


 SCHOOL BUILDING IMPROVEMENT BOND 

OSM Quarterly Update May 5th 2015

- Program Highlights
 - Program remains on time, on budget & visible to community
 - Summer 2015
 - Next 6 months

- Arleta K8 Video

 SCHOOL BUILDING IMPROVEMENT BOND 

Overall Perspective

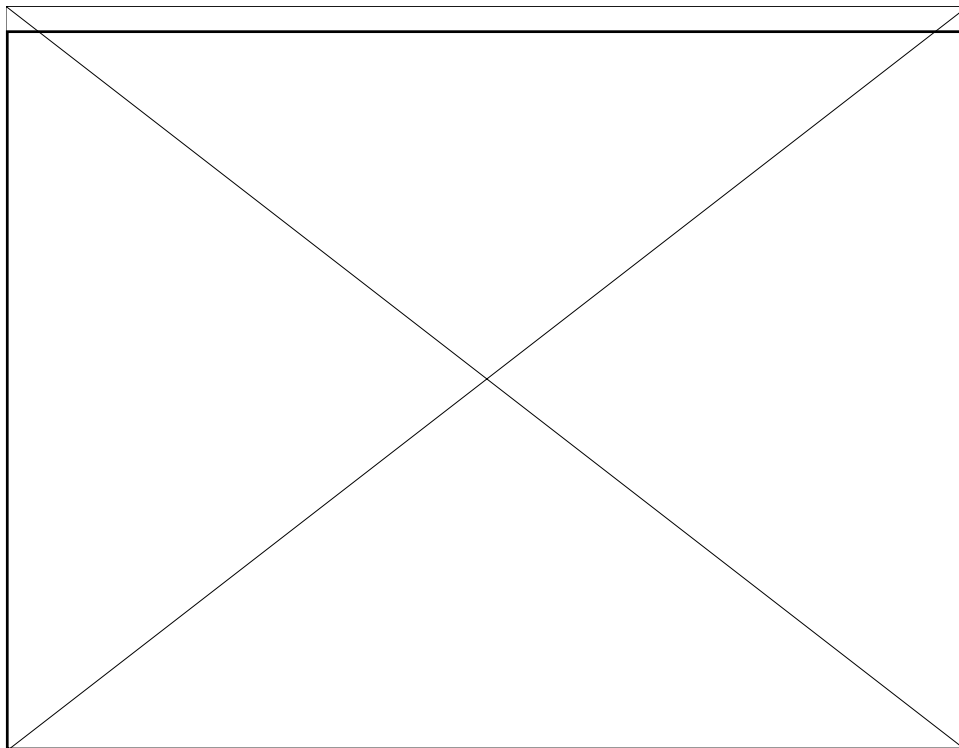
- Significant challenges this Summer
 - Preparing Tubman & Marshall for students
 - Construction starts at FHS and RHS
 - \$151M in 2 construction contracts!
 - Very difficult phasing plan at RHS
 - Summer improvement work at 28 schools
 - \$14M in 8 construction contracts
 - Very tight schedule - 65 days

- Staff is confident we can deliver!



Next Six Months

- Complete work at 28 schools – Open on time
- FHS & RHS GMP “buyouts”- Market concerns
- Phasing at RHS – minimize disruptions
- Complete Faubion Design & begin demolition
- Begin Master Planning for Grant HS
- Begin Design Summer 2016 work – 11 schools
- Begin Master Planning at MHS, LHS & Benson HS



Literacy & Language Arts Update

May 5, 2015
Ewan Brawley & Susan Payne
Instruction, Curriculum & Assessment



BACKGROUND

2007-08

- Implementation of 06-07 adoption
 - English Language Arts
 - English as a Second Language

2009-10

- Conversion of professional development days from *5 per year to 1 per year to create more instructional time*
- 8 two-hour late opening days added for site-based professional development

2013-14

- Board approves 6-12 Language Arts/Language Development investment for 2014-15 school year

2014-15

- Statewide K-12 adoption implementation year
- PK-12 PPS Language Arts/Language Development committee work begins
- One-time investments in PK-3 literacy
 - PK3 Summer Literacy Institute
 - \$350K Library Investments
 - iPad Parent/Student Initiative

Teaching & Learning in PPS

“Every student succeeds,
regardless of race or class”

BAN THE AVERAGE

Objective

Provide an update on SY 14-15 activities related to the Language Arts/ELD resource adoption for 6-12 and PK-5 Literacy Advisory Committee.

Evolving Adoption Process



PK-5 Literacy Advisory Committee

Rationale: Develop a shared vision for elementary literacy instruction across our district.

How?

- Draw from participants' experience and expertise
- Examine the literature and the data to articulate an instructional vision and design that will be adopted and supported
- Commit to keeping the achievement of our historically underserved students at the center of our work
- Support students needing multisensory approaches to reading instruction

Teachers and Reading Programs



Towards a design that is

emergent curriculum multi-faceted all students student growth
meaningful culturally relvant core curriculum
asset classroom libraries brain research
differentiated just right
ccss aligned **transliterate** responsive
culturally relevant
relevant **constructivist** **develop. appropriate** ell inclusive
differentiated pd student centered teaching authentic lep rich literature
supported digital presence creative integrated emergent bilinguals enriching black

6-12 LA CMAAC

40 participants from a range of schools & assignments

- 13 Middle School
- 14 High School
- 2 Higher Ed Partners
- 6 TOSAs
- 2 Administrators

Instruction, Curriculum & Assessment
English as a Second Language
Department of Dual Language
Special Education
Equity

The CMAAC Work:

Elicit input from 6-12 Language Arts and ELD teachers.

Design a two-year plan to maximize teacher and public input and piloting.

Prioritize the 6-12 ELA standards to inform the selection process.

Draft mission and vision statements and beliefs about instruction to guide the work.

Examine and evaluate materials using specific criteria.

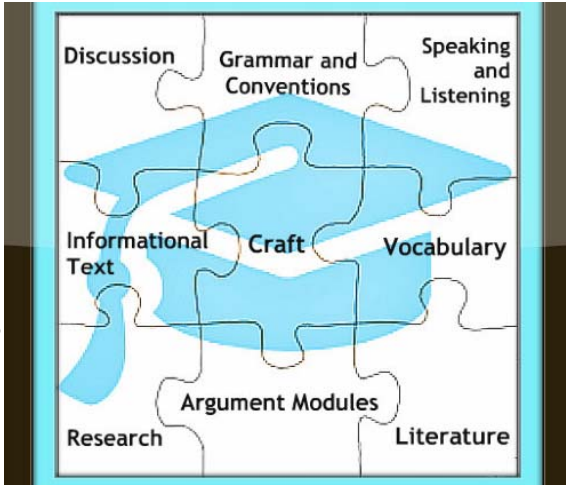
New Resources to Support a Range of Skills

Prepare students for college and careers:

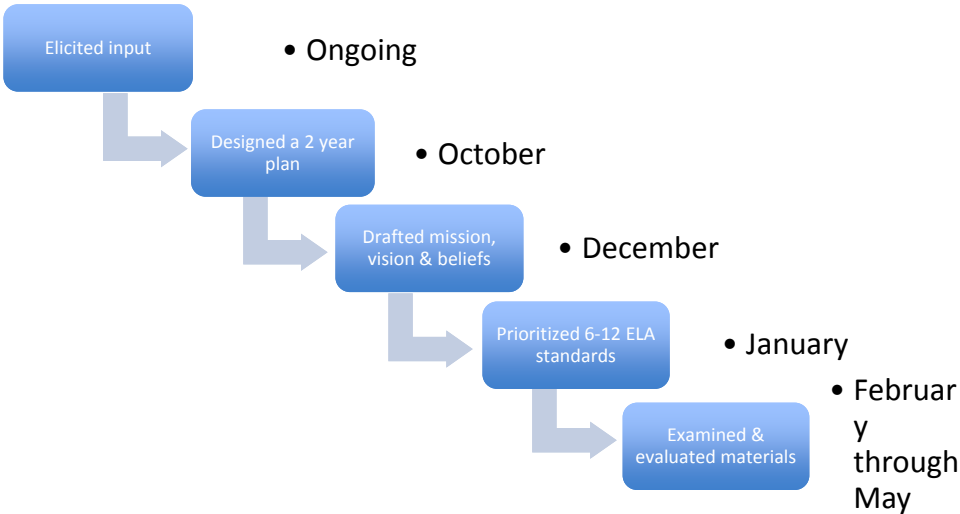
- Complex text
- Informational text
- Argument writing

Serve ALL students:

- Emerging bilinguals
- Students of color
- Culturally & linguistically diverse students



6-12 CMAAC Work: 2014-15



Next Steps

