a schoolwide standards-based reading program across grade-levels to address the needs of the diverse linguistic population.
- b. Implement Melrose Literacy Plan in sheltered and bilingual classrooms using a comprehensive literacy framework and district recommended curricula.
- c. Hire an additional literacy/intervention coach at 75% time to support implementation of a comprehensive language arts curriculum with Literacy Leadership Team (LLT).
- d. Continue to involve parents in reading program and student progress at SSC meetings and parent conferences and through parent liaison outreach.

#### **Reading: Extra support strategies (in-class and after school)**

- a. Expand Soar to Success across 3-5, sheltered and bilingual intervention.
- b. Reciprocal Teaching (RT) implemented across grades 2 – 5 at set intervals throughout the year, incorporating Collaborative Inquiry.
- c. Adapted version of Reading Recovery—expanded.

## Melrose Elementary School: II/USP Action Plan

- d. Continue to use Americorps volunteers as support to teachers during reading instruction.
- e. Allocate resources for a number of teachers to regularly attend professional conferences in Language Arts.
- f. Increase opportunities for socially generated learning in literacy and integrate metacognitive strategies.
- g. Provide additional instruction in after-school program to identified struggling students. GATE students participate in integrated projects designed to meet their needs.
- h. Add an additional Academic Mentor to provide one-on-one assistance to struggling readers.
- i. Implement Academic English Mastery Program (L.A. Unified District), a literature-based reading program that uses materials that are culturally relevant for the student population.

### Reading: Professional development

- a. Melrose Literacy Plan will be supported by summer inservice and buy-back days. Professional development days will be used to articulate the literacy plan across all grades using a comprehensive framework. A framework such as the *New Standards Reading and Writing* will be used to align curriculum and maintain consistency across programs. Standards will be reviewed by grade level during the buy-back days.
- b. Literacy Coach and Intervention Teacher to provide in-class staff development such as lesson modeling, observations, etc. Literacy coaches will also be responsible for leading on-site staff development around Language Arts curriculum.
- c. Expand training of Soar to Success across grade levels and 'refresher course' in RT.
- d. Teachers attending conferences will serve as on-site messengers of developments in the teaching and learning of Language Arts.
- e. LLT to explore means of implementing socially-generated lessons and thematic instruction.
- f. Collaboration between classroom teachers and after-school program to align and assess after-school activities with classroom curriculum.
- g. Teachers implementing Open Court reading program, the principal and the literacy coach will attend summer training and begin looking at ways to integrate Open Court with Melrose Literacy Plan.
- h. Bilingual teachers will attend Results training and begin to look at how to integrate aspects of Open Court reading program into the Transition English Language program.

### Writing: Action steps for the instructional program

- a. Align and articulate writing instruction across curriculum at all grade-levels according to the California and district standards.
- b. Using results from Collaborative Inquiry Group, staff will examine and agree upon ways to use writing across the curriculum with emphasis on expository texts.

## Melrose Elementary School: II/USP Action Plan

- c. Establish a routine of looking at student work in systematic ways, at regular intervals to inform practice.
- d. Incorporate learnings from Academic Language Assessment System (ALAS) with district writing assessment and Academic English Mastery Program (AEMP).

### Writing: Extra support strategies (in-class and after school)

- a. Use Intervention Teacher, academic mentors, and instructional assistants to work with students one-on-one during composing tasks.
- b. Identified students will receive additional instruction through after-school program and GATE students will participate in integrated projects designed to meet their needs.
- c. Establish regular collaboration between classroom teachers and after-school program to align after-school activities with classroom curriculum and assess effects.

### Writing: Professional development

- a. Use buy-back days and Wednesdays to examine and review ways writing is used. During buy-back days, Collaborative Inquiry Group will disseminate findings on expository writing.
- b. Become familiar with other models of looking at student work and establish a protocol for institutionalizing this practice. Come to staff agreement around use of portfolios.
- c. Dedicate staff time to familiarize whole staff with use of writing rubrics.
- d. Collaboration between classroom teachers and after-school program to align and assess after-school activities with classroom curriculum.

### ELD/AED: Action steps for instructional strategies

- a. Codify and implement the findings from the Collaborative Inquiry groups in Sheltered English program, ELD assessments, and ELD practices to articulate a repertoire of strategies to be used across grades levels in a school-wide standards and content-based ELD program.
- b. Articulate and implement school-wide repertoire of strategies for content based Academic English Development (AED) schools wide.
- c. Share test-taking strategies for Limited English Proficient and African American students.
- d. Implement 90/10 bilingual program to transition students from primary language to English.
- e. Continue seminar series with UC Berkeley around ELD issues and Developmental Teacher Education credential program to reduce the student to teacher ratio.

### ELD and AED: Professional Development

- a. Use collaborative team time to come to agreements on implementation of ELD Plan.
- b. Send a team of teachers to LAUSD training (AEMP) to learn AED strategies. Participating teachers will be trainers of trainers on site.

## Melrose Elementary School: II/USP Action Plan

- c. Staff development in test-taking strategies drawing from *Children at the Center* or comparable workshop.
- d. Staff development in 90/10 structure of a bilingual transition program.
- e. Schedule regular meetings throughout the school year where ELD specialists (for example, Lily Wong Fillmore) visit school site to discuss topical issues around ELD.

### Reading and writing internal assessment instruments and processes

- a. Regularly modify and/or implement Melrose Literacy Plan based on student assessment data.
- b. Implement enhanced reading assessment such as Developmental Reading Assessment to provide more complete profile of reading comprehension.
- c. As a whole staff, complete rubric of assessments that describe current assessments, how staff uses them, how they are aligned with standards, what they describe and what they don't, and how they affect instruction.
- d. Implement NWEA levels tests twice a year.
- e. Focus Collaborative Inquiry Group on ELD assessments for lower grade bilingual students and use ELD State test as an assessment.
- f. Explore ways to measure standard English proficiency.

### Parent Involvement in Reading and Language Arts

- a. Host regularly scheduled "Accountability Nights" to provide parents with opportunities to understand many aspects of the Melrose curriculum and system of assessments.
- b. Focus Back to School Nights on literacy, and recruit parent readers.
- c. Use parent teacher conferences to coordinate with parents on how they can best support their child academically at home in literacy using sample work, standards, and home strategies.

### Mathematics: Action steps for instructional program

- a. Consistently implement a standards-based math program across grades that meets the needs of a diverse linguistic population.
- b. Establish whole-staff understanding of standards and math continuum.
- c. Develop a school vision for the qualities of a high performing math student and use that vision to set targets for instruction.
- d. Implement math curriculum to ensure consistency across and between grades, including implementation of *Math Land* and *Math Steps*, replacement units by Marilyn Burns and integration of new math curriculum (district will adopt new program 2001-2002).
- e. Establish a Math committee to oversee standards-based action steps within the Action plan's math focus.

## Melrose Elementary School: II/USP Action Plan

### **Mathematics: Extra support strategies (in-class and after school)**

- a. Hire roving math expert to enhance math instructional strategies.
- b. Establish a math club. After-school programs aligned to in-class instruction and cross-age tutoring and institute daily math games across school.
- c. Explore specific LEP strategies in math and purchase Spanish math word problems.
- d. Recruit math mentors.
- e. Provide independent work and targeted instruction for students below grade level.
- f. Provide after-school support for identified students, e.g., UC Berkeley *Break the Cycle*, or train 6<sup>th</sup> graders as tutors.

### **Mathematics: Professional development**

- a. Using state and district math standards, hold a school-wide vision session to ensure shared understanding of math standards and criteria for high performance.
- b. Hire a roving math expert who will provide one-on-one coaching to teachers.
- c. With math teacher experts as team leaders, Melrose teachers meet in grade level teams to articulate math curriculum and set consistent curricular and academic goals for the school year. Increase collaboration time to develop thematic units around math.
- d. Use one Wednesday a month for the Curriculum Committee to work on the development of the math curriculum.
- e. Training in concept building and word problems for Limited English Proficient students and reinforcement through SDAIE strategies.
- f. Develop writing prompts that allow students to explain math solutions in written form for inclusion in the writing portfolio.
- g. Collaboration time around math conferences to allow teachers learn new math strategies.

### **Mathematics: Internal assessment instruments and processes**

- a. Develop as system of assessments for measuring math ability using a similar process used in reading/language arts.
- b. Pilot Northwest Evaluation Association (NWEA) levels tests in math in upper grades Spring 2001 and fully implement Fall 2001.
- c. Develop site-based benchmarks in math based on standards. Short grade-level skills checklist administered three times a year.
- d. Identify trends in math needs based on math portfolio, standardized tests, levels test, benchmarks, and unit assessments.
- e. Institute math conference time with parents using sample problems and student work.

### **Parent involvement in the mathematics program**

- a. Hold back to school nights with a focus on the math curriculum and looking at student work..

## Melrose Elementary School: II/USP Action Plan

- b. Host Family Math Night and introduce and distribute Math manipulatives for families.
- c. Use parent teacher conferences to coordinate with parents on how they can best support their child academically at home in math.

### **In the Area of a Schoolwide System of Assessments**

#### *A. Schoolwide and districtwide barriers to improvement in student achievement and Underlying causes for low performance*

At Melrose the SAT9 test is adequate for assessing broad trends but limited in diagnosis of student performance. Likewise the API, with only a single indicator has the same limitations. At this time there is an annual district-mandated oral language proficiency assessment for English language learners (IPT). The district is piloting a leveled assessment program, and Melrose will be part of the pilot group. However, no consistent and in-depth professional development is provided by the district on forms of assessment and their links to instructional practice.

It is difficult to say much about trends in achievement based on SAT9 scores due to high variation in the number of students tested from year to year. The number of parents who decline permission for their students to test is high. Teachers also report that students are unfamiliar with test format. To offset the inadequacy of the SAT9 in informing instruction and curricular design, Melrose has used alternative assessments. Each student at Melrose is required to have an assessment portfolio containing Running Records, prompted and scored writing samples, and the annual IPT score. All of the assessments measure literacy or language acquisition, but not math. Additionally, there is a need for evaluating the appropriateness and the implementation of assessments under consideration.

#### *B. Solutions and strategies to address causes of low student performance and to overcome barriers in the area of the schoolwide system of assessments.*

Specific assessment plans are listed above in the content areas of reading, writing, math, and ELD/AED. The Melrose staff will continue to identify appropriate assessments in English and Spanish for writing (ALAS), oral proficiency, and comprehension (NWEA leveled tests and Developmental Reading Assessment, exploring ways to calibrate Running Records scores from past years to either DRA and/or leveled tests). They will develop authentic math benchmark assessments. The staff will continue to integrate the work of the Collaborative Inquiry Group

## Melrose Elementary School: II/USP Action Plan

studying ELD assessment into professional development. The staff will develop the on-site capacity to run and maintain a comprehensive school database. (See I. G. and 5 E. F.)

### **In the Area of a School Climate and Readiness to Learn**

#### *A. Schoolwide and district barriers and causes for low performance in school climate and student readiness to learn*

The neighborhood has a history of high crime, and traffic poses a danger to students and their families. The district does not provide sufficient resource officers to monitor school safety in the immediate neighborhood. There are no long-term partnerships with the city, community centers and advocacy groups, the faith community, or with the police to spearhead a neighborhood safety movement. Parents cite neighborhood safety as a top concern.

Classroom structures that support instruction are not sufficiently evaluated for their effectiveness and consistency. Students are grouped by ability during most of their instructional day. These groupings tend to be based on language ability. And, a dual corridor exists with bilingual and sheltered English programs where there is no interaction between the two.

For the most part, parent involvement is limited to conventional activities. Parents are only minimally involved as intervention support, unless their students have been identified for social-emotional services. Latino parents feel welcomed at Melrose, however African American and Asian parents are not involved and feel the school often does not represent their voice.

#### *B. Solutions and strategies to address causes of low student performance and to overcome barriers in the area of readiness to learn*

The Coordination of Services Committee (COS) Team and its structures/interventions will continue to serve as a comprehensive model of coordinated supports. There is a strong school-wide system of supports to manage student behavior at Melrose. The Melrose community, including parents, students and staff is well informed of the *Eight Melrose Rules* that include rewards and consequences. Students report feeling safe at school, and classes are well managed. Both academic and social/emotional supports augment students' access to core curricula. There are instructional support interventions in the area of reading such as Reading Recovery and Soar to Success. Several academic supports are available to accelerate learning, including in-class

## Melrose Elementary School: II/USP Action Plan

and after-school tutoring, extended year, academic mentor, guided and leveled reading. Melrose identified the following action steps to improve climate and parent input:

### **Continue to support a safe and nurturing learning environment**

Continue COS team methods of identifying students with social/ emotional needs and linking students to support. Continue COS team rewards and consequences program. Revisit Melrose Characteristics, and create agreements on how to teach and use them. Train staff in *Second Step* conflict resolution. Adopt school-wide agreement on problem solving and conflict resolution with staff community and explore methods of classroom implementation.

### **Maintain equity as foundation of climate: Children as partners in equity**

Continue BayCES partnership and spread equity findings from Collaborative Inquiry across staff. Begin on-going discussion on equity and inclusion with staff and community. Launch *Inquiry into Culture* to build cross grade, multi-language, and student-centered groupings engaged in thematic units. Support inquiry program with assemblies and materials.

### **Professional development: School climate and readiness to learn**

Provide staff training in *Second Step*. Continue class meeting training. Set aside time to discuss Melrose Characteristics and metacognition skills. Use collaborative time to develop whole school student collaborative inquiry groups and develop Intercultural units. Continue staff development around equity with BayCES.

### **Encouraging Parent and Community engagement**

Host a minimum of three annual family night events, including Back to School and Family Math Night. Continue the Back to School night practice of sharing student work and setting up conferences. Identify strategies to attract underrepresented parents. Send weekly communications with parents through students. Share best practices for parent conferences using student work, and establishing lines of communication. Host literacy and math parent workshops. Communicate school's expectations for all members of the school community. With the help of Parent Liaisons, establish parent center with child-care support.

### **Effective Intercultural Communication**

Recruit two Parent Liaisons to help new families, to distribute information, to support families in assisting students, to clarify school policies, build parent center to create leadership opportunities

## Melrose Elementary School: II/USP Action Plan

for parents through the establishment of action committees. Build partnerships with Catholic Worker and La Clinica. Begin ongoing discussion on equity issues with staff and community.

### **C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.**

Oakland Unified School District crime statistics show a total of 615 crimes between July 1, 2000-December 31, 2000 of which 107 were committed at the elementary school level. Battery was the offense most often committed, comprising of 355 or 60% of the total number reported violations. Other violations consisted of property crimes, 12%; possessions of weapons, 7%; drug offenses, 44%; assault with a deadly weapon, 28% and sex offenses, 3%.

The OUSD Department of Compliance and Monitoring reports 0 crimes at Melrose between July 1, 2000 though December 31, 2001.

### **D. How School and District Conditions in the School Accountability Report Cards are being Addressed as Needed**

The Oakland Unified School District has designated its electronic "School Portal" as a school accountability report card resource until it designs individual report cards at [www.ousd.k12.ca.us](http://www.ousd.k12.ca.us). Conditions that specifically need to be addressed at Melrose include academic achievement (see Section I E., F.), teacher experience, and language development issues concomitant with an 80 percent LEP population.

Section I.A. B. describes strategies specifically designed to address these areas of concern and their underlying causes. In literacy and math, these include strategies for a variety staff development in ELD and AED instruction, interventions, and additional assessments (DRA, NWEA Levels Tests, and site-based math benchmarks). Staff development will be delivered through in-class modeling and support, conferences, and on-site workshops. Collaboration time is a crucial element in implementation and, ultimately, the sustainability of these strategies. A Literacy Coach and Intervention Teacher will provide interventions to identified students and coaching to teachers. After-school ELD instruction through UC Berkeley will provide additional academic support. A Math committee will spearhead math interventions and a site-based assessment cycle. A math expert will provide feedback and support, model effective instruction, and provide professional development in key math strategies.

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**E. Growth Targets**

The following goals are based on the Action Planning Team discussion and on targets set by the Oakland Unified School District and the State Board of Education.

**Overall Goal: Reach API targets for 2001**

	API 2000	API 2001
All Students	470	487
Hispanic/Latino Students	471	520
African American Students	NA	NA
Socio-economically Disadvantaged Students	468	480

**F. Short-Term Academic Objectives**

1. Increase the percentage of students scoring at or above the 50th percentile on the SAT-9 by 8 percentage points per year.

**All Students (% scoring at or above 50th percentile)**

Year	Reading	Math	Language	Spelling
2000	21	25	23	22
2001	29	33	31	30
2002	37	41	39	38

2. Decrease the % of African American and Latino students scoring in the lowest quartile on the SAT-9 by 8 percentage points each year.

**African American Students (% scoring in lowest quartile)**

Year	Reading	Math	Language
2000	33	44	40
2001	28	36	32
2002	20	28	24

**Hispanic/Latino Students (% scoring in lowest quartile)**

Year	Reading	Math	Language
2000	25	28	24
2001	17	20	16
2002	9	12	8

3. Increase % of boys scoring at or above 50th percentile on the SAT-9 by 8 percentage points per year 2003.

Melrose Elementary School: II/USP Action Plan

*Boys (% scoring at or above the 50th percentile)*

Year	Reading	Math	Language
2000	18	21	15
2001	26	29	23
2002	34	37	31
2003	42	45	39

**Site-Specific English Language Development Goals**

4. Bilingual students receiving instruction in primary language and not at IPT Level E will have an 8 percent growth on SABE and will increase one IPT level of English per year.
5. Sheltered students who are below Level E on IPT will make a growth of one IPT Level per year and will make similar growth in math computation on SAT9 as those scoring above Level E.
6. Next year Melrose will set ELD goals based on the new State ELD Test and set the baseline at 2001.
7. IPT goal – all students will make one year's growth in proficiency.
8. Meeting these achievement targets will enable Melrose to meet the district-defined redesignation target for the school: 8.3% each year.

**Site-Based Reading/Language Arts and Math Goals**

9. Reading Comprehension: All students will make one year's growth in reading according to DRA and/or Running Records and in NWEA Levels reading tests.
10. Language Arts: All students will make one year's growth in NWEA Levels language tests and one year's growth on writing assessment.
11. Students will make one year's growth according to district recommended Math and Language Arts curricula unit assessments.
12. Math: All students will meet benchmarks in math according to site-developed math checkpoints administered three times annually.

**G. Overall Monitoring and Evaluation Plan**

Melrose Elementary School staff has developed a long-standing habit of using Running Records and behavior data to make decisions about academic and social/emotional programming. Structures are in place to facilitate data review and analysis through the Management Team, Collaborative Inquiry Groups, Literacy Leadership Team, and through

## Melrose Elementary School: II/USP Action Plan

whole-staff meetings. Melrose will apply this habit to expand its analysis to SAT9 scores, DRA, levels tests, and math benchmark tests. On-site support providers will assist staff in data collection and in maintaining a database and will train staff in running reports.

The Action Plan features strategies for data collection and program evaluation. These include both process and outcome evaluations through collection of both quantitative and qualitative data. These strategies include action steps around implementation of assessment instruments and processes (Section 1 A. B., pp.5,6). Section 5 E. F. describes the assessments and the resulting instructional adjustments in detail. Staff will collect data on staff and parent buy-in, planning, support, and roll-out of strategies in classrooms. These include: Management Team, staff, and SSC meeting agendas and minutes, rates of teacher participation in professional development, attendance at parent events and meetings, teacher surveys, student participation rates in academic and social/emotional support programs, and classroom observations.

*Observations and Coaching.* The Action Plan relies on classroom visits to ensure consistent and effective implementation. Classroom visits by coaches and support providers serve a dual role of on-going support and evaluation. The evaluation component of classroom visits will include observation of lessons and feedback to the classroom teacher. This type of evaluation will ensure that strategies are being consistently implemented and that classroom instruction is being adjusted based on student learning needs and cultural differences.

*Evaluation of impact, costs, and benefits.* The Management Team will analyze the qualitative and quantitative evidence gathered beginning in December 2000 (II/USP needs assessment) through January 2003. These data will provide information related to the Plan's costs (time and money) and benefits (to students, parents, and teachers). Melrose will assess activities related to gaining teacher buy-in, improving parental involvement, staff development, and the role of support providers. Most importantly, disaggregated student achievement data will be used to evaluate the benefit of the combined strategies to specific student outcomes.

### **2. Parent and Community Involvement**

The Action Planning Team (APT) at Melrose is representative of a wide range of stakeholders, including parents, teachers, the principal, and community partners. APT members included six parents and community members, four teachers, and the principal, along with RPP International—the External Evaluator. The APT has been engaged in various stages of the

## Melrose Elementary School: II/USP Action Plan

development of the action plan, from designing strategies to examining data, to giving substantive input on strategies for addressing student achievement challenges.

The APT convened for the first time in December 11, 2000 to learn about the II/USP process and to generate ideas for how to improve student achievement for students at Melrose. On January 11, 2001, RPP International and Melrose held a community meeting to inform parents and community that the school would be involved in the II/USP process. Information preceding and during the meeting were printed in Spanish, Vietnamese, Khmer, and English.

RPP International shared the results of the II/USP needs assessment with staff and the APT in subsequent meetings. APT members received a copy of the Needs Assessment summary and the complete Needs Assessment was made available to all parents in the community through the school's front office. The executive summary was translated into Spanish.

Once the needs assessment was shared, Melrose's APT met twice monthly to work on creating the Action Plan. The Management Team, comprised of 5 teachers, the principal, Literacy Coach, and reform coordinator, also met at least twice a month to work on compiling APT and staff input into the creation of the final Action Plan. Staff was informed of planning through grade level team meetings. The APT met for the last time on April 2<sup>nd</sup> to review the final Action Plan and subsequently shared the plan with the whole staff on April 4<sup>th</sup>. The APT signed off on its contents on April 6, 2001.

The Melrose leadership and APT believe that without the support and involvement of parents, staff, and community, this action plan will not succeed in its implementation phase. Melrose's School Site Council (SSC) agree and have committed to integrating their own annual plans with the II/USP action plan to create a single, uniform plan to guide school improvement.

The action plan includes several strategies that specifically address the building of leadership capacity and parent involvement in the implementation of the action plan. Specifically related to parents and community, Melrose has committed time, staff, and resources to increasing the supports for parental involvement and community partnerships. The Melrose staff believes that parents and community are integral to creating the cohesive school that meets the needs of all children. The involvement of parents, community, and university partners is also an instrumental component in each of the school's many strategies to meet the needs of students in need of academic and social supports. Each of the goals in this action plan also has specific

## Melrose Elementary School: II/USP Action Plan

strategies and supporting action steps for increasing the communication with and solicitation of input from parents/guardians. Each of the goal areas of this action plan also contains specific strategies and supporting action steps for increasing the communication with and solicitation of input from parents/guardians.

There has been a core group of parents involved in Melrose for many years. The External Evaluator's needs assessment found that this core group tended to be comprised of Latino parents. Many African American and Asian parents did not feel included in decision-making processes at the school. In response to this need, as part of the Action Plan, Melrose will hire two parent liaisons. These parents will be responsible for establishing an on-site parent center and for increasing the number of parents involved at the school. The Melrose staff and leadership know the learning environment of their school will be more responsive and attentive to the achievement needs of the student population with increased parent involvement. The approval of the Melrose Small School proposal to establish an adjoining small middle school has bolstered the confidence of parents that their input makes a difference. The momentum of that process will carry forth in their involvement in this Action Plan.

Using the already institutionalized meeting structure, the Melrose Management Team, which includes parents and community members, will continue to meet during the two years of the action plan to review implementation. A regular part of their commitment to this plan will be to continue to solicit additional community involvement, and to adjust the Action Plan based on data inquiry and parent/school community input. The new on-site parent liaisons will play a central role in ensuring that there is balanced and representative parent voice in this process. The Plan calls for community partnerships with La Clinica and Catholic Worker to boost community involvement with a direct relation to student's cultural and linguistic needs.

### **3. Fiscal Management**

Melrose will succeed in implementing strategies outlined in the Action Plan and in meeting its identified goals and objectives with the financial support of II/USP and matching funds. The budget covers critical academic support for students through the hiring of a literacy coach, an intervention teacher, and a roving math expert. Their expertise will also serve the professional needs of teachers through direct in-class coaching. Additionally, teachers will benefit from training in Academic English Development, English Language Development for LEP students, and in Reciprocal Teaching strategies that boost reading comprehension. The budget also covers

## Melrose Elementary School: II/USP Action Plan

costs of two academic mentors that will assist students in need and materials and training for Developmental Reading Assessment to accurately measure reading comprehension. The budget also supports parent involvement and leadership through two parent liaison positions and Family Math Night. Approximately twenty percent of the II/USP funds will go to on-site support providers who will support data collection and analysis as well as teacher inquiry projects directly related to the academic objectives laid out in the Action Plan. Evaluation will also be supported by funds for extended contract time for members of the Management Team who will provide ongoing monitoring, adjusting, and evaluation of the Action Plan. This will entail collaboration with other decision-making bodies at Melrose including the Literacy Leadership Team, School Site Council, and Budget Committee. Due to the successful behavior management program at the school (as found in the II/USP needs assessment) the Action Plan addresses these areas to a lesser degree than academic supports. As a result, the budget does not reflect expenses related to behavior management. Costs for each line item funded through II/USP are broken down and justified in Form 4a.

*II/USP funds matched by other funding sources not exceed available funds:* Melrose requests \$96,500 in II/USP funds to support its work for the 2001-2002 school year and \$97,500 to support its work in the following year. The expansion of the Developmental Reading Assessment (DRA) accounts for the additional \$1,000 expense in 2002-2003. These funds will be matched by Title I, EIA, SIP, and private foundation money (Gates Foundation) in the amount of \$114,800 each year. (See Form 4)

## Melrose Elementary School: II/USP Action Plan

California Department of Education  
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4  
II/USP Budget Application for State Funds

### School Site Implementation Grant Budget Immediate Intervention/Underperforming Schools Program-State Funds Fiscal Year 2001-2002

Name of District: Oakland Unified School District  
CDS Code:

Name of School: Melrose Elementary School  
CDS Code:

School Contact Person:

Melrose Elementary School

Phone: 510-879-1400

FAX: 510-879-1419

E-mail:

mcontrer@ousd.k12.ca.us

SACS Resource Code: 7255

School Enrollment: 498 (From 1999-00 CBEDS)

SACS Revenue Code: 8590

Cost per student: \$200 (Up to \$200 per student)

Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	<b>1000</b>	<b>Certificated Personnel Salaries</b>		
		Literacy Coach - salary (.75) FTE to provide coaching to teachers and to support implementation of language arts/reading action items outlined in Action Plan		\$37,100 (1)
		Intervention Teacher - salary (1) FTE to provide in-class and small group academic supports to identified students and to support coaching	\$45,500	
		Professional Development, extended contract time, e.g., LAUSD training for Academic English Mastery Program, Soar to Success model training		\$9,000 (15) \$2,500 (24)
		Planning and coordination, extended contract time, Wednesday team-level collaboration and Management Team coordination of Action Plan activities	\$8,500	\$5,000 (24)
	<b>2000</b>	<b>Classified Personnel Salaries</b>		
		2 Academic Mentors, Part-time mentors to provide in-class academic supports to identified students		\$14,000 (1)
		2 Parent Liaisons, Part-time liaisons to recruit parent involvement and provide information to multi-ethnic community		\$5,400 (24) \$5,400 (1)

Melrose Elementary School: II/USP Action Plan

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	<b>3000</b>	<b>Employee Benefits</b>		
		Literacy Coach (@30% of salary)		\$15,900 (1)
		Intervention Teacher (@30% of salary)	\$19,500	
	<b>4000</b>	<b>Books, Materials, Supplies</b>		
		Developmental Reading Assessment (DRA) materials, Assessment kits and accompanying video/trainer (Pilot year) for reading comprehension assessment program.	\$1,000	
		Soar to Success, Program kits for expansion of reading comprehension intervention based on reciprocal teaching principles - grades 3-5.		\$2,500 (1)
	<b>5000</b>	<b>Services and Other Operating Expenses (Including Travel &amp; Direct Costs)</b>		
		Conferences, for teachers to attend to improve professional growth in areas of individual need across the following subjects: Math, science, reading, language arts, ELD, AED, bilingual education	\$1,700	
		Consultants, Partners in School Innovation, Americorps, BayCES, UC Berkeley Development of Teacher Education speakers on ELD	\$20,000	\$16,000 (24)
		Family Math Night, district-led program to involve parents, includes materials and math manipulatives	\$300	
	<b>6400</b>	<b>Capital Outlay (Equipment)</b>	---	---
	<b>7310</b>	<b>Indirect Costs</b>	---	---
<b>Total Amount of II/USP Funds Requested</b>			<b>\$96,500</b>	
<b>Total Matching Funds &amp; Source Codes</b>				(1) \$74,900 (15) \$9,000 (17) \$2,000 (24) \$28,900

## Melrose Elementary School: II/USP Action Plan

California Department of Education  
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4  
II/USP Budget Application for State Funds

### School Site Implementation Grant Budget Immediate Intervention/Underperforming Schools Program-State Funds Fiscal Year 2002-2003

Name of District: Oakland Unified School District CDS Code:		
Name of School: Melrose Elementary School CDS Code:		
School Contact Person: Moyra Contreras	Phone: (510) 879-1410 FAX: (510) 879-1419	E-mail: mcontrer@ousd.k12.ca.us

SACS Resource Code: 7255                      School Enrollment: 498 (From 1999-00 CBEDS)  
SACS Revenue Code: 8590                    Cost per student: \$200 (Up to \$200 per student)  
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	<b>1000</b>	<b>Certificated Personnel Salaries</b>		
		Literacy Coach - salary (.75) FTE to provide coaching to teachers and to support implementation of language arts/reading action items outlined in Action Plan		\$ 37,100 (1)
		Intervention Teacher - salary (1) FTE to provide in-class and small group academic supports to identified students and to support coaching	\$45,500	
		Professional Development, extended contract time, e.g., LAUSD Academic English Mastery Program, Soar to Success model training		\$9,000 (15) \$2,500 (24)
		Planning and coordination, extended contract time, Wednesday team-level collaboration and Management Team coordination of Action Plan activities	\$8,500	\$5,000 (24)
	<b>2000</b>	<b>Classified Personnel Salaries</b>		
		2 Academic Mentors, Part-time mentors to provide in-class academic supports to identified students		\$14,000 (1)
		2 Parent Liaisons, Part-time liaisons to recruit parent involvement and provide information to multi-ethnic community		\$5,400 (24) \$5,400 (1)

Melrose Elementary School: II/USP Action Plan

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	<b>3000</b>	<b>Employee Benefits</b>		
		Literacy Coach (@30% of salary)		\$15,900 (1)
		Intervention Teacher (@30% of salary)	\$19,500	
	<b>4000</b>	<b>Books, Materials, Supplies</b>		
		Developmental Reading Assessment (DRA) materials, Assessment kits and accompanying video/trainer for reading comprehension assessment program.	\$2,000	
		Soar to Success, Program kits for expansion of reading comprehension intervention based on reciprocal teaching principles.		\$2,500 (1)
	<b>5000</b>	<b>Services and Other Operating Expenses(Including Travel &amp; Direct Costs)</b>		
		Conferences, for teachers to attend to improve professional growth in areas of individual need across the following subjects: Math, science, reading, language arts, ELD, AED, and bilingual education.	\$1,700	
		Consultants, Partners in School Innovation, Americorps, BayCES, UC Berkeley Development of Teacher Education speakers on ELD	\$20,000	\$16,000 (24)
		Family Math Night, district-led program to involve parents, includes materials and math manipulatives	\$300	
	<b>6400</b>	<b>Capital Outlay (Equipment)</b>	--	--
	<b>7310</b>	<b>Indirect Costs</b>	--	--
		<b>Total Amount of II/USP Funds Requested</b>	\$97,500	
		<b>Total Matching Funds &amp; Source Codes</b>		(2) \$74,900 (15) \$9,000 (17) \$2,000 (24) \$28,900

Melrose Elementary School: II/USP Action Plan

Melrose Elementary School Implementation Grant Budget  
 Immediate Intervention/Underperforming Schools Program-State Funds  
 Fiscal Year 2001-2002: (similar for 2002-2003)  
 Explanation and Justification of II/USP Budget Items

Description and Line Item Explanation	Amount of II/USP Funds
<b>Certificated Personnel Salaries</b>	<b>\$55,700</b>
<b>Intervention Teacher - salary</b> <i>Full salary of \$45,500. 1 FTE staffing allocation to work in tandem with the Literacy Coach to provide academic interventions both in class and in small groups due to the high number of students performing below the 50<sup>th</sup> percentile on the SAT9. The Intervention Teacher will provide targeted instruction in math and reading/language arts, and serve on the Math Committee to help under-performing students.</i>	\$45,500
<b>Professional development, extended contract time</b> Rate of \$28 per hour per staff member <ul style="list-style-type: none"> <li>• The school may divide the lump sum of \$1,700 to cover conferences for as many teachers as need professional growth in specific areas (math, science, language arts, AED/ELD, bilingual education), or divide the sum as follows:</li> <li>• Reading/Language Arts and Social Studies to provide professional growth for those teachers who express interest and need est. 8 teachers @ 3.75 hrs each = \$840</li> <li>• Math and Science conference time to provide professional growth for those teachers who express interest or need est. 8 teachers @ 3.75 hrs each = \$840</li> </ul>	\$1,700
<b>Planning and coordination, extended contract time</b> Rate of \$28 per hour per staff member <ul style="list-style-type: none"> <li>• Time for planning, implementation, and monitoring Action Plan items for reading and language arts: 17 teachers from leadership team @ 10 hours each, est. \$4,760</li> <li>• Time for planning, implementation, and monitoring Action Plan items for math: 17 teachers from leadership team @ 8 hours each, est. \$3,808</li> <li>• Math committee will be formed from by Management Team and planning will be drawn from math allocation above</li> </ul>	\$8,500
<b>Employee Benefits</b>	<b>\$19,500</b>
<b>Intervention Teacher (@30% of salary)</b> Based on salary of \$65,000.	\$19,500
<b>Books, Materials, Supplies</b>	<b>\$1,300</b> Year 1
	<b>\$2,300</b> Year 2

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Description and Line Item Explanation	Amount of II/USP Funds
<p><b>Instructional supplies for student learning</b>                      Instructional materials to augment existing and adequately supply new assessment programs for reading comprehension:</p> <ul style="list-style-type: none"> <li>• <i>Developmental Reading Assessment (DRA): Program kits at \$100 per kit x 10 kits = 1,000. The DRA will be piloted in first year and expanded in the second year to include additional kits. An additional 20 kits will be ordered in Year 2</i></li> </ul>	<p>Year 1 \$1,000  (Year 2 \$2,000)</p>
<p><b>Instructional Material for families</b>                      Family Math Night services and training from Oakland Unified School District to involve and inform parents in math instruction, includes math manipulatives and other materials, est. \$300</p>	<p>\$300</p>
<p><b>Operating Expenses/Contracts</b></p>	<p><b>\$20,000</b></p>
<p><b>General Outside technical consultants</b>                      Consultants to support the overall implementation of the Action Plan through specific strategies related to data collection, data analysis, maintaining Melrose database, running disaggregated reports, and supporting teacher research through Collaborative Inquiry Groups.</p> <p><i>Estimate 160 days per year @125/day. Consultation to take place at school site. Five on-site Partners and two Partner coordinators</i></p>	<p>\$20,000</p>
<p><b>Capital Outlay (Equipment)</b></p>	<p>\$0</p>
<p><b>Total II/USP Funding (&gt; 498 students X \$200)</b></p>	<p><b>\$96,500</b>                      Year1   <b>\$97,500</b>                      Year 2</p>

## Melrose Elementary School: II/USP Action Plan

### 4. Personnel Management

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.

	Emergency, or Intern	Multi Subject	CLAD	BCLAD	Lifetime California	Other: Reading, Spec. Ed.	Bilingual
Total 28	3 (11%)	25 (89%)	19 (68%)	5 (18%)	4 (14%)	2 (7%)	3 (11%)

B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.

Melrose enjoys long-standing relationships with neighboring University of California Berkeley and Mills College. Two credential programs have chosen Melrose as a primary site for placing student teachers. The UC Berkeley School of Education Development of Teacher Education Program places approximately twenty student teachers at the school. The school, in partnership with the university, has made outreach efforts to the community to encourage interested residents to enter the education field and to teach at the school. One former instructional assistant from the neighborhood is now a teacher with an emergency credential.

The Action Plan includes professional development initiatives designed to adequately prepare *all* teachers to provide curriculum and instruction to meet students needs. Outcomes will be measured by teacher participation in professional development sessions, classroom observations documenting effective use of new strategies, and student achievement data.

C. How professional development is provided to all teachers.

Melrose addresses the professional development needs of teachers in a variety of ways, and the professional development plan grows out of a school-wide cycle of inquiry and planning. There are coaching opportunities provided by the literacy coach and intervention teacher in content areas such as math, language arts, and ELD. The core of the Melrose professional development program is a system of interrelated Collaborative Inquiry Groups. Each Collaborative Inquiry Group has a specific teaching and learning focus (building a comprehensive Sheltered English program, writing across the curriculum, ELD). CI Groups engage in study and inquiry in that area and share findings with the whole school and consider appropriate changes to curriculum and instruction. Some teachers also belong to a network of teacher researchers who are doing deep inquiry work around literacy issues.

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Early release days each week provide whole school collaborative time. A floating sub allows time for teachers to work together and to observe each other. When possible, preparation time has been aligned so that grade-level teachers can work and study together. The school uses district "buy-back" days for additional collaboration. The professional development plan provides compensation for extended contract time.

**D. How professional development is aligned to core content standards and is specific to standards-based instructional materials at the site.**

All professional development activities are focused on helping teachers better implement and strengthen the current instructional and curricular program linked to core content standards. The emphasis on literacy across the curriculum is specifically designed to help teachers cover the required content standards by facilitating an acceleration in students' ability to read, write, and speak in the specific content areas. The professional development in specific content area and with an ELD/AED focus will build the teachers' capacity to meet the needs of the linguistic minority population at the school. All materials at the site are standards-based.

**E. How professional development is directly related to areas where student academic performance needs improvement.**

The school has allocated two professional development days per month as a means of building a well-articulated, comprehensive reading program. There will also be a literacy coach to work with teachers in a one-on-one capacity as they improve their practice. Professional development in mathematics will be supported by the formation of a mathematics committee that will explore and consider needs of the teachers in this area. A roving mathematics expert will visit classrooms to provide specific feedback to teachers about how to improve their practice. The staff will receive professional development in ELD and AED in two ways. For ELD the staff will continue to work with several professors from UC Berkeley. Some teachers are being trained with the Los Angeles Unified School District's Academic English Mastery Program, and they will share their knowledge with the rest of the staff. Collaborative Inquiry groups will continue to examine literacy, ELD/AED issues, and inform the whole school on their findings. Teachers will attend a variety of professional conferences, and all teachers attending conferences will share new learnings with staff through grade-level team meetings and whole-staff meetings.

## Melrose Elementary School II/USP Action Plan

### 4. Curriculum Management

#### A. – D.: Adequate, Aligned, and Approved Curricular Materials:

All materials, K-5, are both state and district approved and each class has adequate sets. Additional materials are housed in the library and in an on-site book annex which features more than 500 books on an array of subjects divided into thematic classroom sets of 15-20. This year additional materials were purchased to support English Language Development through a district grant. While current math texts are not available in Spanish, the district will be adopting a new math program that may include Spanish materials. Melrose currently uses MacMillan/McGraw Hill's *Spotlight on Literacy* for Sheltered English and *Cuentamundos* for bilingual classes. Each classroom has a leveled library in its literacy center that includes many Wright Group books. Hampton Brown's *Into English* is used for ELD. Houghton Mifflin's *Math Steps* and *Math Land* are used for math, as well as the district-adopted Social Studies text, and FOSS science kits.

#### E. How Staff Use Assessment to Drive Instruction

*State and district-mandated assessments.* Melrose teachers will use the results of both state-mandated norm-referenced and district assessments to measure student progress and to improve classroom instruction. These include the SABE, State ELD Test, District Writing Assessment, and SAT9. These measures will provide staff with baseline and growth data related to student performance. The results of these assessments will be used to evaluate the effectiveness of both the new classroom strategies to improve learning and the impact of increased academic support services for low achieving students.

*Other classroom assessments:* Teachers recognize that state and district assessments only provide a sketch of what their students know and can do. Through the II/USP process the staff developed a system of assessments that captures the range of assessments used, what they measure, and what gaps remain. Through this exercise, the staff identified both strengths and weaknesses in their current assessments. Melrose will use both teacher-developed measures and assessments associated with adopted programs. These assessments and regular observations will enable teachers to evaluate the effectiveness of programs and supports for individual students and make adjustments to their instruction to meet the varying needs of their students. Assessments include Running Records and the Developmental Reading Assessment to measure

## Melrose Elementary School II/USP Action Plan

reading comprehension in English and Spanish, *Math Steps* and *Math Land* unit assessments for math computation and concepts, and NWEA Levels tests in reading, language arts, and math.

*Effects on Instruction:* The External Evaluator's needs assessment found that while staff use assessment results to group students and to link identified students with interventions, not all teachers explore new instructional strategies to meet needs reflected in those results. The Action Plan's provision for a Literacy Coach and Intervention Teacher will provide additional support to teachers in adjusting instruction. Professional development in Academic English and English Language Development will also help teachers develop a repertoire of strategies based on student learning style and on meeting content standards. The implementation of a site-developed math benchmark test based on SAT9 math content clusters given three times a year and analyzed by grade-level teams will allow teachers to identify patterns in student math needs.

### **F. How Staff will Disaggregate Data to Serve All Students**

For each assessment, teachers have allocated time to meet and discuss the disaggregated results of the assessments—particularly in reading and mathematics. This analysis will enable teachers to monitor the strategies that are improving the performance of all students, but particularly for different subgroups of students and students performing far below average. The results of these assessments will also help the school to evaluate the effectiveness of programs and support services in meeting the needs of their at-risk African American and Latino students. With the help of its support providers, Melrose has already begun the practice of looking at longitudinal data by cohort groups to identify patterns in performance. They began by looking at the success of transition students, students who have transitioned from primary instruction in Spanish to English. They found that students who had been at Melrose for five years performed at a much higher level than students who had transferred to the school. Through their work with the Bay Area Coalition of Essential Schools, Melrose discovered that its African American students were performing at lower levels than Latino students. They set reading comprehension goals for both African American students and Asian students. With help from its support providers, Melrose will continue the practice of examining disaggregated data to note trends in performance. Teachers will be trained in the current database and will no longer rely on the support provider for generation of reports.