



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Skyline High School

2016-17 Measure N Commission Presentation



Presented by Dr. Blye, Mrs. Bloom and Ms. Gurholt

Presented to Measure N Commission

May 2, 2017

[www.ousd.org](http://www.ousd.org)



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# Grounded: School Wide Root-Cause Analysis

## Skyline 2016-17 Climate & Culture Root Cause Analysis

1. While suspensions are down significantly at the school, the high number of referrals of students from class impacts the students access to the curriculum.
1. We need to create healthy relationships with students and adults to incorporate engaging lessons and develop relationships with students.
1. In order to create a better adult culture on campus, we must create clear support structures in the school, clear culture and climate plan, clear Professional Learning Communities (Collaboration Periods, PD Days, after school meetings, etc) that support and value teachers skills and expertise while also developing new teachers to support all students.





# Implementation Successes

1. Implementation of high impact instructional strategies for supporting the 6 conditions of engagement and A/SEL practices.

- Teacher Beliefs
- Engaging Adolescent Learners
- Activators to support engagement
- Launching Learning Cycles



1. Implementation of a comprehensive discipline and support system



# Implementation Successes (cont)

## Root Cause Analysis:

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Lack of accountability systems and structures that can be implemented with fidelity to ensure that all students feel accepted and supported academically, socially, and culturally.

## How are some of your strategies working to address the root causes?

- We have been able to expand our leadership capacity by developing ILT teachers to facilitate SEL-instructional cycles of inquiry.
- We have conducted learning walks with teacher leaders as a means for calibrating and setting common behavioral and instructional expectations.
- We have been able to build and sustain a discipline and support system that serves to support the whole-child

## How do you know you were successful (evidence, data)?

- Based on data retrieved from OUSD's Dashboard April 21st Skyline has reduced its suspensions from 299 to 88 based on the 2015 and 2016 school year. ([graph](#))



# Implementation Challenges

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## Root Cause Analysis:

Lack of accountability systems and structures that can be implemented with fidelity to ensure that all students feel accepted and supported academically, socially, and culturally.

- What are some implementation challenges you encountered this first year of implementation?
  - We did not implement our Care Managers behavioral support strategy well for our 3 pathways (Green, Computer Science, Education).
  - The goal was to provide a Care Manager for each Pathway as a means for intervening with students prior to receiving a classroom referral.
  - The Care Managers role was designed to permit them opportunities to proactively facilitate problem solving and planning conferences with students in order to identify goals and actions the students would take to successfully attain their goals to exit the intervention.



# Learning from Implementation Year 1

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## Pathway Structure

Administrator

2 Co-Pathway

Directors

Counselor

Care Manager

What did you learn through this past year?

Our root cause analysis revealed ***the need for Skyline to restructure its organizational layout.*** For example, currently an administrator is aligned to each Pathway but the teachers they are responsible for supervising/observing are not. This process creates fragmentation among the work and does not support program integration. Furthermore, this form of incoherence complicates the school's ability to develop a focused school-wide instructional program that supports the knowledge and skills needed for student success in college and career.



# Moving forward



- We are working to create an organizational structure that allows administrators to be much closer aligned to each Pathway.
- The goal is to create 4 smalls schools that function within the confines of Skyline's campus.
- Each Pathway will be assigned a support team to include an administrator, 2 Co-Pathway Directors, Counselor, and Care Manager whose objective is to transform the traditional high school experience by integrating career and technical education courses, core academic courses, work-based learning opportunities and student support services to provide relevant and rigorous personalized educational experiences that inspire students and prepare them for college, career, and community.



# 2017-18 Measure N Budget Allocations

Expense	Description	Rationale
133,000	Pathway Admin Strategy (0.25 FTE X's 4) to align Administrative structure to pathway structure.	
50,000	Teacher Professional Learning (SEL--Engaging Schools)	
50,000	Leadership Professional Development to support the development of effective teams (-Capacity Building)	
160,000	Care Manager's Consulting Strategy(4 FTE's)	
400,000	Each pathway to receive 50-100K for pathway expansion and improvement	



# Implementation Year 2

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Please address the following question:

How do you imagine you will reflect periodically on your progress as you continue to implement your plan next year?

- We will identify 3 checkpoints to review data and assess next steps  
Check-points:

How will you create a continuous cycle of improvement around your key questions and root causes?



# Computer Science and Technology Pathway Implementation Successes

## Launched a new AP Computer Science Principles Course

- 57 students signed up to take the AP Computer Science Exam (results forthcoming)
- 20 students were exposed to Computer Science for the first time.

## Two NEWLY Articulated Courses with Berkeley City College

- Multimedia I & Art of Digital Film
- Articulation Agreements Signed
- Skyline students enrolled in CATEMA





# Pathway: Implementation Challenges

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- With an increase of students in pathway, we see an increased need for academic and behavioral interventions.
- Shortage of science teachers caused long-term subs in some of our pathway science courses, and our personalized student support provider was pulled to teach science.
- Imbalances in the # of sophomores schedule into each pathway caused most of the mid-year transfer students to be placed in AP Computer Science, which was a difficult course for new students to manage.
- Extreme backlog in the procurement of items ordered/purchased through Measure N.
- Some equipment that was ordered was stolen once received by the site.



Skyline Pathways

**COMPUTER SCIENCE  
& TECHNOLOGY**

# Learning from Pathway Implementation Year 1

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## Student Support Services

- With an increase of students in pathway, we see an increased need for academic and behavioral interventions, which requires one-on-one students support.
- Student interventions (academic and behavioral) are hard to implement large-scale, a dedicated staff member is needed (Care Managers, next year).
- Shortage of science teachers caused long-term subs in some of our pathway science courses, and our personalized student support provider was pulled to teach science.





# Pathway: Moving forward

## Our Foci for Next Year:

- More focus on Project Based Learning and cross-curricular projects.
- Deeper, more aligned and structured work on academic and behavioral interventions.
- Addition of new courses--Web Design and Advanced Film.
- Defining leadership roles in the pathway, for teachers, administrators and counselors.



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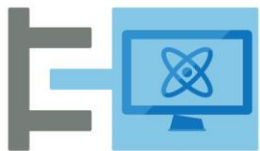
# 2017-18 Pathway Measure N

## Budget Allocations

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### Skyline's Computer Science Pathway Allocation: \$109,500

- \$18,500: individualized Graduate Capstone Project support
- \$10,000: Teacher extended contracts for integrated / PBL curriculum development
- \$18,500: Intensive Student Academic Support Coordinator (Student Interventions, Individual support for organization, study skills, and academic support with both push-in and pull-out strategies, after school and lunch-time support, .2 FTE)



# Pathway: Implementation Year 2

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## Our Tools for Measuring Progress:

- Student achievement and attendance data.
- Behaviors of teaching and learning.
- Community of Practice Continuum.
- Measure N Self-Assessment Rubric.
- Instructional Cycles of Inquiry and peer observations.
- Pathway coaching.



# Education and Community Health Pathway Implementation Successes



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## Implementation of New Community Health Strand:

- NEW Introduction to Community Health CTE Course.
- Stronger WBL opportunities for Community Health (UCSF, Shoo the Flu, Health Internships, Guest Speakers)

## Industry Certifications and Early College Credit:

- Restorative Justice WBL Program Implementation (Peer Educators receive industry certification)
- Successful implementation of two dual enrollment classes, ~22 students gain early college credit.

## Academic support / interventions:

- 10th grade students (success evidence by tracking students' growth in terms of grades & student ownership).





# Pathway: Implementation Challenges

- Dual Enrollment payment procedures and coordination needs to be improved.
- Need more time & resources for curriculum development for the new CTE course called "Introduction to Community Health"
- Need more consistency in documenting student social-emotional-behavioral support (Academic Support was much more well-documented).



# Learning from Pathway Implementation Year 1

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## Pathway Instructional Improvement Strategy

1-2 Integrated project with civic action component at each grade level with use of Capstone rubrics scaffolded by grade level.

- Collaboration time is not sufficient for building and developing integrated projects.
- We need more time to work with subject-specific colleagues.
- Summer PD will be leveraged to move this work forward.



# Pathway: Moving forward

## Our Foci for Next Year:

Integrated projects with use of Capstone Rubrics at each grade level.

- Need time & resources for curriculum development for the 10th grade CTE courses (new CTE 10th grade CTE teachers next year)
- Instructional collaboration centered on Capstone Rubrics.
- Need incorporate more practical learning opportunities, life skills and financial planning
- Would like to incorporate more opportunities for explicit recognition of student growth or improvement.

# 2017-18 Pathway Measure N Budget Allocations

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## **Skyline's Education and Health Pathway Allocation: \$61,000**

- \$8,000: Supplies for new 10th grade CTE course Introduction to Community Health (textbooks, lab equipment)
- \$10,000: Teacher extended contracts for curriculum development for projects related in Community Health
- \$15,000: Part-time tutors (Ed Pathway alum) for struggling pathway students
- \$18,5000: Individualized Graduate Capstone Project support

# Pathway: Implementation Year 2

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## Our Tools for Measuring Progress:

- Student achievement and attendance data.
- Behaviors of teaching and learning.
- Community of Practice Continuum.
- Measure N Self-Assessment Rubric.
- Instructional Cycles of Inquiry and peer observations.
- Pathway coaching

# Visual and Performing Arts Pathway Implementation Successes



## First year of Visual and Performing Arts Pathway

- New CTE Courses Offered: Illustration and Introduction to Your Performance Career
- Utilized our teacher/staff industry experience effectively.

## Student support / interventions:

- Restorative Justice Practices Implemented
- Parent coalition being formed.

## Performance-Based Assessments:

- Brooklyn High, Drama Performance
- Beehive, Vocal Performance
- Jazz Band at Yoshi's





# Pathway: Implementation Challenges

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- Need better systems for purchase orders and timely procurement.
- As a new pathway, we have room to grow in terms of teacher-leadership and clarity of roles in the collaboration team.
- Communicating the distinction between Skyline's Visual and Performing Arts Pathways (versus the Visual and Performing Arts PROGRAM)
  - How to allocate funds to the Visual Performing Arts pathway versus “universal” art courses and “universal” performing arts program.



# Learning from Pathway Implementation Year 1



## The Importance of Family and Community Engagement

- We learned a lot about the importance and power of parent engagement, as well as industry partner engagement.
- We are building a parent group as well as the advisory board which will launch next year.







# Pathway: Moving forward

**Our Foci for  
Next Year:  
Expanding to  
Grades 11 and  
12.**

- New course offerings such as Drama CTE course.
- Implementing integrated project-based learning opportunities and work based learning.
- Defining leadership roles in the pathway, for teachers, administrators and counselors.



# 2017-18 Pathway Measure N Budget Allocations

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## **Skyline's Visual and Performing Arts Pathway Allocation: \$136,000**

- \$60,000: Student internships and WBL instructors.
- \$80,000: Supplies for students to have access to industry relevant equipment & technology
- \$10,000: Artist Conservatory Model and Resources
- \$10,000: Participation in mentorships and job shadows
- \$18,5000: Individualized Graduate Capstone Project support



# Pathway: Implementation Year 2

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## Our Tools for Measuring Progress:

- Student achievement and attendance data.
- Behaviors of teaching and learning.
- Community of Practice Continuum.
- Measure N Self-Assessment Rubric.
- Instructional Cycles of Inquiry and peer observations.
- Pathway coaching



Skyline Pathways

**VISUAL &  
PERFORMING ARTS**



# Pathway: Implementation Successes

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## Student Support:

**Root barrier** = lack of support for struggling students

**Action** =

- We hired a .8 FTE student support TSA for our Pathway.
- We gave extended contracts for teachers to advise 12th graders on their senior project.

**Results** =

- Scheduled meetings for seniors with their senior project advisors.
- Student [GPA tracking](#) with targeted invitations for all 10th graders
- 18 COST referrals for mental health and drug counseling.





# Pathway: Implementation Challenges

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**Purchasing:** Extreme backlog in the procurement of items ordered/purchased through Measure N.

**Root Barrier** = Low level reading skills

**Action** = developed a plan for differentiating instruction to accommodate EL and low level readers.

**Results** = **NONE**. Our measure N plan was centered around technology. [Chromebooks](#) (175 of them) were requested in October and still not ordered as of April. [Kindles](#) were ordered in September and arrived in January (too late to be implemented according to our plan).



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# Learning from Pathway Implementation Year 1

**Student intervention can work to make sure the pathway serves all students.**

Student support is built on relationships.

- Senior advisors need to work with students to support their interests.
- Support person must understand students and their needs.

We learned that the role needs to be narrowly focused.

- 12th Graders need support immediately at start of the year.
- 10th Graders need ongoing support
- Senior project support needs to be broken up according to a calendar of due dates.



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# Pathway: Moving forward

## Our Foci for Next Year:

Student Support,  
Literacy, Student  
Engagement  
(Classroom  
Management).

1. Our greatest success was our student support. We plan to continue to provide this collaboration, care managers and Senior Capstone project advising.
1. We will be starting our implementation of improving SRI scores next year once we have the technology we requested.
1. A new 10th grade team and more challenging students have forced us to make classroom management and pathway wide expectations a priority.



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# 2017-18 Pathway Measure N Budget Allocations

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## Green Energy Pathway Allocation: \$72,000

**Student Support** = One Care manager, counselor, and Assistant Principal will be assigned to each pathway in order to provide comprehensive student support.

**Using technology for differentiation** = all of our technology was in our 16-17 year budget so will not be reflected in our 17-18 budget.

### Classroom Management =

- Professional development is planned to help teachers adopt proven strategies to increase student engagement and attendance.
- Training for PBL and integrated projects is intended to help set high expectations and build skills to improve engagement with our program.



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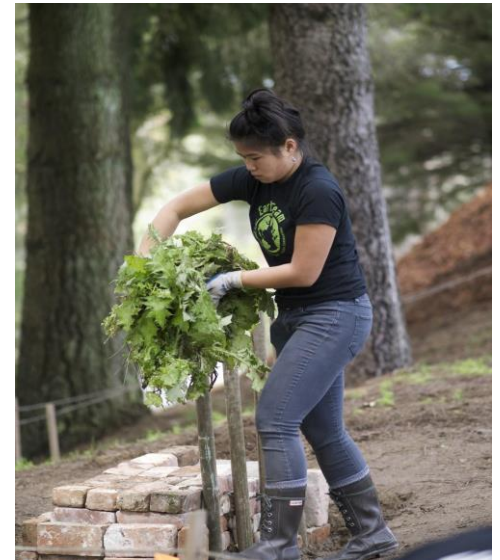
# Pathway: Implementation Year 2

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Implementation reflection is always a periodic part of our daily collaboration as a team.

## Tools for Measuring Progress:

- Student achievement and attendance data.
- Behaviors of teaching and learning.
- Community of Practice Continuum.
- Measure N Self-Assessment Rubric.
- Instructional Cycles of Inquiry and peer observations.
- Pathway coaching



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# EVERY STUDENT THRIVES!



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