Quality School Development

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students
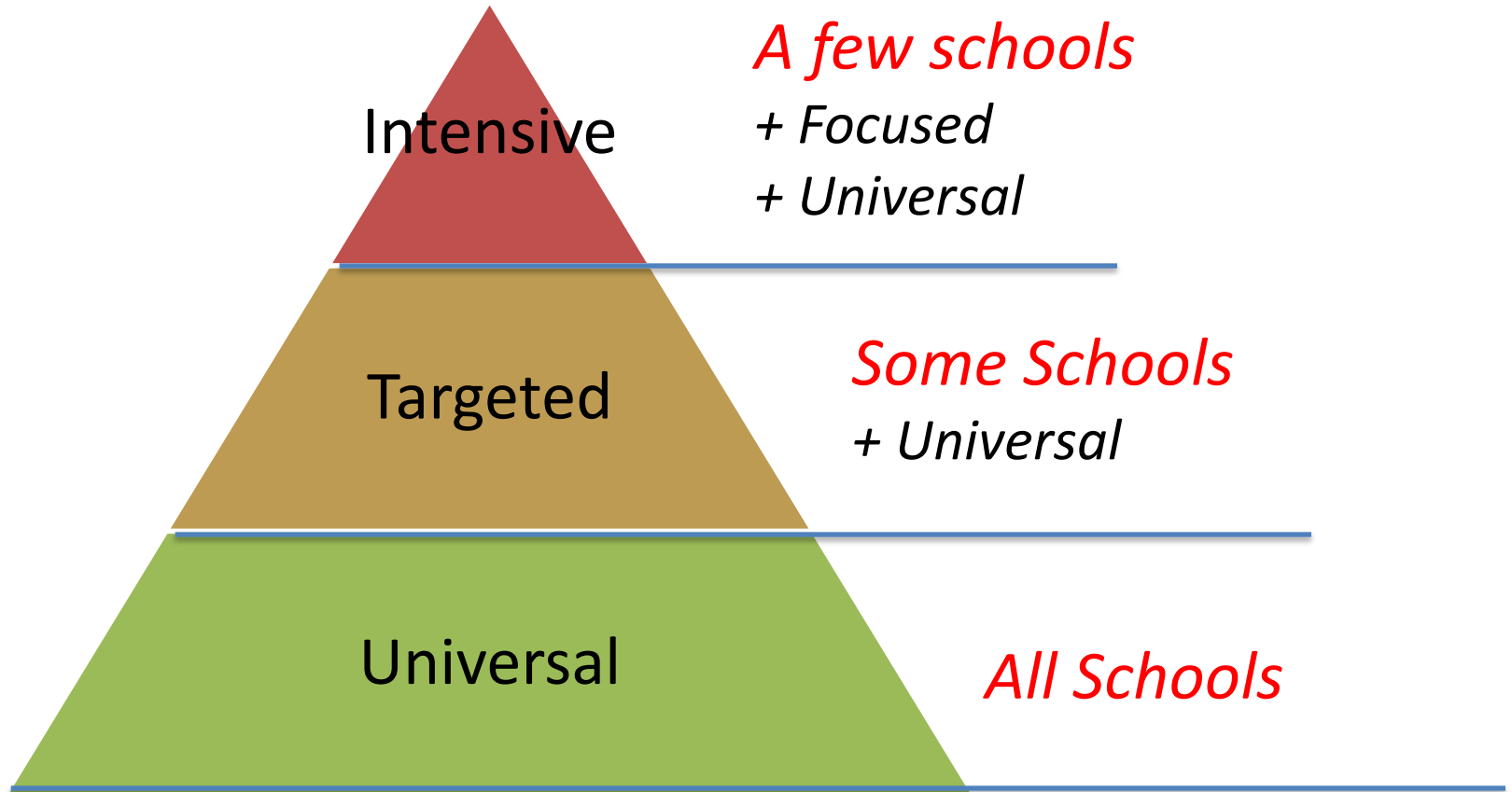
EVERY STUDENT THRIVES! EVERY STUDENT THRIVES! EVERY STUDENT

Re-designing schools to meet the needs of the **next generation**…

Intensive Support Schools

Board of Education: June 10, 2015

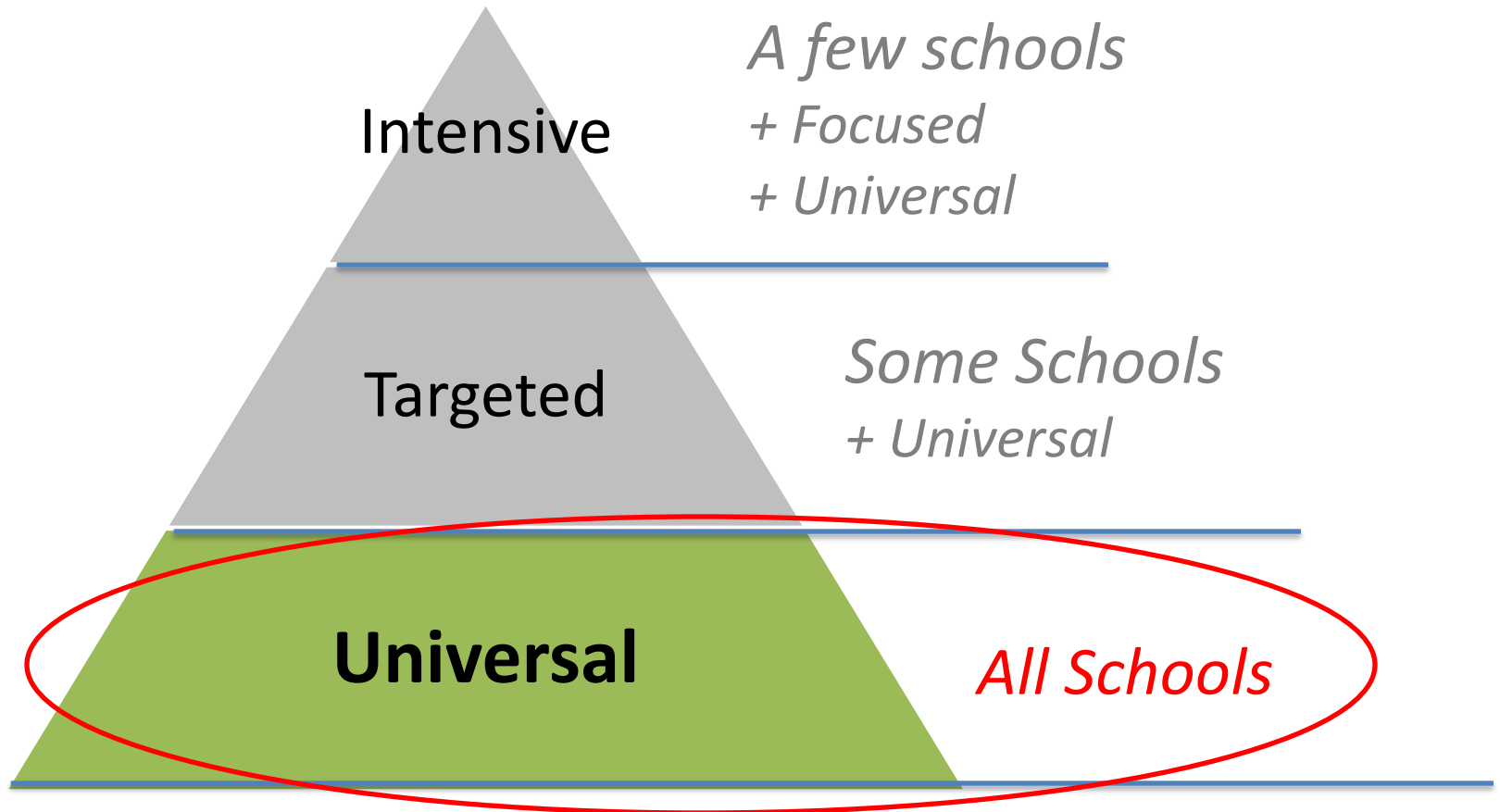# Quality School Development is a Tiered Approach.

Intensive

A few schools
+ Focused
+ Universal

Targeted

Some Schools
+ Universal

Universal

All Schools

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Quality School Development is a Tiered Approach.

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All Schools

Quality School Development as a priority at all levels of the organization.
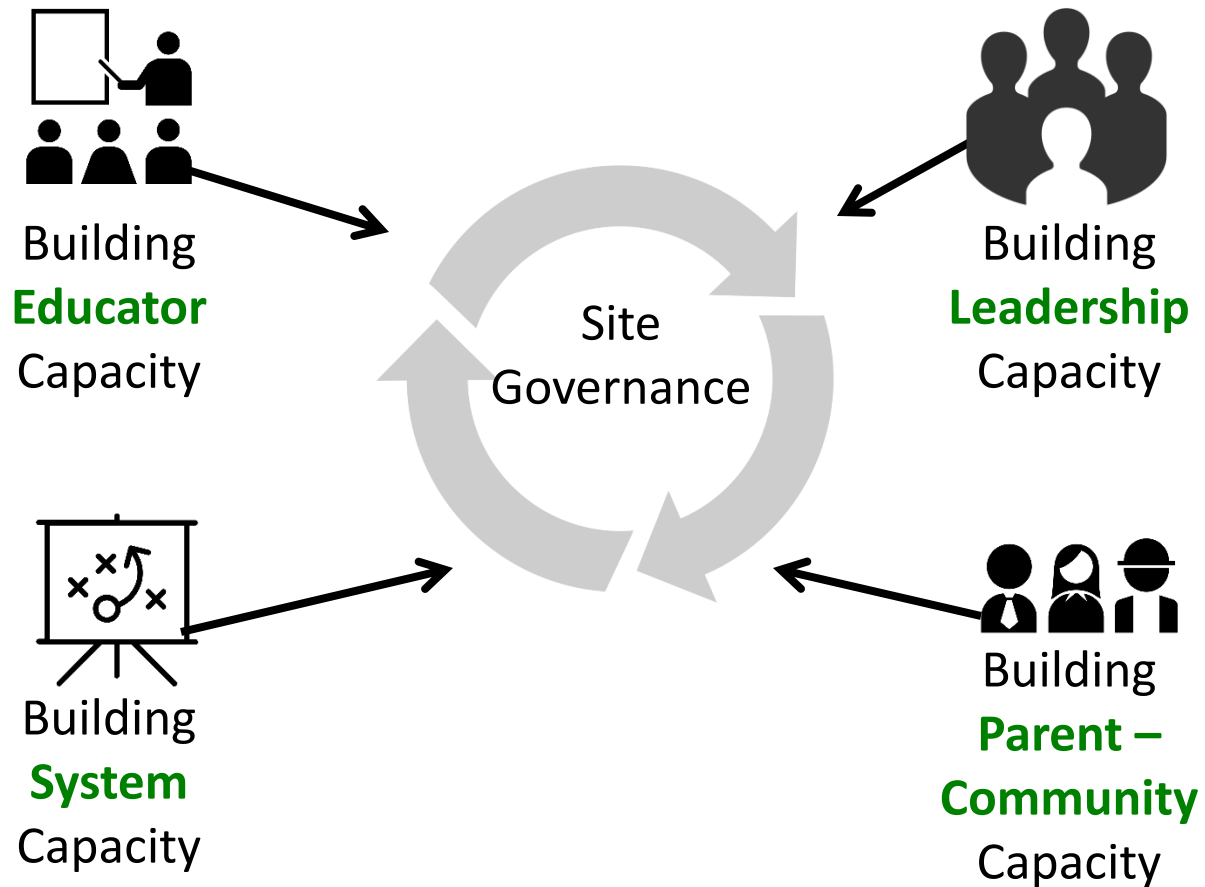
Building **Educator** Capacity

Building **Leadership** Capacity

Site Governance

Building **System** Capacity

Building **Parent – Community** Capacity

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Quality School Development begins by establishing a **common process** in which there is training and professional development.
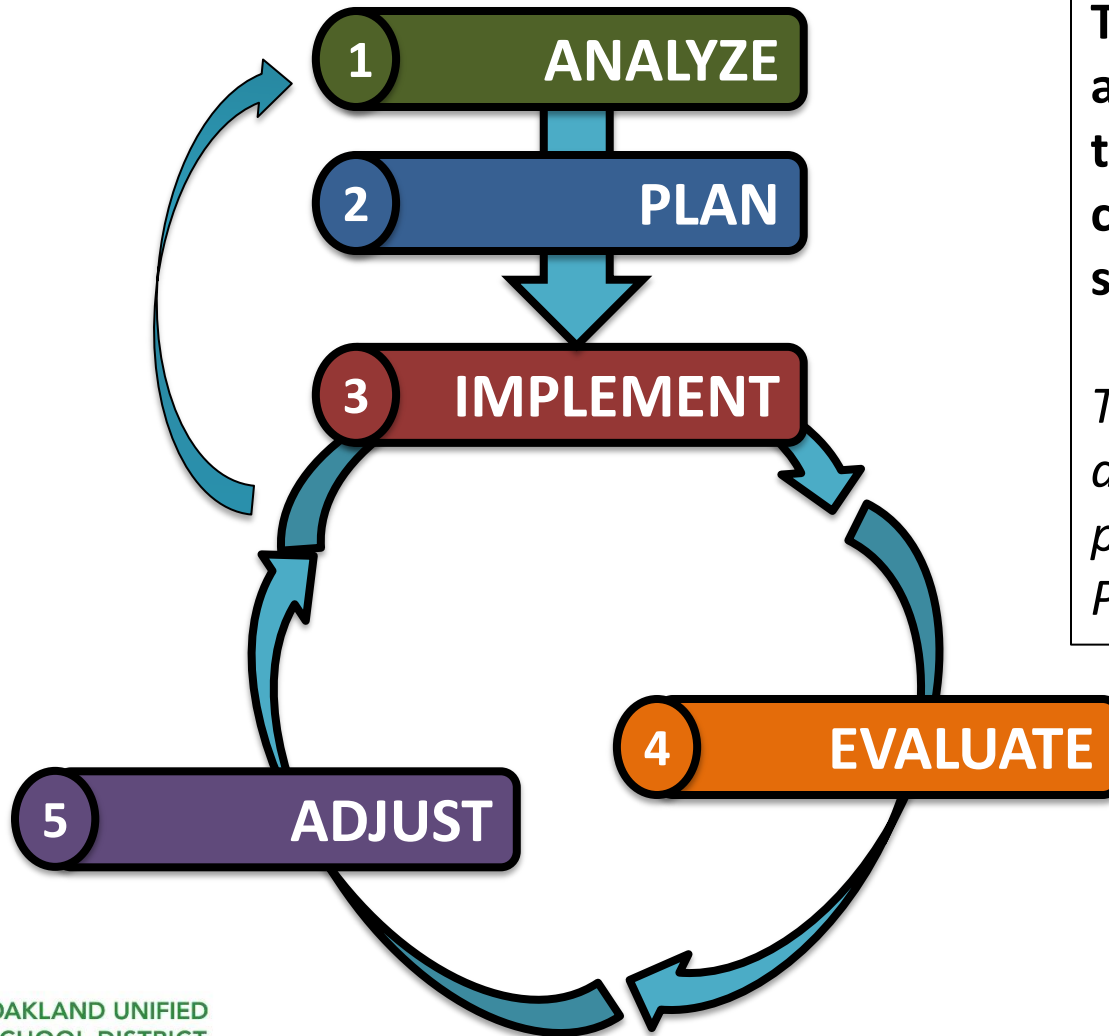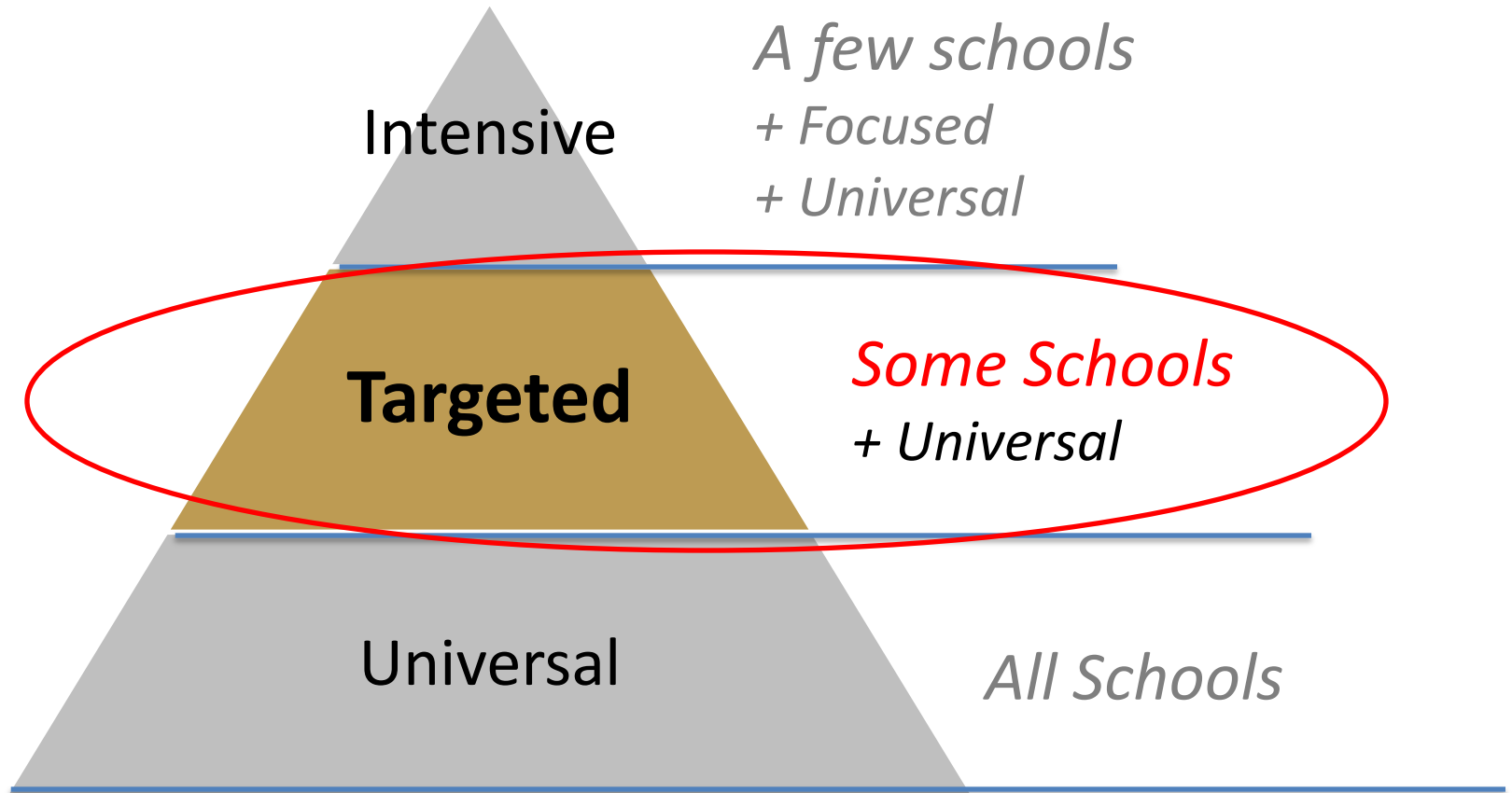

The steps of the process are then embedded in the school improvement cycle, managed at the site and system level.

The next set of slides describes the steps as part of the School Site Planning process.

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Quality School Development is a Tiered Approach.

Intensive

Targeted

Universal

A few schools
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Some Schools
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All Schools

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Providing Increased Support to Identified Schools
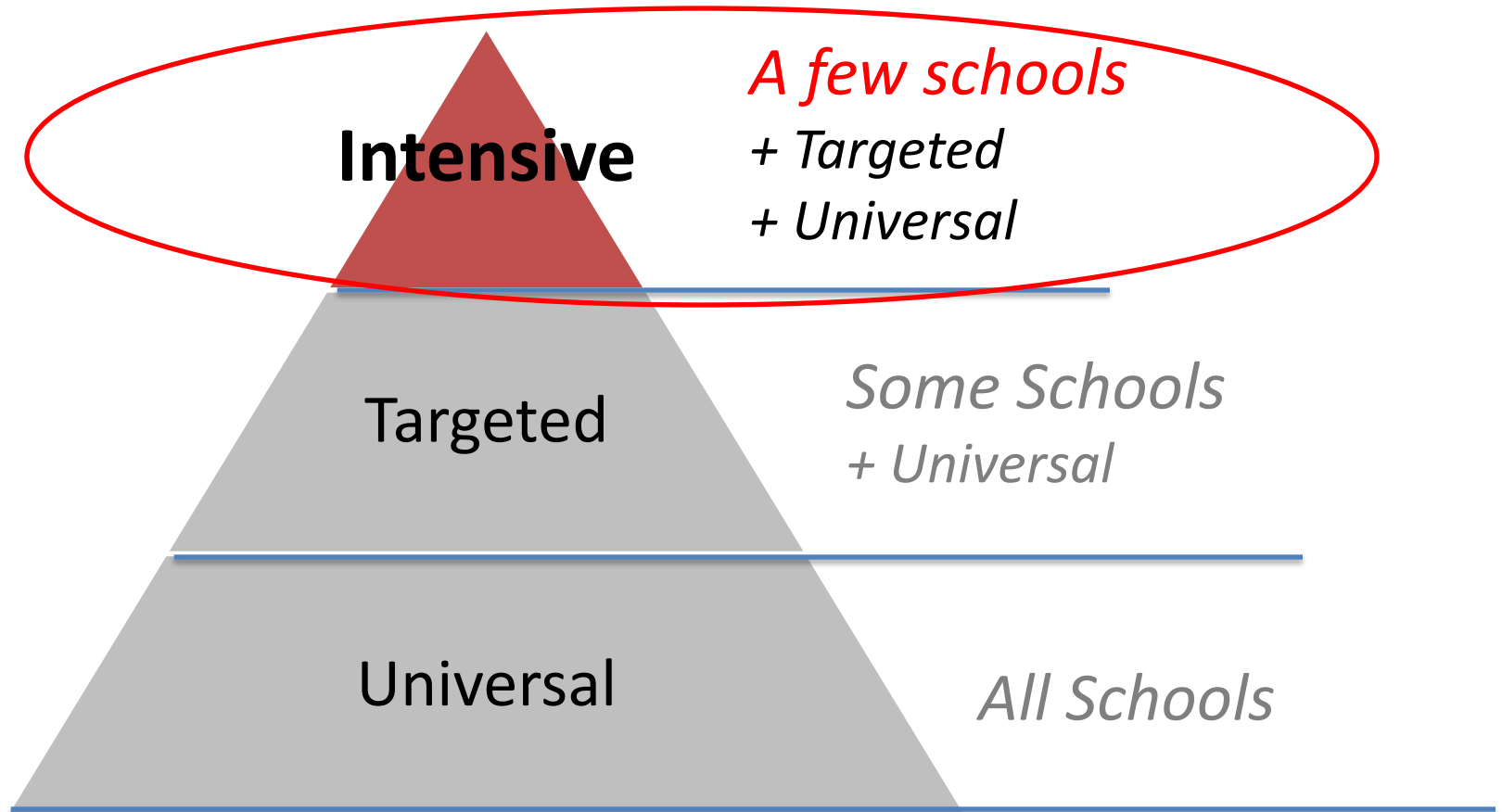## Federal Priority and Focus Schools

PRIORITY SCHOOLS

WHATS A PRIORITY SCHOOL? >>

1. Alliance Academy (SIG)
   (Pairing: LAUSD / Wilmington MS)
2. Castlemont High School
   (Pairing: OUSD / Oakland Technical High)
3. Elmhurst Community Prep (Former SIG)
   (Pairing: SFUSD / Everett MS)
4. Fremont High School
   (Pairing: LBUSD / Renaissance HS)
5. Oakland International High School
   (Pairing: SFUSD / SF International)
6. Reach Academy
   (Pairing: SFUSD / Rosa Parks)
7. Roots International Academy (SIG)
   (Pairing: FUSD / Kings Canyon MS)
8. United for Success Acad (Former SIG)
   (Pairing: SUSD / Washington MS)
9. West Oakland Middle School
   (Pairing: LBUSD / Hoover MS)

FOCUS SCHOOLS

WHATS A FOCUS SCHOOL? >>

1. Bret Harte Middle School
2. East Oakland Pride
3. Frick Middle School
4. Fruitvale Elementary
5. Lafayette Elementary
6. McClymonds High School
7. Oakland High School

Click **HERE** to download **2014-15 List** of ESEA Waiver Schools

OTHER SUPPORT SCHOOLS

WHATS AN AMO SCHOOL? >>

1. Allendale Elementary
2. Bridges Academy
3. Futures Elementary
4. Garfield Elementary
5. Hoover Elementary
6. LIFE Academy
7. Madison Park TK-5
8. Madison Park 6-12
9. Manzanita Community School
10. New Highland Elementary
11. PLACE @ Prescott
12. RISE Academy
13. Skyline High School
14. Westlake Middle School

Priority Schools are facilitated through a Year-Long Pairing with "like" schools in other CORE Districts. Pairings include site visits and consultations on specific focus areas of improvement

Focus Schools participate in a Community of Practice (CoP) within small groups of schools locally sharing a common area of improvement. The CoP's participates in a Cycle of Inquiry process.

7

Quality School Development is a Tiered Approach.

Intensive

A few schools
+ Targeted
+ Universal

Targeted

Some Schools
+ Universal

Universal

All Schools

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Tier III: Intensive School Support

1 **Intensive Support Schools**
STEP 1: Identification

2 **Call for Quality Schools Process**
STEP 2: Community-based Proposals

3 **School Design Cohort**
STEP 3: Program Implementation Planning

4 **Intensive Support Network**
STEP 4: Launch & Implementation

Quality School Development

Quality School Proposals

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Community Schools, Thriving Students

Intensive School Support

② Quality School Proposal Development

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- Proposal Guidelines
- Proposal Rubrics
- Policy Administrative Regulations
- Website Development
- Site-Based Committee Formation
- Proposal Team Formation
- Site-Based Committee Mtgs
- Site-Based Committee Engagements w/ Proposal Team
- Feeder School Engagements
- Academic Review Board Mtgs
- Site-Based Committee Evaluation
- Academic Review Board Evaluation

- Professional Proposal Writers & Resources
- Los Angeles School Visits
- Bay Area School Visits
- Denver School Visits
- Harvard Study Tour
- Proposal Team Orientation
- Do Different Consultancy
- Tuning Protocol
- Passing The Torch I Event
- Passing the Torch II Event
- School Design Cohort Playbook

LEARNING…

1 **Site-Based Committees**

Examples of site governance & community schools

- Holding vision for students & community
- Engaging and informing school plan development
- Rigorously evaluating plan using criteria in spirit of support

2 **Proposal Writing Teams**

Methods for strategic improvement planning

- Visiting great schools
- Listening to experienced designers
- Using data, research and out-of-the-box thinking
- Working collaboratively together and w/ central office

3 **Process**

Approaches to intensive support

- Engage central office collaborators early & often
- Focus on supports that are universal *(across all schools)* and individual
- Maintain an asset mindset vs. deficit mindset throughout
- Communication must be timely and consistent

PRELIMINARY FEEDBACK...

Staff will conduct a comprehensive survey of improvements with participating schools. The results will be analyzed and staff will develop a Process Improvement Plan by **August 30, 2015**.

1 ## Proposal Guidelines

- Alignment of rubrics and guidelines needs to be improved
- Training for Site-Based Committees in use of rubrics must be increased
- Language used in rubrics and guidelines needs to be more accessible
- All guidelines and expectations needs to be provided at the beginning of the process
- All changes should be communicated well in advance

2 ## Proposal Support

- Increased site-based choice needed in school visits and role of visits in planning process
- Stable calendar needs to be provided well in advance of all events intended to support
- More feedback needs to be solicited from teams on what support looks like
- Collaboration across teams and with committees needs to be increased and occur earlier
- Expectations need to be managed and more time provided, given the significant workload of the proposal writing process

3 ## Communication

- Communication must be timely and consistent, including advance notice of meetings
- Communication and updates on process must be transparent, unbiased, and inclusive
- Roles and work of teams and committees needs to be clearer
- Opportunities for feedback on the process throughout needs to increase

BY THE NUMBERS....

50 # of Proposal Reviewers

- **37** # of Site-Based Committee Members (across 4 sites)
- **13** # of Academic Review Board Members

45 Average number of proposal pages

- **3.2 – 3.5** Site-Based Committee Over-all Rating Variance
- **3.0 – 3.7** Academic Review Board Over-all Rating Variance

4 # of Proposals Reviewed

4 # of Proposals Recommended to enter Design Year

99% Rate of **yes** votes across **50** reviewers to recommend proposals enter design year

Site-Based Committees

- Facilitated by dedicated **Engagement Leads** identified early in process

- Parents, Teachers, Students, Staff, Community Partners

- Meeting two or more times a month & engagements w/ Proposal Writing Team

- Training in the proposal guidelines and use of standard rubric

- Extended Evaluation Debrief Session w/ Academic Review Board attendance

Academic Review Board

- Comprised of District experts and leaders across multiple fields, selected in part to ensure deeper understanding of proposal goals and strategies in service of providing future support.

2014-15 MEMBERS SELECTED BASED ON ROLE OR EXPERTISE
• Chief of Schools
• Chief Academic Officer
• Deputy Network Superintendent
• Deputy Chief, College & Career Readiness
• Deputy Chief, Programs for Exceptional Children
• Deputy Chief, Community Schools & Student Services
• Executive Director, African American Male Achievement
• Executive Director, English Language Learners Multi-Lingual Achievement
• Executive Director, Research Assessment & Data
• Director, Linked Learning
• Director, Continuous School Improvement
• Manager, Mathematics
• Coordinator, Visual & Performing Arts

Proposal Review Process

Site-Based Committees & Academic Review Board
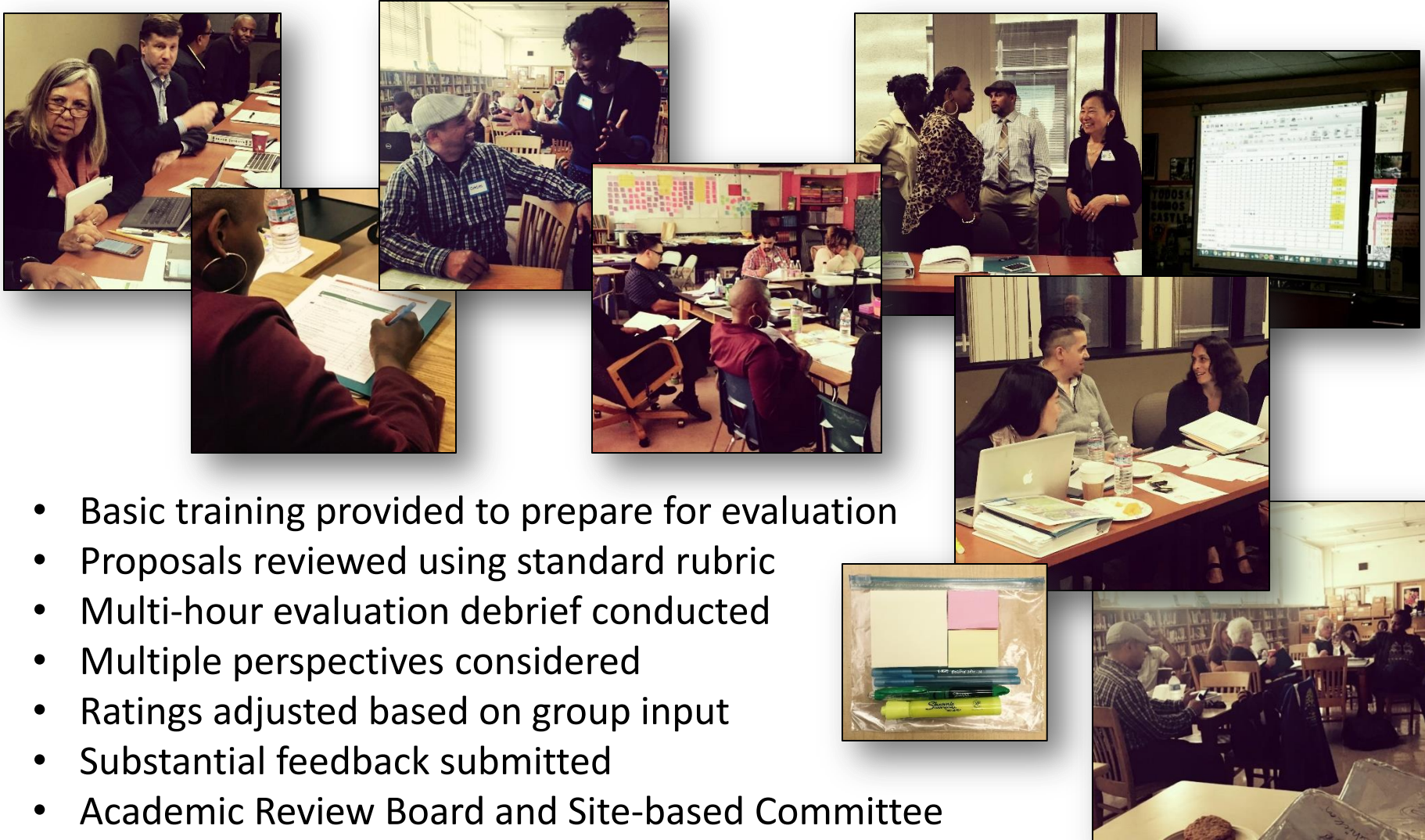
- Basic training provided to prepare for evaluation
- Proposals reviewed using standard rubric
- Multi-hour evaluation debrief conducted
- Multiple perspectives considered
- Ratings adjusted based on group input
- Substantial feedback submitted
- Academic Review Board and Site-based Committee representatives attended one another's debrief session

Castlemont High School Proposal

Highlights of Bright Spots and Strengths

Program Overview Highlights:

Multiple pathways

- Sustainable Urban Design
- Public Health
- 3rd Pathway (beginning 2018 – TBD)

Strategies Highlights:

- Interdisciplinary Projects & Youth Action Research
- Learning Center for highest need students
- Authentic & Personalized Assessments

Structure Highlights:

- Block schedule
- 9th Grade House focused on Ethnic Studies
- Critical inquiry and equity-centered pedagogy
- Teacher collaboration with emphasis on teacher growth & development
- Advisory program

Fremont High School Proposal
(Innovation School of Oakland)

Highlights of Bright Spots and Strengths

Program Overview Highlights:
Flexible pathways using design thinking and technology throughout
- Technology & Digital Media
- Engineering & Architectural Design
- Science, Health & Forensics
- Global Studies & Public Service

Strategies Highlights:
- Project-Based Learning & Interdisciplinary Projects
- Blended Learning
- Literacy across curriculum
- Peer Education

Structure Highlights:
- Collaborative Leadership Model (Innovation Team)
- 9th Grade House focused on Computer Science
- Collaborative Teacher Teams
- Advisory program

Executive Summary-Innovation School of Oakland

Name of Applicant/Design Team	Fremont High School
In-District or Charter Applicant	In-district
Grade Configuration	9-12
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	The school will have 4 Career Pathways, a Newcomer program, and integrate Technology and Design Thinking
Name of Intensive Support School	**Innovation School of Oakland (ISO)**
Primary Contact	Jo Paraiso, Johanna.Paraiso@ousd.k12.ca.us Nidya Baez, Nidya.Baez@ousd.k12.ca.us

1. **Culture**
   - **Vision Statement**: Our school's mission is to provide our diverse community with rigorous education that instills creativity, critical thinking and technological skills so that our students enjoy a rich intellectual life and are ready for the colleges and careers of their choice. Students will develop their skills through flexible, **Pathways** utilizing design thinking in **Technology and Digital Media**; **Engineering and Architectural Design**; **Science, Health, Forensics and Global Studies & Public Service**. Students will be engaged in project based and blended learning, and use peer teaching to develop leadership.
   - Fremont High School held 8 different parent and student engagements in order to involve families in this proposal. In addition, proposal writing team members met with parents and students at the school to discuss aspects of the proposal while it was being developed. Teachers and students also went to feeder schools, both middle and elementary to meet with parents and seek input on the new design.
   - The community need that this proposal addresses is explained throughout the proposal. The community requires a robust, academically rigorous school that offers opportunity, inspiration and increased learning opportunities for students. Ultimately, the parents want an excellent education for their children.
2. **Leadership**
   - Principal leadership must be visionary and be able to communicate that vision to all stakeholders in written and verbal form. The principal must be collaborative and a team builder. He or she must have the social and emotional skills for the job and have a warm and engaging style. Parents must be involved as key decision-makers at the school. A collaborative leadership structure is defined in the proposal. The principal must be decisive, and yet still open to new ideas.
   - There will be a collaborative governance structure, outlined in the proposal.
   - The principal and administrative team must maintain an orderly and safe school where academic excellence is the norm.
3. **Education Plan**
   - The basic plan includes doubling the size of the 9th grade by working closely with feeder middle schools: both district and charter. Technology and Design Thinking will be integrated throughout the school.

Frick Middle School Proposal

(Frick Impact Academy 6-12)

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Community Schools, Thriving Students

Highlights of Bright Spots and Strengths

Program Overview Highlights:

STEAM (Science, Technology, Engineering, Arts, Math) focus

- Four Keys to College & Career Readiness (David Conley – *leading field expert)*
- STEAM Internships & Externships
- Service Learning
- Arts Integration

Strategies Highlights:

- Youth Action Research
- Technology-infused instruction (1:1 computers)
- Assessment-driven instruction
- Culturally responsive teaching emphasis

Structure Highlights:

- Extended Day programs
- Summer Bridge
- Teacher coaching emphasis & advanced teacher training
- Collaborative Teacher Teams

McClymonds High School Proposal

Highlights of Bright Spots and Strengths

Program Overview Highlights:

Collaborative Organized for Results in Education Framework

- **Rigor** – standards-based, AP, concurrent enrollment
- **Relevance** – 10yr Personalized Pathway Plan
- **Relationships** – Grade-level Learning Village (4yr advisory)
- **Reflection** – Continuous Improvement Cycles of Inquiry
- **Renewal** – Recognition & ongoing community commitment

Strategies Highlights:

- STEAM (Science, Technology, Engineering, Arts, Math) focus
- AVID strategies – WICOR (writing, inquiry, collaboration, organization, reading)
- Interdisciplinary projects

Structure Highlights:

- Engineering Pathway & Flexible Personalized Learning Approach
- Block Schedule
- Protected common planning time for teachers
- Collaborative Teaching with Observation & Feedback focus

Universal Approaches

Summary Overview (not exhaustive)

The following topics were present throughout the majority of the proposals and it will be beneficial for the District to invest in its own capacity to provide support in these areas:

Positive School Culture

- PBIS: Positive Behavior Intervention Systems
- Restorative Justice

Educational Program

- Project-Based Learning & Interdisciplinary projects
- Personalized Learning structures & technology integration
- Pathway structures (traditional & flexible)
- Industry linked learning partnerships
- Advisory programs & adult / student relationships

Teaching

- Collaborative teacher teams & collaborative planning
- Coaching, observation & feedback

Community Schools

- Community-based health & well-being partnerships
- Parent education
- Parent involvement in student learning outcomes

Quality School Development

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Ratings Summary

- **Proposals submitted demonstrate exceptional levels of planning, visioning, and engagement.** Proposal evaluators overwhelming endorsed each proposal to move into implementation planning process.
- **The assessments were extremely consistent across the Site-Based Committees and the Academic Review Board.** Over-all ratings varied on average by only two tenths of a point.

** **Votes** represent the % of reviewers who endorsed moving a school team into the program implementation planning year.*

Proposal Guidelines & Rubric Evaluations

CASTLEMONT HIGH SCHOOL

TOPICS	SECTIONS	Academic Review Board Rating	Site-Based Committee Rating	Variance
Section I. School Culture	Vision & Mission Statements	**4.2**	**3.2**	*1.0*
	Targeted Student Population	**3.5**	**3.8**	*-0.3*
	Family/Guardian & Community Participation in Proposal	**3.8**	**3.6**	*0.2*
	Student Discipline Policy	**4.3**	**3.7**	*0.6*
	Student Engagement	**3.8**	**2.8**	*1.0*
	Community Schools: Ongoing Family/Guardian Involvement & Satisfaction	**3.5**	**3.4**	*0.1*
Section II. Leadership	Leadership Qualifications & Leadership Team Roles & Responsibilities	**4.2**	**3.6**	*0.6*
Section III. Educational Program	Curriculum	**3.8**	**3.4**	*0.4*
	Progress Monitoring and Assessment	**3.5**	**3.9**	*-0.4*
	Language Program Design & Structure	**3.5**	**3.8**	*-0.3*
	Special Education Students	**3.5**	**3.3**	*0.2*
	Academic Acceleration	**3.5**	**3.2**	*0.3*
	Gifted and Talented Students	**2.8**	**2.5**	*0.3*
	Supplemental Programming	**3.4**	**2.7**	*0.7*
Section IV. Teaching	Teacher Coaching	**3.8**	**4.0**	*-0.2*
	Professional Development	**3.5**	**3.5**	*0.0*
# of Reviewers: **21**	**OVER-ALL RATING**	**3.7**	**3.4**	*0.3*

% of Yes Votes: **96%**

FREMONT HIGH SCHOOL

TOPICS	SECTIONS	Academic Review Board Rating	Site-Based Committee Rating	Variance
Section I. School Culture	Vision & Mission Statements	**4.2**	**3.4**	*0.7*
	Targeted Student Population	**3.5**	**3.8**	*-0.2*
	Family/Guardian & Community Participation in Proposal	**4.0**	**4.6**	*-0.6*
	Student Discipline Policy	**3.4**	**2.3**	*1.0*
	Student Engagement	**3.1**	**2.7**	*0.4*
	Community Schools: Ongoing Family/Guardian Involvement & Satisfaction	**3.3**	**3.9**	*-0.6*
Section II. Leadership	Leadership Qualifications & Leadership Team Roles & Responsibilities	**4.0**	**3.8**	*0.2*
Section III. Educational Program	Curriculum	**3.8**	**3.4**	*0.4*
	Progress Monitoring and Assessment	**3.2**	**2.9**	*0.3*
	Language Program Design & Structure	**3.5**	**2.6**	*1.0*
	Special Education Students	**2.0**	**1.7**	*0.3*
	Academic Acceleration	**2.9**	**2.7**	*0.2*
	Gifted and Talented Students	**3.0**	**3.0**	*0.0*
	Supplemental Programming	**3.8**	**3.3**	*0.5*
Section IV. Teaching	Teacher Coaching	**3.5**	**3.3**	*0.1*
	Professional Development	**3.6**	**3.1**	*0.5*
	OVER-ALL RATING	**3.4**	**3.2**	*0.3*

# of Reviewers: **20**

% of Yes Votes: **100%**

FRICK MIDDLE SCHOOL

TOPICS	SECTIONS	Academic Review Board Rating	Site-Based Committee Rating	Variance
Section I. School Culture	Vision & Mission Statements	3.3	3.0	0.3
	Targeted Student Population	3.3	3.8	-0.5
	Family/Guardian & Community Participation in Proposal	3.8	3.0	0.8
	Student Discipline Policy	2.7	3.0	-0.3
	Student Engagement	2.3	2.3	0.0
	Community Schools: Ongoing Family/Guardian Involvement & Satisfaction	3.1	2.8	0.3
Section II. Leadership	Leadership Qualifications & Leadership Team Roles & Responsibilities	3.4	3.0	0.4
Section III. Educational Program	Curriculum	2.9	3.0	-0.1
	Progress Monitoring and Assessment	2.9	3.0	-0.1
	Language Program Design & Structure	2.7	3.0	-0.3
	Special Education Students	2.6	4.0	-1.4
	Academic Acceleration	2.8	4.0	-1.2
	Gifted and Talented Students	3.0	3.0	0.0
	Supplemental Programming	3.0	3.0	0.0
Section IV. Teaching	Teacher Coaching	3.5	4.0	-0.5
	Professional Development	3.4	3.0	0.4
# of Reviewers: 21	OVER-ALL RATING	3.0	3.2	-0.2

# of Reviewers: **21**

% of Yes Votes: **100%**

MCCLYMONDS HIGH SCHOOL

OAKLAND UNIFIED
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TOPICS	SECTIONS	Academic Review Board Rating	Site-Based Committee Rating	Variance
Section I. School Culture	Vision & Mission Statements	3.5	3.4	0.1
	Targeted Student Population	3.6	3.6	0.0
	Family/Guardian & Community Participation in Proposal	3.5	3.5	0.0
	Student Discipline Policy	3.9	4.0	-0.1
	Student Engagement	3.5	3.6	-0.1
	Community Schools: Ongoing Family/Guardian Involvement & Satisfaction	3.5	3.6	-0.1
Section II. Leadership	Leadership Qualifications & Leadership Team Roles & Responsibilities	3.7	4.0	-0.3
Section III. Educational Program	Curriculum	3.6	4.0	-0.4
	Progress Monitoring and Assessment	3.5	2.9	0.6
	Language Program Design & Structure	3.5	2.9	0.6
	Special Education Students	2.3	2.8	-0.5
	Academic Acceleration	3.1	N/A	0.0
	Gifted and Talented Students	3.4	3.6	-0.2
	Supplemental Programming	3.6	4.1	-0.5
Section IV. Teaching	Teacher Coaching	3.8	3.5	0.3
	Professional Development	3.5	3.4	0.1
# of Reviewers: **19**	**OVER-ALL RATING**	**3.5**	**3.5**	0.0

% of Yes Votes: **100%**   N/A – due to missing header in SBC proposal copies, immaterial to over-all ratings

Recommendation:

Approve entry of the listed schools into the **School Design Cohort 2016** to:

① Participate fully in the School Design Cohort program

② Develop a School Quality Improvement Plan based on priority focus areas outlined in this report and adjoining record

③ Establish to a set of clear student outcomes goals

④ Access additional supports and resources

⑤ Begin a phased implementation Fall 2016 for a period of at least five years

2016 SCHOOLS

- **Castlemont High School**
- **Fremont High School**
- **Frick Middle School**
- **McClymonds High School**

Each school will submit a School Quality Improvement Plan for review and approval by the Superintendent in April 2016 (SPSA for 2016-17)

Quality School Development

School Design Cohort 2016

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Program Implementation Planning

3 School Design Cohort 2016

Program Implementation Planning
Intensive Support Schools

Playbook

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Key Drivers in School Design Cohort

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

- Ron Edmonds, Harvard educator and researcher

SCHOOL PERFORMANCE FRAMEWORK

All Intensive Support Schools will pursue measureable growth in student outcomes across several domains that will include the School Performance Framework and other site-specific indicators. <u>Growth</u> in student outcomes will be <u>at least</u> as important as absolute performance. Thus <u>regardless</u> of where students begin, school improvement will be substantially measured by their <u>impact</u> on student performance.

Systems
- The problem is systemic, and therefore the solutions must address schools as systems.

Equity
- We must develop a vision that seeks outcomes for every child, no matter where they come from, no matter the color of their skin, the side of town they live on, the language they speak.

Schools
- Schools are not poor because the students in them may come from low-income households. Schools are poor because they have poor policies, poor practices, and inadequate investments.

PERFORMANCE & GROWTH

DOMAINS	VERSION 1.0 SPF INDICATORS	GROUPS	STATUS	GROWTH
Academic	SBAC (state test) (Grades 3-8, 11)	All		
	SRI (literacy assessment) (Grades 2-12)			
	HS Readiness (8th Grade GPA, Susp, Attend, No D/F)	English Learner		
	Graduation (4 yr Cohort)			
	A-G Completion Rate	Special Education		
	Pathway Participation			
Climate, Social Emotional Learning	Suspension	Low Income		
	Chronic Absence			
	Climate Survey (parents, staff, students)	Lowest Race/Ethnic		
	Socio-Emotional Learning Survey (students)			
	EL Reclassification (All – K-5 / LTEL – 6-12)			

Key Drivers: School Design Cohort

Quality School Development Pillars

- Effective Educator Pipelines -
- Strong School Culture -
- Increased Time on Task -
- Rigorous Academics -
- Personalized / Linked Learning -

Linked Learning Pillars

- Rigorous Academics -
- Technical Skills -
- Work-based Learning -
- Personalized Support -

School Quality Standards

- Quality Learning Experiences -
- Safe, Supportive & Healthy -
- Focused on Improvement -
- Meaningful Engagement -
- Effective Leadership -

Given Oakland's rich history of school improvement efforts, many lessons learned have emerged to guide the process of proving Intensive Supports to schools with the greatest need. These lessons derive from parents, students, teacher, staff and leaders that have experienced first hand the process of attempting dramatic improvements in school quality and student performance. These lessons reflect the best and the worst of what is possible when attempting significant school improvement.   The lessons have been and continue to be collected through several mediums.

CASE STUDIES
A study conducted in collaboration with Stanford University and Professor Linda Darling-Hammond in 2009 provides several powerful case studies of schools that underwent a school re-design process. These examples included stand-along new school created to serve high need students, as well as existing school being re-designed to improve outcomes for its students.
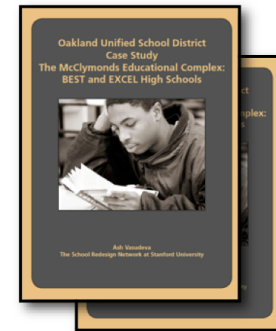
REFLECTION
Reflection by staff of the New School Development Group, the District's internal new school incubator, which operated from 2004 through 2007; as well as individuals associated with Expanding School Incubation (grade configuration change) from 2011-2014 and the Office of Transformation in 2012; provides additional insight into the supporting conditions and strategies most likely to lead to successful school redesign.

SHARING EXPERIENCE
A series of *Passing the Torch* events, beginning in 2015, have been initiated to convene stakeholders in Oakland that have participated in new school development and school redesign, in order to share their experiences.   The first event in this series was filmed and video segments have been published describing deep insight into what works, what needs to improve and what the focus of school redesign efforts ought to be.

Support Delivery Model:

❖ **Great School Exposure**
     1. School Visits
     2. Project Based Residencies

❖ **School Design Planning Assistance**
     1. Leadership Development
     2. Instructional Assistance
     3. Operations Assistance
     4. Teacher & Staff Recruitment
     5. Site Governance Development
     6. School Quality Improvement Plan Review

❖ **Community Outreach and Networking**
     1. Neighborhood Outreach
     2. Educational Networking
     3. Program Implementation Planning Networking
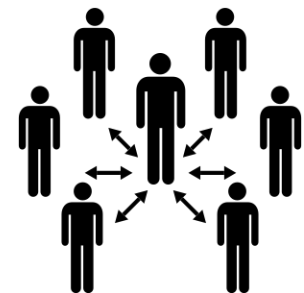
Support Delivery Model:

LEVERS: PROPOSAL REVIEW, PROTOCOLS, & COLLABORATORS

The School Design Cohort will work from **two key levers**:
1. **Reviewed & Evaluated Proposals w/ Substantial Feedback**
2. **Facilitated Protocols with District Collaborators**

Quality Schools Proposal Teams and District Collaborators

Phased Scope & Sequence Planning

Phase I: Planning (2015-16)	Phase II: Start Up (2016-17)
Mission & Purposes of the Proposed School	• Performance Management (data use/ technology use)
• Mission & Vision	• Meeting the Needs of Students with Disabilities
• Philosophy – Theory of Action	• Meeting the Needs of English Language Learners
• Educational Focus	• Health and Nutrition
• Educational Needs of the Target Population	• Staff Evaluation & Support Systems
• Goals	• School Site Governance Team (SSC)
Academic Design	• Facilities Improvement Planning
• Student Content and Performance Standards	• Recruiting and Marketing
• Curriculum Mapping	• Communications
• Instructional Methodology	• Fundraising
• Strategies for Intensive Academic Support	• Curriculum Development
Support for Learning	
• Parent Involvement	
• Community Outreach & Engagement	**Phase III: Implementation (2016-17…)**
• School Organization and Culture	• Data-driven Decision Making
• Professional Development	• Site Governance Capacity Development
• Structure of the School Day and Year	• Quality Leadership Development
Performance Management	• Finance & Resource Management
• Assessment and Accountability	• Assessing Teaching Quality
• Student Information Systems Use	• Continuous School Improvement Process
• Meeting the Needs of Students with Disabilities	• Meeting the Needs of Students with Disabilities
• Meeting the Needs of English Language Learners	• Meeting the Needs of English Language Learners
• Operations & Finance	
• Facilities	

School Design Cohort Summer 2015 Session Focus

Program Implementation Team Rosters Submitted by July 1.

July 7 – 8   9-4pm

KICK-OFF

Orientation, community building, leadership assessment Central Leadership Support, structures & accountability for central office supports, establish online / personalized learning platform for cohort

EQUITY LENS

Leading for Equity Training - focusing on systemic oppression, and schools as complex systems

July 14 – 15   9-4pm

DESIGN THINKING APPROACH

Using specific Proposal design challenges to share and train teams in models of Design Thinking

COMMUNITY LENS

Training in 1:1's - organizing strategy to support outreach and engagement efforts, Community Asset Mapping - focusing on Industry partners and safe passage

August 6 – 7   9-4pm

PROPOSAL FEEDBACK MAPPING

Analysis of Academic Review Board / Site-Based Committee feedback on Proposal, mapping gaps to 2015-16 Planning Cycle

VISION / THEORY OF ACTION

Crystalizing vision and theory of action to enroll stakeholders in the future planning and implementation of the re-designed school

2015-16 SCHOOL DESIGN SESSIONS

Tuesdays (1st/3rd) **Extended Site Visits** at ISS schools by ISS Support team

Thursdays (2nd/4th) **School Design Sessions** – 9-4pm
- Design Team Leader
- Program Implementation Team 1x a Month
  (up to 9 designated team members)
- Focus on expert input, collaboration, school design, school visits and team planning time
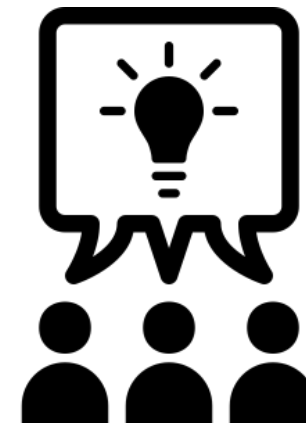
SCHOOL DESIGN SESSION DATES:
(TENTATIVE – Finalized by July 1, 2015)

Sept: 10, **24**	Oct: 8, **22**	Nov: 12	Dec: **10**
Jan: 14, **28**	Feb: 11, **25**	Mar: 10, **24**	Apr: 14, **28**
May: 12, **26**	Jun: 9, **23**	Jul: TBD	Aug: TBD
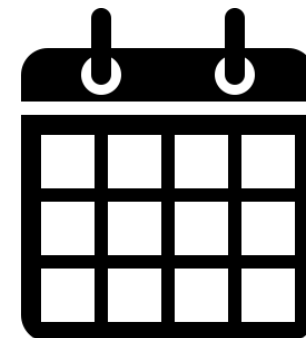
Program Implementation Planning Team

Pursuant to Board Policy 6005, Intensive Support Schools will establish a team of parents, staff, students and community members, to work in collaboration with central office staff and school design partners to develop a School Quality Improvement Plan for implementation, based on priority areas of focus.

School Quality Improvement Plan

Each Intensive Support School, through its Program Implementation Planning Team – in collaboration with the School Site Council, will develop a School Quality Improvement Plan. This plan will serve as the base for the 2016-17 SPSA (Single Plan for Student Achievement). The plan will be based on specific criteria and reinforce cycles of continuous improvement.

PROGRESS MONITORING TIMELINE:
Timeline for progress monitoring of ISS School Quality Improvement Plans will be outlined by Superintendent not later than December 1, 2015.

3rd Party Lead Partner/Evaluator

Ensure Central Office Accountability and Continuous Improvement

- Facilitate Central Office Team Cycles of Inquiry – *Essential Question*
- Quarterly Focus Groups w/ Program Implementation Teams
- Quarterly Community Report-outs & Engagements
- Provide process development assistance
- Provide content and training in equity-centered leadership
- Stoplight Reports on Planning Progress
- Progress Reports on Pillars implementation
- Board Reports on Strategies & Challenges
- Facilitated Extended Site Visits Monthly
- Performance indicator progress reports on growth beginning Year One

Program Implementation Planning Teams

Advocacy Groups

Community & Parent Engagement and Youth Leadership CBO's

Cabinet Chiefs Deputy Chiefs

Board of Education

Labor OEA, UAOS SEIU, AFSME

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Additional Investments in ISS

2015-16 ISS Timeline I Investments	ISS Schools
• Design Team Leader & Site Administrator	All
• Summer Planning Stipends	All
• Staff Planning Year Stipends 2015-16	All
• Summer Bridge Programs	High Schools
• Common Core Teacher Leaders (4.0 FTE)*	All
• College & Career Coaches (2.6 FTE)*	High Schools
• Counselors (2.5 FTE)*	High Schools
• Family / Community Liaisons (2.0 FTE)*	All
• Design Session Trainings *(Equity, Design, Content, Outreach)*	All
• Design Team Coaching (1.0 FTE) (School Improvement Partner)	All
• Great Schools Visits	All
• School Design Manager	Cohort
• Incidentals	Cohort
Total Estimated Investments	**$2,190,860**

* To the fullest extent possible, these positions will be staffed through site-based hiring recommendations, and are intended to be members of the Program Implementation Planning Teams.

Quality School Development

Questions
&
Discussion

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Appendix I

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Program
Implementation
Planning
Conditional
Areas of Focus

School Quality Improvement Plans

Castlemont High School

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

* Identified Areas of Focus outlined here must be included as conditions of the Program Implementation Planning Process, prior to Launch.

Program Implementation Planning Areas of Focus

2016 School Quality Improvement Plans

Castlemont High School

Implementation Planning Areas of Focus Part A.

Conditional Areas of Focus to be incorporated into Program Implementation Planning:

Leadership

I. Implementation plan for Youth Council roles and responsibilities, as well as training and oversight
II. Analysis of leadership org structure to ensure clear differentiation of roles and responsibilities, as well as alignment of job titles
III. Clear expectations regarding teacher leadership roles
IV. Identified models for instruction that "sustain students' cultural and linguistic background"

School Culture and Educational Program

I. Professional Development Plan including schedule and structures
II. Further analysis of all relevant performance data including English language learners
III. Plan for the oversight, implementation and monitoring of Restorative Justice programming
IV. Full description of RtI model interventions, with clear criteria for identification of students within tiers
V. Consideration for past practices associated with COST process that have not been effective in order to innovate strategies likely to be effective
VI. Implementation plan for Code of Conduct that reflects research into similar existing models that work
VII. Clear structure and roles of Advisory programming
VIII. Communication plan for parents to understand discipline and school culture procedures
IX. Clear structures and processes for data analysis by ILT and other similar bodies
X. Clear strategies for Chronic absence and attendance improvements
XI. Full description of credit recovery program and support structure to ensure students fully benefit from program
XII. Clear vision and plan for full inclusion of special education and English Learners in core program
XIII. Plan for full assessment of current community-based partnerships is undertaken and alignment of all external partner programming to new school design and theory of action
XIV. Plan to address any disproportionality for African American students in the data analysis
XV. Plan to link available resources to further align facilities to educational program

Castlemont High School

Implementation Planning Areas of Focus Part B

Conditional Areas of Focus to be incorporated into Program Implementation Planning:

Educational Program

I. Detailed scope and sequence of Career Awareness, Exploration, Preparation, and Training for each pathway

II. Full description of the Mastery-based skills development including instructional models, professional development, assessment system, curriculum choice process and analysis of existing models that work

III. Frequency, support and structures for Youth Participatory Action Research projects

IV. Evidence of curriculum mapping that balance project-based skills application and discrete skills in math, science, and language arts

V. Full description of proposed "Week without Walls" that contemplates rigor, safety, funding, and high quality use of time for professional learning by teaching staff

VI. Plan ensuring that cycles of critical praxis align tightly with Common Core State Standards

VII. Clear grading policies

VIII. Clear plan for assessments to be used across all classrooms, including schedule, data analysis and use

IX. Clear successful models against which portfolios, presentations, and defenses will be based, including ongoing professional development for teachers.

X. ELD Program requires expert assistance to guide development of appropriate curriculum and instructional strategies, including alignment of professional development to appropriate staff

XI. Full integration of students with disabilities into program design, as well as roles and responsibilities associated with ensuring greater inclusion of special education students

XII. Full consideration of implications for proposed 20 minute personalized learning block to avoid possible use as homework time, but to instead ensure individualized attention to ensure equitable outcomes

XIII. Innovative plan to achieve different results through proposal for mandated afterschool and Saturday interventions, as these models in high school often struggle to succeed in achieving intended goals

XIV. Plan for continuous improvement cycles, data analysis and progress monitoring of performance goals to include specific strategies, schedule and procedures

Fremont High School

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

* Identified Areas of Focus outlined here must be included as conditions of the Program Implementation Planning Process, prior to Launch.

Program Implementation Planning Areas of Focus

2016 School Quality Improvement Plans

Fremont High School Proposal

(Innovation School of Oakland)

Implementation Planning Areas of Focus Part A

Conditional Areas of Focus to be incorporated into Program Implementation Planning:

Leadership

I. Clear delineation of roles and responsibilities of the Innovation Team, SSC, and Instructional Leadership Team, with clear outline of duties and deliverables for each body

II. Detailed of staff hiring process that ensures assessment of stated "commitments to high expectations"

III. Clear plan for learning organization structures to illustrate process of continuous improvement to be led by ILT and Innovation Team

IV. Clear delineation of the similarities and differences of the roles and responsibilities of the Parent Council and the School Site Council

V. Clear plan for the development and implementation of parent empowerment strategies including 10 monthly activities and parent program offerings outlined within proposal

School Culture and Educational Program

I. Professional development plan to assist in staff becoming increasingly skilled at developing a trauma-sensitive environment

II. Assessment of effectiveness of current Tiger Stripes program and proposed strategies to maximize benefits of the program

III. Full consideration of implications for proposed uniforms dress code policy including incentives, interventions, and meaningful engagement of parents and students in the planning and implementation

IV. Description of the leadership and oversight structure for implementation of All City Council Student Engagement recommendations

V. Data analysis use and planning structures and structures for proposed attendance strategy

VI. Detailed planning of the credit recovery support structures to ensure students can meet the demands of the program and receive timely assistance

VII. Plan for full assessment of current pathway partnerships to ensure value-add and alignment to vision and theory of action

VIII. Plan to link available resources to further align facilities to educational program

Fremont High School Proposal
(Innovation School of Oakland)

Implementation Planning Areas of Focus Part B

Conditional Areas of Focus to be incorporated into Program Implementation Planning:

Educational Program

I. Detailed program design of extended day to ensure alignment of core program goals and addressing enrichment, as well as remediation needs of students

II. Clear plan for the development of the Academic Numeracy course as proposed

III. Leadership plan for technology integration proposal to include curriculum development, training, professional learning and ongoing support of hardware / software needs

IV. Clear plan to fully develop teacher capacity to implement programming to support students to achieve Bi-Literacy certification

V. Plan to address any disproportionality for African American students in the data analysis

VI. Clear outreach plan and multi-pronged strategies needed to achieve increased 9th grade enrollment goals

VII. Clear enrollment vision including phasing of increased enrollment goals, along with clarity of assumptions regarding newcomer and SDC populations

VIII. Overview of master schedule vision and technical design to align program elements outlined in the proposal

IX. Description of what supports will be necessary in order to effectively expand the AP course offerings

X. Actionable implementation plans to ensure effective implementation of 9th grade families, B period on Tuesdays / Thursdays, Exploring College and Career Options program, and internships

XI. Strategy demonstrating innovations likely to result in successful use of afterschool time for remediation, as these programs struggle to be effective unless woven into the day program and/or include unique incentives

XII. Implementation plans for group internships proposal, including leadership and measures of effectiveness

XIII. Clear plan and strategies for monitoring student engagement throughout instruction

XIV. Actionable implementation plans to ensure effective implementation of Learning targets, blended learning strategies, advisory curriculum, Advanced Placement expansion plan, cultural competency development, selected project based learning models, and strategies for meeting the needs of LTELS

XV. Full engagement with Language Development experts to build out proposed language development strategies and align assessments and instructional approach

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Frick Middle School

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

* Identified Areas of Focus outlined here must be included as conditions of the Program Implementation Planning Process, prior to Launch.

Program Implementation Planning Areas of Focus

2016 School Quality Improvement Plans

Frick Middle School Proposal

(Frick Impact Academy 6-12)

Implementation Planning Areas of Focus Part A

Conditional Areas of Focus to be incorporated into Program Implementation Planning:

Leadership

I.   Instructional Leadership Team (ILT) structure and plan through extensive research and exploration of successful local models; to include tools, training, and monitoring of the effectiveness of the ILT

II.   Full description of the strategies and programs likely to be effective in developing parent involvement in student academics, including goal setting, students support, and monitoring progress

III.   Clear overview of the Leadership structure: how identified leadership roles will facilitate key leadership teams and teacher Professional Learning Communities

IV.   Framework to guide and evaluate leadership professional learning, and provide feedback

V.   Continued strengthening of School vision to solicit and attract families back to Frick

VI.   Assets within the community fully mapped

School Culture and Educational Program

I.   Over-all 8th to 9th grade matriculation developed to ensure clear vertical alignment with middle grades and high school grades program goals

II.   9-12th grade program substantially developed, to include possible 1-2 additional planning years prior to launch of 9th grade class

III.   Development of student engagement strategies and approach to positive classroom environment that includes explicit teacher practices around recognition, praise, and support

IV.   Models such as Coliseum College Prep Academy, Lighthouse Charter Academy, and Life Academy, among others, explored fully to adequately identify key components that lead to successful programs serving grades 6-12

V.   Arts integration vision, professional development plan, models of lessons, units, and assessments

VI.   Drop-out and credit recovery implementation plan to consider range of students that are not initially successful with middle grades program

VII. Strategies to fully address implementation gaps of PBIS approach to interrupt historical pattern of unprecedented numbers of suspensions

Frick Middle School Proposal

(Frick Impact Academy 6-12)

Implementation Planning Areas of Focus Part B

Conditional Areas of Focus to be incorporated into Program Implementation Planning:

Educational Program

I. Interactions and collaboration across leadership roles fully clarified
II. Provide details about master schedule and how students progress through proposed curriculum
III. Need clear explanation of integrated STEAM and Career Pathways content
IV. Clear plan of how capping class size at proposed 20:1 will be funded and sustained over-time
V. Plan regarding professional learning for Gen Ed teachers serving special education mild to moderate students
VI. Detailed curriculum development plan realistically addressing teacher capacity to learn and implement broad base of curriculum proposed
VII. Description for how curriculum development/ implementation and teacher development will be monitored on an ongoing basis
VIII. Develop clear schedule and protocol for data analysis and description of how data will be used to refine and improve instruction
IX. Plan to address any disproportionality for African American students in the data analysis
X. Clear plan for how English Learners will get both targeted support and full access to the core curriculum
XI. Plan for how special education students will be integrated into more rigorous curriculum proposed
XII. Development of Tier 2 intervention structures and curriculum (e.g., intervention classes? Pull out structures? etc)
XIII. Full consideration of what innovations will be introduced within the supplemental programming that will attract students to Frick and will address Frick students whose needs are not fully met in the core programming
XIV. Data analysis models for both behavior and instruction developed with clear delineation of staff and teams responsible for tracking, analyzing and using data to inform improvements in practice
XV. Full description of the coaching cadre needed beyond the hiring of a lead coach
XVI. Plan to link available resources to further align facilities to educational program

McClymonds High School

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

* Identified Areas of Focus outlined here must be included as conditions of the Program Implementation Planning Process, prior to Launch.

Program Implementation Planning Areas of Focus

2016 School Quality Improvement Plans

McClymonds High School

Implementation Planning Areas of Focus Part A

Conditional Areas of Focus to be incorporated into Program Implementation Planning:

Leadership

I.   Full consideration of data analyst role to include data coaching and capacity to guide cycles of inquiry in addition to managing broad base of data use needs

II. Model of Assistant Principal for School Culture revisited to consider alternate roles, including Dean or other, to ensure alignment of administrators to instructional focus, while maintaining proposal's vision for leadership role to drive development and maintenance of a positive school culture

III. Plan for parent and community assets to be leveraged within program models

IV. Clear strategies and methods by which community will re-establish their ongoing commitment to the school's mission and vision

School Culture and Educational Program

I.   Clear support structure needed to outline school-wide PBIS implementation

II.   Full articulation of planning for credit recovery that includes incorporation of Personalized Learning Models described in proposal

III. Analysis of the effectiveness and gaps in the disciplinary progression currently in place to ensure its sustainability and improvement of its impact

IV.   Detail of Learning Village (advisory) models including curriculum development and consideration of existing successful models

V.   Details of the activities and outcomes of the proposed grade specific events for each grade

VI.   Consideration of how best to maximize resources to build out Health Partner services and supports to address broadly identified trauma needs of students

VII. Plan for full assessment of Health and Wellness partnerships to determine current effectiveness, as well as establishing commitments to align with emerging programmatic and structural vision

VIII. Implementation plan of strategies for relationship development between students and adults through Learning Village model

IX.   Plan to link available resources to further align facilities to educational program

McClymonds High School

Implementation Planning Areas of Focus Part B

Conditional Areas of Focus to be incorporated into Program Implementation Planning:

Educational Program

I.   Plan for the ways in which the Reflection and Renewal components of program model will ensure adjustment of school site plan as a result of cycles of inquiry

II.   Build out of curriculum maps in content areas that illustrate for teachers examples of rigorous common core aligned units of study and high quality student work products

III.   Personalized learning time models and structures to ensure maximum use of this time for meeting the needs of individual students

IV.   Implementation plan of "student-centered classrooms wherein teachers know students' needs" to illustrate how this will be accomplished

V.   Support structures to demonstrate how students will be successful in working at their own pace

VI.   A clear articulation of the instructional practices that will be tight and loose within the school to guide professional learning, observation and feedback proposals

VII.   Project-based learning and service learning components implementation plan for curriculum development and roles responsible for its development

VIII.   Consultation with experts to detail implementation plan for special education students; including models for inclusion, as well as professional development for Gen Ed teachers

IX.   Plan for extra-curricular, co-curricular, and youth leadership expansion

X.   Strategies for Tiered Intervention, including criteria for which students will receive which interventions needed

XI.   Extended day program plan to articulate which students participate for enrichment vs. remediation

XII.   Criteria for defining gifted students broad enough to ensure non-traditional identification and access by a broad base of students to proposed programming and supports

XIII.   Exploration of successful models of COST and SST structures to ensure historical approaches that have been less effective are not reinforced, and innovative improvements are implemented

XIV.   Clear phased planning of PD topics to build off of one another and ensure teacher capacity to successfully implement

Appendix II: Frick Impact Academy 6-12

Brief overview of **enrollment capacity analysis** for proposed Frick Impact Academy 6-12

School	Grades	2015-16 Enrollment
Life Academy	6-12	460
Coliseum College Prep Academy	6-12	460

* Viable **6-12** school models attracting high numbers of students can be achieved at **460** students. This would require approximately **300** additional students over the next four years.

Attendance Areas	Grades	School Age Students (Not attending neighborhood school)
Frick Middle School	6-8	1200
Fremont High School	9-12	2700

* As many as almost **4000** students in grades 6-12 live within Frick and Fremont attendance areas and do not attend Frick or Fremont, but attend other District-run or charter-run schools. This does **not** include private schools and students attending non-Oakland schools.

Appendix III

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Quality School Proposals

Appendix IV

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School Design Cohort 2016 Playbook