

Measure N Implementation Narrative

Implementation Successes

<i>What are some implementation successes that you'd like to lift up and share with others?</i>	<ul style="list-style-type: none"> -Dual enrollment classes aligned with pathway theme (Kinesiology) -CPR certification workshops -Launch and coordination of Work-Based Learning (WBL) & Internship program by WBL Liaison -Implementation of Advisory/Career class focused on soft skills development and postsecondary and career transitions -Expanded Learning alignment with pathway -Expansion of strong industry, non-profit and college partnerships
<i>How do you know you were successful (evidence, data)?</i>	<ul style="list-style-type: none"> -Need to promote Dewey Health and Fitness pathway so students more consistently identify as Health & Fitness pathway students. -Need to further integrate the pathway theme into all core content areas. -Need to expand industry certification and dual-enrollment opportunities -Need to improve implementation Advisory/Career class for consistent quality exists across different sections. -Need to strengthen system for tracking student data and incentivizing student attendance.

Implementation Challenges

<i>What are some implementation challenges you encountered this first year of implementation?</i>	<ul style="list-style-type: none"> -Need to promote Dewey Health and Fitness pathway so students more consistently identify as Health & Fitness pathway students. -Need to further integrate the pathway theme into all core content areas. -Need to expand industry certification and dual-enrollment opportunities -Need to improve implementation Advisory/Career class for consistent quality exists across different sections. -Need to strengthen system for tracking student data and incentivizing student attendance.
<i>How do you know these were challenges (evidence, data)?</i>	<ul style="list-style-type: none"> -Student, teacher and parent interviews and feedback -Observations, walk-throughs of core content classes -Less than 50% of student participating in dual enrollment courses or earning industry certifications. -Feedback from teachers and observations of Advisory/Career classes -Average attendance is below 80%

Learning and Moving Forward

<i>What did you learn?</i>	<ul style="list-style-type: none"> -Advanced Backwards Planning is needed for 2017-2018. -Have staff design modules rather than relying on ECCO Curriculum. -Careers/Advisory needs to be scheduled earlier in the day to be more effective. -More staff professional development is needed to focus on design and implementation.
<i>How are you revising your strategies and pathway development work going forward based on what you learned?</i>	<ul style="list-style-type: none"> -Plan a Retreat at end of school year to Backwards Plan for 2017-2018. -Ongoing Pathway Development during Site PD. -Add student voice to Design Team. -Continue to develop Design Features over the summer. -Plan a 2 Day Advance to revisit Design Features in Fall of 2017 with clear vision to start school.

2017-18 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1. ABOUT THE SCHOOL **Complete this by: December 16, 2016**

Instructions:

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

1A) School Description: Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the description.

1B) School Mission and Vision: Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the mission and vision.

School:	Dewey Academy	School ID:	310
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1A. School Description

Dewey Academy opened in 1963 as Oakland's first continuation high school, designed to give students struggling in other OUSD high schools a new chance to earn credits and graduate on time. In 2001, Dewey moved to its current location on Second Avenue. Originally serving 10-12 as defined in State Education Code for Continuation schools, after looking at the District's drop out and transfer data in the 2011-2012 school year, the Alternative Education office and principals of the three continuation schools agreed to limit continuation schools to students who are credit deficient and who were within reach of an on-time graduation with continuation graduation requirements (190 credits rather than 230). Centrally located in Oakland's Lake Merritt district, Dewey High School, serves a critical and essential mission for the Oakland Unified School District: It gives students, vulnerable of leaving high school without a diploma, a second chance. By design, Dewey High School is a small school with a Health and Fitness Pathway allowing students opportunities to explore the health industry by taking health related classes, exploring internships and working towards certifications such as CPR and Personal Training. Dewey makes available to students an educational experience where they are not only well known and cared for by the community. Students are also given the opportunity to recover credits in an academic program designed to address their academic, emotional, and social challenges while accelerating their achievement. Most of the students arrive below grade level and behind in credits.

1B. School Mission and Vision

Mission-Dewey Academy is a caring adult community that encourages the growth and development of students by providing academic, social, and individual supports. We strive to have all students graduate with a high school diploma and to provide opportunities to obtain college and career readiness skills, vocational training, internships, jobs, and social awareness in a collaborative environment.

Vision-Dewey Academy is committed to providing a safe, healthy, and growth-centered community for at-risk students seeking to graduate and improve their life prospects. We aim to provide college, career, and professional readiness education using an engaging and relevant curriculum. Furthermore, our health, fitness, and violence prevention programs teach students invaluable life skills and prepare them for life beyond high school.

Dewey Academy will provide an opportunity for students of all skill-levels, learning styles, and backgrounds to earn their high school diploma. We will continue to use technological tools and traditional teaching methods to improve students' 21st century skills such critical thinking, teamwork, and problem solving.

Dewey Academy students will graduate as lifelong learners who will make meaningful contributions to their community. Utilizing the skills and knowledge gained from Dewey, every graduate will walk off the stage prepared for the high expectations of the 21st century professional environment.

1C. School Multi-Year WASC Goals

<i>Length of WASC Accreditation:</i>	6 years	<i>Last WASC Self-Study:</i>	2014-15	<i>Next Self-Study:</i>	2020-21
SCHOOL WASC GOALS					LCAP Goal Category
The school should work with the district, coaches, and other resources to increase academic rigor across the board.					2: Students are proficient in state academic stan
The school should proceed with the implementation of peer observation both within the school and at other sites, to experience what Common Core and academic discussion and student instructional engagement strategies can and should look like in the classroom.					1: Graduates are college and career ready.
Increase parent involvement and participation in the major aspects of the school's function.					6: Parents and families are engaged in school ac

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	65.2%	34.8%	TBD	TBD	22.5%	TBD	TBD	TBD	TBD
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	37.0%	0.4%	8.8%	45.8%	1.8%	1.8%	2.6%	0.9%	TBD

1E. School Performance Data

Indicator	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Linked Learning Pathways (All Students)	4.3%	0.6%	5.3%	2.2%	53.3%	41.8%
Linked Learning Pathways (Grade 10)	0.0%	0.0%	0.0%		57.0%	58.1%

Graduate Outcomes	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	28.2%	29.4%			TBD	TBD
Four-Year Cohort Dropout (All Students)	26.9%	37.4%			TBD	TBD
Four-Year Cohort Dropout (English Learners)	36.1%	29.8%			TBD	TBD
Four-Year Cohort Dropout (SPED)	15.4%	54.5%			TBD	TBD
Percent of Students Leaving	64.0%	62.1%	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	TBD				46.7%	TBD
On Track to Graduate (Grade 10)	TBD	0.0%	0.0%	0.0%	33.6%	TBD
On Track to Graduate (Grade 11)	TBD	0.0%	0.0%	0.0%	35.4%	TBD
On Track to Graduate (Grade 12)	TBD	0.0%	0.0%	0.0%	44.8%	TBD
A-G Completion (Grade C or Better)	0.0%	0.0%	7.7%	TBD	51.2%	TBD
A-G Completion (African American Students)	0.0%	0.0%	14.3%	TBD	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	0.0%		TBD	15.6%	TBD
A-G Completion (English Learners)	0.0%	0.0%	0.0%	TBD	33.9%	TBD
A-G Completion (Foster Youth)	0.0%	0.0%		TBD	20.8%	TBD
Post-Secondary Readiness	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	1.8%	1.7%	4.4%	TBD	25.7%	TBD
AP Course Access (African American Students)	0.0%	0.0%	1.2%	TBD	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)			0.4%	TBD	7.9%	TBD
% of Seniors with GPA > 3.5	0.0%	0.0%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	0.0%	6.4%	TBD	858	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	901	893	TBD	TBD
Dual Enrollment with Community College	---	1.8%	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	5.3%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	52.6%	TBD	TBD	TBD	TBD	TBD
Climate and Culture	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)					11.2%	TBD
Chronic Absence (Special Education Students)					18.7%	TBD
Chronic Absence (Foster Youth)					19.2%	TBD
Suspension Rate	0.8%	0.0%	1.4%	0.6%	TBD	TBD
No Suspensions (African American Males)	98.9%	100.0%	97.9%	98.6%	91.2%	TBD
No Suspensions (Foster Youth)	100.0%	100.0%	90.0%	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	2.0%	20.1%	20.1%	26.5%	TBD	TBD
Rigorous Academics	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	0.0%	29.3%	10.0%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	0.0%	31.6%	0.0%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	n/a	0.0%	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	n/a	0.0%	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)		16.3%	3.1%	TBD	23.9%	TBD

2. NEEDS ASSESSMENT (three-year cycle)

Complete this by: December 16, 2016

2A. Schoolwide Strengths and Challenges

Instructions:

Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.

- What strengths and challenges do you see in your current data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

Focal Area	Strengths	Challenges <i>(List all challenges impacting each focal area.)</i>	Highest Leverage Challenge <i>(List one challenge.)</i>
Graduate Outcomes	Credit Acceleration via APEX: Students have accelerated their credit recovery via online APEX courses.	Academics: 98% of students enter Dewey below grade level in math and English. Over 50% of students enter with an SRI score below grade level. Credits: The majority of students are below on credits. Attendance: The majority of students have a poor track record of attending school regularly.	Students come in extremely behind in credits
Post-Secondary Readiness	Student Interest in College Courses: Dewey students are interested in college and gaining college credit. As such, several students are currently enrolled in Dewey's concurrent enrollment program. Dewey has implemented a College and Career course to give skills for post graduation opportunities.	College Bridging: While all students apply for community college as part of their senior project, only a handful of graduates register or attend community college. College & Career Soft Skills: Graduates need to develop stronger soft/interpersonal skills to navigate and succeed in career and higher education.	Students need to have the skills and knowledge to successfully navigate the transition to career and post-secondary education.
Climate and Culture	SEL: Students demonstrate strong relationship skills, social skills, and self-awareness in large part by utilizing SEL and restorative justice practices.	Attendance: Students have low attendance rates. SEL: Students need to continue to develop self-management and responsible decision-making skills.	Low attendance rates
Rigorous Academics	ELD: ELL students demonstrate higher English language proficiency as demonstrated by CELDT results and higher reclassification. Academic Discourse: Students are participating more in class and in verbal academic discourse. Writing: Students are producing more writing than before.	Reading Proficiency: Students come multiple years below in SRI level and need intensive reading/ writing support	Students come in below grade level in Math and English
Pathway Development	Dual enrollment classes WBL Specialist College visits "Breaking Bread" class Implementation of Advisory/Career class Guest Speakers	Expansion of Pathway within Dewey Structure of Advisory/Career class Incentives for student attendance Time management Implementation of attendance tracker Communication "See something, Say Something, Do Something"	The development of the sequence of pathway experiences at the school. Students need to be clear on what the pathway opportunities are and the steps to get there: e.g. types of positions related to pathway and certificates, different requirements for positions (certificates, degrees) and how to get there

2B. Schoolwide Root Cause Analysis from Measure N Design

Instructions:

Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.

- For each priority, identify at least one root cause for a challenge you listed above.
- Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty).
- Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.

[Root Cause Analysis Primer.](#)

Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.

Focal Area	Highest Leverage Challenge <i>(will autopopulate from the table above)</i>	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Students come in extremely behind in credits. Chronic Absentism	Students fall behind at an early age and by the time they get to Dewey, they've been off track for several years and are extremely behind in credits and need a lot of support and interventions to get back on track. Depending on how far behind they are in credits, they will need a few months at Dewey to a couple of years.	Personalized Student Support

Post-Secondary Readiness	Students need to have the skills and knowledge to successfully navigate the transition to career and post-secondary education.	Students haven't had a lot of experience with transition	Personalized Student Support
Climate and Culture	Low attendance rates	Identity around school and potentially feeling disconnected from school from an early age - doesn't have a strong school identity. Transportation. Students so far behind they cannot catch up. Little family support.	Personalized Student Support
Rigorous Academics	Students come in below grade level in Math and English	Teacher perception of student abilities.	Building a Rigorous Academic Core: Student Conditions
Pathway Development	Students need to be clear on what the pathway opportunities are and the steps to get there: e.g. types of positions related to pathway and certificates, different requirements for positions (certificates, degrees) and how to get there	Pathway opportunities and program of study not named appropriately and presented as part of the pathway.	Program of Study & Master Scheduling

2C. Current Strategy Analysis

Instructions:	Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.			
	In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.			
	Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Need to focus on attendance monitoring and interventions. For example, school wide usage of the attendance tracker. Evidence for soft-skills development will be assessed through Mock Interviews. Thus far, 25% - 30% have completed the first draft of their resumes, and the remaining are currently drafting. Collaboration between Teaching and Expanded Learning Staff is in development. Since the beginning of the year, roles and responsibilities have changed and are getting clearer in the 6th period. ECCO is currently being used for resume and interviewing skills. No parent liaison or attendance assemblies.
Schoolwide Instructional Improvement Strategy:	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	Not Yet	Not Yet	Writing instruction and strategies is beginning to be a focus. Next step: Continue to focus on writing with evidence, use a common a rubric, collect writing samples. Focus on analyzing student written work, and next instructional moves. Checklist and Targets: Writing Sample Analysis, Collection of student work.
Culture & Climate Improvement Strategy:	Advisory, Soft Skills Development, and Attendance: Create an advisory program where the extended day staff and core Dewey staff co-teach focusing on soft skill development. Staff will be focused on tracking the attendance of a specific group of students in their advisory through leveraging SEL supports. Attendance Prep: A monthly block of time will be built into the schedule for teachers to follow up with students on attendance and supports for them. Parent Communication around Attendance: Parent Liaison through Safe Passages will work to inform parents about attendance data and give strategies on how to improve student attendance. Attendance Assemblies: Hold attendance assemblies for improved attendance bi-weekly.	Yes	Not Yet	Need to focus on attendance monitoring and interventions. For example, school wide usage of the attendance tracker. Evidence for soft-skills development will be assessed through Mock Interviews. Thus far, 25% - 30% have completed the first draft of their resumes, and the remaining are currently drafting. Collaboration between Teaching and Expanded Learning Staff is in development. Since the beginning of the year, roles and responsibilities have changed and are getting clearer in the 6th period. ECCO is currently being used for resume and interviewing skills. Work to acquire parent liaison and increase teacher participation. Next steps: 1) Focus on completing resumes and engaging in at least one mock interview per hexmester. 2) Focus on the implementation of attendance and attendance incentives.
Pathway Development Strategy:	Expand Health and Fitness Pathway courses and education: Provide a Health and Fitness pathway class, soft skills advisory, CPR certificate courses, and concurrent and dual enrollment courses.	Yes	Yes	Over 60 students have acquired CPR training and have received certificates.
Design Feature #1 (New/Emerging):	Bridge to community college with our students that includes dual and concurrent enrollment as a key strategy. We also want to create opportunities for students to enter into the trade schools if interested.	Yes	Yes	Increase the amount of students completing concurrent courses by 6%. We will be adding a second concurrent enrollment course per hexmester in 17-18.
Design Feature #2 (New/Emerging):	Work Based Learning is going to build out internships, develop soft skills, and develop a course that addresses resume writing, soft skills, internship management.	Yes	Yes	We have seen an increase of student participation in Career Exploration Visits, College Exploration Visits, and internships. Along with our Internship coordinator we are working some of our partners for example Career Ladders and MIMS to review and augment our internships
Design Feature #3 (New/Emerging):	Advisory (extended learning and soft skill development) and develop an Expanded Learning Time for students between 5th period and expanded learning for the whole school. We will develop a curriculum that addresses absenteeism, self reflective tools and tracking, with the expanded learning teacher.	Yes	Yes	Since the start of the school year we focused on self awareness, resume writing, interview skills and now financial literacy. We are asking our students to present their skills at the end of each hexmester. We continue to work on our student attendance tracker and strategies to increase student attendance. So far we have educated staff and have instituted CALL DAYS. Along with this we are beginning our Student Incentives Program.
Signature Element #1 (Established):	Expanded Learning Internships	Yes	Yes	We continue to work on bringing more pathway related internships on board.
Signature Element #2 (Established):	Health and fitness CTE course	Yes	Yes	We are currently working with our work based coordinator along with community partners for example Career Ladders, YPAR and MIMS.

Signature Element #3 (Established):	RJ/SEL practices, including differentiated supports for Foster and Homeless youth.	Yes	Not Yet	We work daily with partners, restorative justice coordinator, clinician and all staff on SEL and restorative justice practices. All staff has been trained several times and have stressed the outcomes in their classes. COST and counselor work with students daily
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3. EQUITY IMPERATIVE FOR YOUR SITE		Complete this by: December 16, 2016	
<i>As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan. Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)</i>			
Equity Imperative	What will be true in three years if you continue to focus on this imperative?		
Ensure that all all students have access to quality learning experiences including engaging classrooms, internships, college tours and career exploration.	Higher graduation rate. More students are better prepared for post secondary. Students have post secondary goals and aspirations.		

4. ANNUAL SCHOOL GOALS				Complete this by: December 16, 2016			
<i>Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. For each goal, enter an indicator for which you will be able to see short-term annual progress. You may choose from the drop-down list or enter your own indicator.</i>							
FOCAL AREA	Long-Term Goal for 2020	Indicator	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Increase by 5% the number of Dewey students graduating each school year	Graduation Rate	All Students	TBD	TBD	TBD	The school should work with the district, coaches and
Post-Secondary Readiness	Increase the amount of students that graduate with dual enrollment credit and work based learning experience by 4-6%, each year.	Concurrent Enrollment	All Students	0.5%	4%	10%	The school should proceed with the implementation of
Climate and Culture	Increase the attendance rate by 5%	Chronic Absence	All Students	65%	70%	75%	The school should work with the district, coaches and
Rigorous Academics	Increase by 5% the amount of students who have demonstrated growth on the SRI; Increase the amount of time students interact with text and writing.	Chronic Absence	All Students	20%	25%	30%	The school should work with the district, coaches and
Pathway Development	By June 8, 2018 the Health, Fitness, and Trade Pathway is clear to students, teachers, staff, families, and community members. Additionally, 75 percent of all students participate in a pathway experience: project, internship, mentorship, job shadow, dual enrollment course, etc.	Pathway Participation	All Students	5.3%	30%	75%	The school should work with the district, coaches and

5. STRATEGIES			Complete this by: February 28, 2017		
Focused Annual Plan (FAP) Major Improvement Strategies					
<i>Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.</i>			1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria	
Schoolwide Language & Literacy Improvement Strategy:	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.		Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions	
Schoolwide Mathematics Improvement Strategy:	Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life		Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions	
Culture & Climate/SEL Improvement Strategy:	Attendance: Review advisory structure and calibrate best practices across to ensure attendance is improving. Continue to teach SEL strategies across the curriculum.		Personalized Student Support	Personalized Student Support	
Pathway Development/ Implementation Strategy:	Expand pathway theme throughout the core classes through professional development and backwards planning.		Program of Study & Master Scheduling	Equity/Access/ Achievement	

Measure N Design Features					
<i>Identify up to three Measure N design features that support your goals.</i>			1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria	
Measure N Design Feature #1:	Advisory/College & Career Course - Restructure and improve Advisory /College and Career Course. More specifically, having identified teachers focus on one strand (e.g. financial literacy, resume writing, interviewing) throughout the year and having students rotate through those strands every six weeks.		Personalized Student Support	Work-Based Learning	
Measure N Design Feature #2:	Expand Health & Fitness Program of Study and Certification Opportunities - Infuse Health and Fitness industry theme into all subjects; create a program of study that prepares students for college and career in Health and Fitness, and also affords the opportunity to students to pursue the trades; provide students certification opportunities in Health and Fitness so they can begin "stacking" certificates such as those in First Aid and CPR.		Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions	
Measure N Design Feature #3	- Restructure and improve Dewey's student and family orientation. Create an engaging, and welcoming school enrollment/orientation fair that exposes students and families to all the pathway opportunities that Dewey provides.		Equity/Access/ Achievement	School Leadership & School Vision	

Signature Elements (Established Practices)

<i>Identify up to three established signature elements that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator	Work-Based Learning	School Leadership & School Vision
Signature Element #2 (Established):	Health & Fitness CTE Course - Continue to offer several sections of Health & Fitness course to provide focused exposure to Health and Fitness industry to cohorts of students engaging more deeply in ECCO curriculum and regular fitness activities.	Program of Study & Master Scheduling	School Leadership & School Vision
Signature Element #3 (Established):	Socio-Emotional Learning (SEL) and Restorative Justice (RJ) - Continue to strengthen student socio-emotional competencies through a small, personalized environment and relationship building, while addressing disagreements and resolving conflicts with restorative justice practices.	Personalized Student Support	Equity/Access/ Achievement

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES **Complete this by: February 28, 2017**

Instructions:	<p>Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.</p> <p>Target Student Group: For each action, choose a primary student group that you expect to benefit.</p> <p>Title I Requirements: If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers).</p> <p>REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.</p>
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Schoolwide Language & Literacy Improvement Strategy: Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.

Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Academic Mentors: Hire two tutors/case managers to provide intensive literacy support and case management to students, especially African-American and Latino students; children with disabilities; homeless and foster youth; ELL students; and newcomers.	A1.3: A-G Completion	All Students	Grant	\$76,000.00	5825	Writing with Evidence: Identifying a writing	Differentiation for Low-Performing Students
PD: Implement schoolwide professional development focused on literacy and high-quality writing; including strategies for supporting ELL, GATE and foster youth students	A2.5: Teacher Professional Development for CCSS & NGSS	All Students		\$0.00		Writing with Evidence: Identifying a writing	Teacher PD
School Wide Writing Diagnostic - Administer and score writing diagnostic using a site-based writing rubric to assess writing proficiency and growth and inform curriculum and instructional practices.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Other	\$0.00		Writing with Evidence: Identifying a writing	
Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	General Purpose Discretionary	\$10,000.00	1120	Writing with Evidence: Identifying a writing	Teacher PD
ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	General Purpose Discretionary	\$5,000.00	1120	Writing with Evidence: Identifying a writing	Teacher PD
ELL Literacy Support: Integrate literacy strategies to specifically support ELL students into the English core classes through hiring a .3 FTE English ELL Teachers	A4.1: English Learner Reclassification	English Learners	Title I: Basic	\$19,700.46	1105	Writing with Evidence: Identifying a writing	Targeted Support for English Learners
Peer Observations Stipends: Teachers will have opportunities to observe each other's practice within and beyond Dewey to improve their ability to implement literacy and writing strategies in their classes. Stipends will be provided for teachers serving as alternate observers for TGDS and extended time to debrief and collaborate around observations	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure G: TGDS	\$5,000.00	1120	Writing with Evidence: Identifying a writing	Teacher PD
Peer Observations Subs: Teachers will have opportunities to observe each other's practice within and beyond Dewey to improve their ability to implement literacy and writing strategies in their classes. Substitutes will be provided to provide release time for teachers	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	General Purpose Discretionary	\$5,000.00	1150	Writing with Evidence: Identifying a writing	Teacher PD

Schoolwide Mathematics Improvement Strategy: Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Academic Tutors: Hire one tutor to provide intensive math support to students, especially African-American and Latino students; children with disabilities; homeless and foster youth; ELL students; and newcomers.	A1.1: Pathway Programs	All Students	Measure N	\$28,116.53	5825	Create real-world math learning opportunities	Differentiation for Low-Performing Students
TRU Lesson Study: Bi monthly Alt. Ed.collaborative TRU lesson study thru planning, observing and assessing	A3.4: Teacher Professional Development focused on Literacy	All Students	Other	\$0.00		Create real-world math learning opportunities	Teacher PD
STIP Sub: Hire a STIP sub to provide release time for teachers to conduct peer observations and provide intensive math support for students	A2.1: Implementation of CCSS & NGSS	All Students	Program Investment	\$18,115.33	1105	Create real-world math learning opportunities	Differentiation for Low-Performing Students
STIP Sub: Hire a STIP sub to provide release time for teachers to conduct peer observations and provide intensive math support for students	A2.1: Implementation of CCSS & NGSS	All Students	Measure G: TGDS	\$12,076.88	1105	Create real-world math learning opportunities	Differentiation for Low-Performing Students
Collaboration Time: Teachers have extended planning time to create and integrate math strategies into their core curriculum; with a specific focus on supporting ELL, foster youth, and accelerating GATE students	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	General Purpose Discretionary	\$2,000.00	5825	Create real-world math learning opportunities	Teacher PD

Culture & Climate/SEL Improvement Strategy: Attendance: Review advisory structure and calibrate best practices across to ensure attendance is improving. Continue to teach SEL strategies across the curriculum.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
SEL & RJ Training - Provide ongoing SEL and RJ training to teachers and staff to better leverage and develop the socio-emotional strengths of students	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students		\$0.00		Restorative Justice (RJ) and Socio-Emotional Learning	Teacher PD

Pathway Development/Implementation Strategy: Expand pathway theme throughout the core classes through professional development and backwards planning.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Work-Based Learning Liaison (.4 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships.	A1.1: Pathway Programs	All Students	Measure N	\$22,881.11	2205	Work-Based Learning & College Experience Opportun	Targeted Support for Low-Income Students
Work-Based Learning Liaison (.6 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	A1.1: Pathway Programs	All Students	Grant	\$0.00		Work-Based Learning & College Experience Opportun	Differentiation for Low-Performing Students
Pathway Case Manager: Hire a full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation	A1.1: Pathway Programs	All Students	Measure N	\$70,492.56	2405	Expand Health & Fitness Program of Study and Certifi	Differentiation for Low-Performing Students
Dual Enrollment: Purchase textbooks for the Kineseolgy A & B Dual-Enrollment Courses	A1.1: Pathway Programs	All Students	Measure N	\$1,272.54	4100	Expand Health & Fitness Program of Study and Certifi	Targeted Support for Low-Income Students
Benefits for Work-Based Learning Liaison and Case Manager	A1.1: Pathway Programs	All Students	Measure N	\$50,437.26	Varies	Expand Health & Fitness Program of Study and Certifi	Differentiation for Low-Performing Students
Student Internship Stipends: Issue student stipends as part of the Health & Fitness internship program	A1.1: Pathway Programs	All Students	Other	\$15,000.00	5825	Work-Based Learning & College Experience Opportun	Targeted Support for Low-Income Students
Design Team: Extended planning time for the pathway design team to meet and plan pathway development	A1.1: Pathway Programs	All Students	General Purpose Discretionary	\$3,000.00	1120	Expand Health & Fitness Program of Study and Certifi	Teacher PD
Pathway Integration: Planning time for teachers to integrate the health and fitness theme into their core content curriculum	A1.1: Pathway Programs	All Students	General Purpose Discretionary	\$5,000.00	1120	Expand pathway theme throughout the core classes th	Teacher PD
Dewey Pathway Student and Family Orientation/Palooza Team and Event Preparation: Purchase supplies and materials to support the orientation	A1.1: Pathway Programs	All Students	Program Investment	\$6,519.07	4310	Student Orientation (Dewey Palooza)	Family Engagement

SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION						
Instructions:			KEY:			
Please complete this self-assessment for your school.			1: <i>Beginning & Designing</i>		3: <i>Meeting and Advancing</i>	
Click here for the full Measure N rubric.			2: <i>Developing & Approaching</i>		4: <i>Excelling and Sustaining</i>	
1. SCHOOL LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2	3	3	Mission and Vision is clearly posted throughout campus. It is clearly articulated during Student Orientations and a visible part of the school culture. Shared Leadership teams are being implemented and roles are being defined. Internal committees are being created to address areas of support and success. SEL continues to be a focus and is a core component to support the Mission and Vision.	Strengths: Students and Staff have accepted the restorative and SEL practices. Challenges: New students every six weeks who need acclimation.	Students come in at various levels every six weeks with special needs and abilities.
Leadership Configuration	2	2-	2+			
Distributive Leadership	2	3	3			
2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	3	2	3	All staff and students have access to pathway opportunities via Careers classes. Career Exploration and College visits are offered to all students. All students are made aware of Dual Enrollment courses with an opportunity. Through Work-Based Learning there has been increased opportunities of awareness and participation in Pathway.	Students excited and are continuing to engage in concurrent enrollment classes at Laney. This is accompanied with tutoring at the Dewey expanded learning session. Dewey had some problems with acquiring books and supplies for the courses. Also we started out with a higher count of students and the count went down. Offered classes that students selected were also cancelled after the start date with no notice. Some of these students were unable to re-enroll in new classes because it'd already passed the start date.	Lack of communication with higher education throughout classes. District understanding on how to acquire books and supplies through the budget.
Diverse Student Representation	3	3	2+			
Closing the Opportunity Gap	2	2	3			
3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	3	3	3	The Pathway Theme of Health & Fitness has been defined. The focus is on Pathway expansion and development. All students were scheduled in to Careers Classes to introduce and increase Mastery of Soft Skills.	Honing in on total career pathway. Stressing the bridging with students taking field trips to Laney and seeing the process for registration, having a mentor to walk them thru the process. Working on interview and professional comportment and soft skills. Continuing to work with students on the value of being prepared on post graduation plans. Working with support and mentors to drill down with kids around post secondary plans and steps needed to succeed.	Student need to graduate making that their primary and only goal. Staff need to work collaboratively with emphasis on Pathway.
Integrated Core	2	2	2			
Cohort Scheduling	2	2	2			
4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2	2+	Students are writing to relevant topics during Warm-Up Activities. School-wide All-Writes have been implemented. A clear rubric needs to be established for consistent evaluation and to develop school-wide writing strategies.	Teachers are asking students to write during warm up activities in classes. Students	Inconsistencies in classrooms. The need for more training in writing across the curriculum.
Collaborative Learning	3	2	2			
5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2	2	2	Teachers are using relevant topics in Warm-Up Activities and during instruction. Increased collaboration time has been incorporated into PD	Teachers are sharing best practices during Faculty Meeting, meetings during common prep and the site PD	Implementation of shared ideas are not always implemented. Teachers who are not in ELA are

Collaboration Time	2	2	3	time. Professional Learning is provided but not implemented with fidelity. Opportunities for sharing of best practices needs to increase during Site-PD.		
Professional Learning	2	3	2			
6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	2	3	3	Addition of Work-Based Liason provided increased opportunities and exposure to college and career opportunities. Pathway expansion is being developed through Dual Enrollment, Expanded Learning, and On-site visits from guest speakers. On-going Design Team Meetings have been implemented to provide consistent feedback, reflection, and planning.	20% of students do not complete the internships.	Attendance is the main reason for non attendance. Lost of interest in position.
Pathway Outcomes	2	2+	2+			
Pathway Evaluation	2	2	3			
7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	3	3	3	Through Advisory/Careers class students are learning Soft Skills for College and Career success. Increased support from OUSD and community partners has increased provided greater stability for Bridging the gap from school to college and/or career. The E-Portfolio continues to be implemented and is being evaluated to add components that will better support students such as a Personal Statement or Autobiographical Essay.	Students are engaged in the eportfolio they learn about possible careers based on interest assessments. 100% of Students are becoming more self aware of making decisions based on their assessments relating to college and career. Students are completing their eportfolio. Resume is very challenging for students. Students in concurrent enrollment lack writing and studying skills.	Student lack of work experience. Students lack rigorous academic experience.
College & Career Plan	2	3	2+			