Measure N Implementation Narrative

The Measure N Commission would like to track the overall process of implementation so the Commission can understand how different communities engaged in the process in order to lean from the process so that the Commission can better support innovative thinking and school improvement across the city of Oakland. In order to do this, the Commission requires that each school write a narrative to capture the schools overall implementation process. In the cells below, please describe your school's process. To the left are the specific prompts that will provide the Commission an overview of your process and experience.

Implementation Successes

What are some implementation successes that you'd like to lift up and share with others?	During the 2016-2017 school year, we adopted more rigorous, CCSS and NGSS-aligned curricula in ELA and Science (incorporating more technology and including phenomena-based science) to strengthen our academic core and ensure that our students will have the Tier 1 academic foundation for college and 21st century careers. In addition, our school-wide literacy initiative providing tiered reading support is showing very promising early results. We focused on improving literacy to enable students to access a greater variety of sources through dedicated reading time in the morning and small group literacy intervention. These were significant efforts that we implemented concurrently this year. This year we are excited to see momentum continuing to increase with our focus on pathways. We were committed to addressing some structural challlenges, such as scheduling, to create the conditions for pathways to be embraced more deeply by both students and teachers. Through redesigning the master schedule and transitioning to a block schedule, we created conditions to allow teachers to focus more deeply on fewer students and fewer unique courses. We also created a morning homeroom time with a co-teaching model during the literacy block. This emphasis on knowing students and personalization provides an important building block for pathways to take root. Through our master schedule redesign, we also made it possible for students to take different electives based on their pathways by implementing alternating day electives. Furthermore, we are infusing pathway exploration throughout routine activities such as homeroom, the College Real Talks event, student led conferences, electives, college classes, and some courses. As a result, all high school students have chosen pathways (STEAM, Community Change, Business, and Liberal Arts), and 37% have moved from exploring to declaring. We have implemented individualized mentoring for thinking through college/career pathway choices for all juniors, seniors, and BUILD students throughout the year. PBL projects are becoming more rigorous and authentic, particular during exhibitions. Senior portfolios continue to serve as a capstone project in which seniors reflect on their high school path and plan their post secondary pathway, including conducting career interviews, in increasingly robust ways. We have also substantially increased our personalized supports for students. A key component of our literacy initiative has been small group instruction that provides our lowest readers with personalized instruction. We have also initiated an 11th grade mentoring program in partnership with iMentor and expanded our senior portfolio mentoring so that seniors meet one-on-one with a staff mentor four once per quarter. BUILD continues to provide mentoring for about 45% of our student body, predominantly those on the Business pathway, from 9th through 12th grade. Our African American students are now receiving mentoring through the newly created Black Student Union that involves both academic support and cultural enrichment. We have also piloted a case management system where members of our community support team provide holistic support for students who are struggling the most with behavior. We continue to build leader and teacher capacity through on-going PD and collaboration sessions to deepen understanding of pathways as a core strategy for college and career success for LWP scholars. In particular, a core team of administrators, teachers, and support staff have been working with the National Equity Project to address racism in our school.
How do you know you were successful (evidence, data)?	We will need to wait until our SBAC scores are available before we will know for sure if our curriculum and schedule changes have strengthened the academic core. However, when our 11th graders took the SBAC released ICA in March, it predicted that 69% would be at or above grade level in ELA and 53% in Math. We suspect these numbers are somewhat overly optimistic, but they are promising. Our literacy initiatives are clearly strengthening our academic core. From October to March on average the school has made 0.83 years of growth, and there has been a nine percentage point rise in students reading at/above grade level with a thirteen percentage point drop in the number of students reading significantly below grade level. We are particular proud that our ELL and SPED students are growing at or above the rate of the general student body. Although we do not yet have this year's SBAC results, we are optimistic that improved literacy, reduced loads, and more rigorous curricula will result in improvements. Our pathways are becoming more robust. We have increased our on campus college class offerings from two per year to nine and added six pathway aligned electives. In first semester alone, we had 282 enrollments in on campus college classes. At the end of the year we will have data on the quality of senior portfolio pathway plans and student survey data regarding career preparation and pride in the school that we are using as some of our metrics for pathway success. Our personalized supports for African American students and our equity work likewise show promise. Survey data shows increasing pride among African American students (+12%), belief that they will go to college (+10%), awarness of careers of interest (+10%), belief that teachers are being supportive (+11%), confidence in reading abilities (+19%) and belief that rules are fairly enforced (+21%).

Implementation Challenges

What are some implementation challenges you encountered this first year of implementation?	Although our more rigorous curricula improves our scholars' academic foundation, implementing it with fidelity, managing technology components, and supporting students to handle higher levels of rigor have been challenges. These challenges were anticipated, and we plan to continue professional development and department planning time structures to continue to turn the ship. Also, the resources and time needed to implement our ambitious literacy, curriculum, and scheduling initiatives meant we had difficulty finding the time to focus on providing differentiated support in mathematics and using pathways to create as much of a cultural shift as we would like. Being on a pathway does not yet result in a sufficiently different set of experiences that shape and give meaning to a student's school activities. We had planned to develop it during the new advisory time, but we ended up over scheduling too many tasks into that time and not being able to get to all of them. In order for students to have a significantly different experience, we need to introduce the pathways earlier through a freshmen seminar that provides more time than we can carve out in advisory. We also need to distribute pathway work more broadly among staff members so that pathways are more consistently promoted.
How do you know these were challenges (evidence, data)?	As a result, we are not yet seeing the results we hope to see from creating meaningful pathways. Namely, our percent of students leaving the school has ticked upward to 24%, we still have about 5% of students who are routinely misbehaving and/or suspended, and chronic absences are still around 11%. These students continue to be the same population we identified last year, disproportionately males and SPED students. Based on interviews with struggling students, we continue to believe that this is occurring because these students are lacking in foundational academic skills, are not actively and meaningfully engaged in their classes and still do not see a viable path for themselves through Wilson Prep to a meaningful future.

Learning and Moving Forward

What did you learn?	This past year we made many structural changes that created a solid foundation for our future growth. Now our task is to really dig into our initiatives to build momentum that accelerates our students' growth. The contrast between the momentum we were able to build with a dedicated literacy block vs. trying to cram too many things into advisory teaches us that creating dedicated time in the school day that is clearly focused on a particular initiative is an important strategy to advance any initiative. Similarly, having a clearly designated point person who specializes in monitoring an initiative (such as literacy) and providing support and professional development helps make an initiatve successful. On a technical level, we also learned from our literacy initiative that running many small group interventions with a clear curriculum that targets deliberately chosen students is effective for moving students. Also, children whose families are involved with their work (in this case reading at home) show more growth.
How are you revising your strategies and pathway development work going forward based on what you learned?	Based on our learnings from this year, we are creating a freshman seminar pathway course so that all 9th graders have a dedicated time to explore and select a pathway rather than attempting to shoehorn it into advisory. We will also be tweaking our staff assignments to allow key staff members to focus on building momemtum around key components of our most popular STEAM pathway. This includes creating time in the schedule of our teacher who has the most expertise in PBL and STEAM to develop additional in and out of school STEAM opportunities. We also will be mirroring many of the successful structures of our small group literacy intervention to create a numeracy intervention program that supports our STEAM pathway in particular as well as general college readiness. These include a dedicated coach, small group pull out, curriculum and training, parent involvement, and data monitoring and tracking. In conjunction with our region, we will also be replacing our 6-8 math curriculum with a more CCSS aligned curriculum piloted by our K-5 schools this past year.

We will continue to deepen our personalized supports of students, both academically with the literacy and numeracy programs as well as with pathway exploration and culture and behavioral supports. In addition to continuing our junior and senior mentoring programs and the Black Student Union, we will be expanding our case managment system for students struggling with behavioral challenges and we will be starting a middle school social skills group for boys.

We will be staying the course on the rest of the components we implemented this year such as block scheduling, literacy block and small groups, elective and college class choices, student led conference incorporation, college real talks, senior portfolios, creating greater teacher collaboration time in the schedule thorugh grade level and department meeting time, etc. |
| | We anticipate that at the end of this coming year (Year 2) all 9th graders will have thoughtfully chosen a meaningful pathway and articulated how this will shape their choices of extracurriculars, electives, college classes, student led conference presentations, etc. in high school. We anticipate that all seniors will have articulated a path through college to a career as part of their senior portfolio and have interviewed people with that career. Also, we anticipate that staff and students will use the language of pathways and refer to them to shape experiences such as class projects, group assignments, extracurriculars, electives/college classes, intervention activities, etc. We also expect students on the STEAM pathway in particular to have a significant variety of pathway relevant activities that they are steered toward. However, we anticipate that it may take a few more years before seniors have had the bredth of high school experiences to ground their choices that we ultimately hope for them to have.

Academically, we will be striving toward 1.5 grade levels per year growth in literacy and starting to replicate that growth in numeracy. Coaches will be monitoring this data and leading the response to it. We also have robust coaching by our Assistant Principals who regularly review academic and behavioral data with teachers and provide differentiated coaching based on teacher needs. This should lead to continued SBAC growth. We are also striving for more and more personalized and effective interventions so that our students stay in the classroom and are engaged with academic work that feels meaningful and relevant. We strive to maintain our high graduation and college preparedness rates while ultimately keeping all of our students all the way through to graduation. Our goal is for all students to meet college ready academic metrics and to have a productive learning environment with no suspensions.

In Year 3 and beyond, we plan to build on the 9th grade pathway course to develop a greater feeling of community and culture within each pathway cohort so that pathways provide a sense of identity and family that helps students feel they have a place at Wilson Prep. Students will also build portfolios of their pathway work with the support of their mentors in 11th and 12th grade. We will continue make the pathways more robust and provide more and better choices of activities. In particular, we will hopefully have fully fleshed out the STEAM pathway and be able to focus more on the other options. We will also work on increasing the differentiation and authenticity of projects within classes through additional PBL training and teacher support. Ongoing, we will continue to progress monitor and adjust course as needed. |

1. ABOUT THE SCHOOL	*Complete this by:* **January 31, 2017**

Instructions: (For OUSD Schools Only)

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

1A) <u>School Description:</u> 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) <u>School Mission and Vision:</u> 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:	Aspire Lionel Wilson College Preparatory Academy	**School ID:**

1A. School Description

Lionel Wilson College Preparatory Academy is a 6th -12th grade charter school serving 467 students in East Oakland. It is located at 400 105th Ave and is part of the Aspire Public Schools charter network. As a College for Certain school, all students are required to meet A-G requirements and be accepted to a four-year university in order to graduate. Having consistently gotten all graduating seniors admitted to four-year universities for over five years, Wilson Prep is in the midst of shifting focus toward making sure that students are prepared to succeed in college and that they are well positioned for meaningful careers, whether those careers involve four-year university, community college, technical training, or other post-secondary options.

1B. School Mission and Vision

Our school mission statement describes the way we intend to work together and reads: At Wilson Prep, we define our personal paths. We engage deeply in the world around us in a way that is personally meaningful, joyful, and real. We collaborate, communicate, problem solve, and critically think through rigorous learning experiences. We challenge ourselves to realize our full potential so that we can experience all that life has to offer and to become responsible members of our community. We all work tenaciously together to become transformational agents of change in our own lives, our families, and our diverse communities.

The Aspire Bay Area vision statement articulates our ambitious goal: All students should thrive and graduate critically literate and free to choose their college, career, and life pathway.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation:	6 years	*Last WASC Self-Study:*	2013-14	*Next Self-Study:*	2020-21

SCHOOL WASC GOALS	LCAP Goal Category
Increase students' independent reading skill and stamina	3: Students are reading at or above grade level.
Increase student's ability to effectively communicate ideas about text and content in writing	1: Graduates are college and career ready.
Increase the number of students scoring "college-ready" on both the mathematics and ELA sections of the EAP	2: Students are proficient in state academic standards.
Set and communicate clear and consistent supports and expectations for students, parents, and staff regarding college and career readiness	1: Graduates are college and career ready.
Increase percentage of students reading at grade level	3: Students are reading at or above grade level.
Design a system of supports targeting ELL, retention candidates and transition students	4: English learners are reaching English fluency.
Increase opportunities for students to demonstrate ownership of their academic path	5: Students are engaged in school everyday.
Enhance schoolwide joy through development and/or revision of school-wide ESLRs and community building events	5: Students are engaged in school everyday.
Reduce the number of students "off track" each grading period	2: Students are proficient in state academic standards.
Support teachers and staff with the time and resources to do their jobs well and increase long term sustainability.	5: Students are engaged in school everyday.
Increase staff awareness and ability to address equity issues within adult and student culture	5: Students are engaged in school everyday.

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	49.0%	51.0%		85.7%	23.0%		12.0%	12.0%	0.0%
Student Population by Race/Ethnicity	African- American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	6.0%	0.0%	1.0%	92.0%	0.0%	0.0%	0.0%	1.0%	0.4%

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)				37% have declared, 63% exploring	53.3%	41.8%
Linked Learning Pathways (Grade 10)				34% declared, 66% exploring	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)	95.2%	98.1%	100.0%	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	3.2%	0.0%	0.0%	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	0.0%	0.0%	0.0%	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	0.0%	0.0%	0.0%	TBD	TBD	TBD
Percent of Students Leaving	16.0%	20.0%	24.0%	TBD	TBD	TBD
On Track to Graduate (Grade 9)			70%	55.0%	46.7%	TBD
On Track to Graduate (Grade 10)				56.0%	33.6%	TBD
On Track to Graduate (Grade 11)			61.0%	54.0%	35.4%	TBD
On Track to Graduate (Grade 12)				66.0%	44.8%	TBD
A-G Completion (Grade C or Better)	98.3%	98.1%	90.0%	TBD	51.2%	TBD
A-G Completion (African American Students)	100.0%	N/A	100.0%	TBD	33.6%	TBD
A-G Completion (Special Education Students)	100.0%	100.0%	75.0%	TBD	15.6%	TBD
A-G Completion (English Learners)	100.0%	100.0%	100.0%	TBD	33.9%	TBD
A-G Completion (Foster Youth)	N/A	N/A	N/A	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)	91.8%	83.9%	100.0%	TBD	25.7%	TBD
AP Course Access (African American Students)	100.0%	N/A	100.0%	TBD	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	60.0%	91.0%	97.0%	TBD	7.9%	TBD
% of Seniors with GPA > 3.5	37.7%	41.1%	38.0%	TBD	TBD	TBD
STAR* Percent Above Grade Level, Grade 11			20.0%	33.0%	TBD	TBD
STAR* Percent Above Grade Level, Grade 12			29.0%	36.0%	TBD	TBD
Dual Enrollment with Community College	100.0%	92.9%	100.0%	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	100.0%	92.9%	100%	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	54.1%	53.7%	60.6%	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	39.3%	35.2%	22.5%	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)	5.5%	8.7%	10.8%	TBD	11.2%	TBD
Chronic Absence (Special Education Students)	7.3%	15.3%	14.8%	TBD	18.7%	TBD

Chronic Absence (Foster Youth)	N/A	N/A	N/A	TBD	19.2%	TBD
Suspension Rate	8.1%	9.7%	5.5%	4.3% (initial results)	TBD	TBD
No Suspensions (African American Males)	90.9%	92.9%	97.9%	TBD	91.2%	TBD
No Suspensions (Foster Youth)	N/A	N/A	N/A	N/A	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	N/A	N/A	N/A	N/A	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	34.0%	5.0%	39.0%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	22.0%	7.0%	1.0%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	N/A	68.0%	58.0%	TBD	19.5%	TBD
SBAC Proficiency (Math)	N/A	25.0%	38.0%	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (*Aspire uses STAR, not SRI)			26.0%		23.9%	TBD

2. NEEDS ASSESSMENT *(three-year cycle)*	Complete this by: **February 1, 2017**

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 *(List all challenges impacting each focal area.)*	Highest Leverage Challenge *(List one challenge.)*
Graduate Outcomes	1) Continued graduation rate over 95% 2) 90% of graduates (100% of general ed, 75% of SPED) complete A-G requirements 3) 83% of graduates enroll in 2 or 4 year college	1) Percent of students leaving the school has increased slightly from 20% to 24%. These students are disproportionately male and special education students who leave in junior or senior year and, when interviewed, indicate that they do not see themselves going to college and do not therefore see their work at Wilson Prep as relevant to their future. Frequently they are also severely off track for graduation and do not see graduating from Wilson Prep as viable.	Percent of students leaving the school is increasing slightly
Post-Secondary Readiness	1) 100% of graduates are accepted to 4-year universities 2) All graduates required to earn 15 community college credits 3) In less than a year students at or above grade level in reading has increased from 15% to 24% and the percent significantly below grade level dropped from 70% to 56% 4) Reading growth by SPED and ELL students equals or exceeds the Wilson Prep average	1) Only about a quarter of graduates are completing college within 6 years 2) Alumni who return for college real talks still report feeling unprepared to succeed in college, particularly with the reading load and knowing how to study 3) Only 24% of students are reading at or above grade level 4) ELL proficiency in reading is only 4%	Only 1/4 of students are reading at or above grade level as measured by our new, rigorous, college-ready lexile levels.

Focal Area	(Successes)	(Challenges)	(Summary)
Climate and Culture	1) Decreasing suspension rate from 10% to 6% 2) Increasing percent of African American males with no suspensions to 98% 3) Black Student Union improving sense of belonging among Black students who report a 12 percentage point increase in feeling proud of going to Wilson Prep 4) Vandalism rates cut in half 5) Improved middle school pride due to STRIDE program 6) Fewer transitions due to block schedule 7) More productive morning advisory time 8) Improving daily attendance rates to 96% 9) Improved infraction data tracking and response including case manager assignment	1) Increasing chronic absences from 9% to 11% 2) About 5% of the student body is accounting for the overwhelming majority of infractions, again disproportionately male and Special Education students 3) Suspension rate at 6% for last year. Although African American and whole school suspension rates were almost identical for the past three years, this year African American suspensions are at 9% while the whole school is at 5%. 4) Inconsistent teacher behavior management	About 5% of the student body is being suspended and is accounting for the vast majority of behavior infractions
Rigorous Academics	1) 13 percentage point increase in 11th grade math SBAC proficiency 2) Continued far above average 11th grade ELA SBAC proficiency of 58% 3) Increased access to computers 4) Increased SPED IAs 5) Small group pull out for literacy and universal reading time in the morning 6) Adoption of new, CCSS aligned rigorous curriculum	1) New curriculum is a significant lift to implement 2) Reading growth by African American students is less than the Wilson Prep average (0.71 years to 0.83 years in 5 months) 3) Math SBAC scores are still only 38% at or above grade level and are 20 points below ELA 4) ELA SBAC scores dropped ten percentage points to only 58% at or above grade level 5) 42% of students are off track to graduate (including having failed advisory and other non-core courses)	Low SBAC performance in mathematics, particularly in the middle school
Pathway Development	1) Greater number of pathway linked elective classes available due to schedule change 2) Improving quality of PBL in exhibitions and classes 3) Expanded senior career research and senior/junior career mentoring	1) Overshadowed by other change initiatives 2) Declaring a pathway not yet meaningful	Declaring a pathway does not yet meaningfully lead to preparation for a career or focus studies while in high school

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. *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.*	[Root Cause Analysis Primer.]

Focal Area	**Highest Leverage Challenge** *(will autopopulate from the table above)*	**Root Cause Analysis of Highest Leverage Challenge**	**Linked Learning Criteria**
Graduate Outcomes	Percent of students leaving the school is increasing slightly	Last year we identified that some students, particularly males and SPED students did not feel they had a viable path to a meaningful future through LWP. Developing pathways is meant to provide one, but it has been overshadowed by the heavy lifting needed for other major changes such as redoing the schedule, new whole school literacy efforts, and new curricula.	Equity/Access/ Achievement
Post-Secondary Readiness	Only 1/4 of students are reading at or above grade level as measured by our new, rigorous, college-ready lexile levels.	Although students are showing growth from the new program, it takes time to catch up from being multiple grade levels behind	Program of Study & Master Scheduling

Climate and Culture	About 5% of the student body is being suspended and is accounting for the vast majority of behavior infractions	These students generally are the same students from year to year and quarter to quarter. They are disproportionately male and special education students who frequently walk out of classes or are disengaged in them. Interviews with these students indicate that they struggle in class and feel unsuccessful, that they do not see themselves going to college, and they don't see the purpose of what they're learning. They are also the students who tend to leave the school in 11th or 12th grade when they see that they wuold need to stay at least a 5th year in order to graduate.		Equity/Access/ Achievement
Rigorous Academics	Low SBAC performance in mathematics, particularly in the middle school	Because literacy has been our main focus, we have not invested as heavily in remediating math gaps and bringing students up to within striking distance of grade level		Personalized Student Support
Pathway Development	Declaring a pathway does not yet meaningfully lead to preparation for a career or focus studies while in high school	In year one of pathway development, juniors and seniors like the new options and possibilities but all high school students do not see the pathways as coherent and institutionalized. We need a tier one vehicle to introduce the coherence, purpose, and opportunities of pathways earlier.		Work-Based Learning

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?	Analysis of Strategy Implementation and Effectiveness
Schoolwide Instructional Improvement Strategy:	Adopt rigorous, CCSS/NGSS aligned curriculum in ELA, Math, and Science	Yes (with a planned second change in 6-8 Math in 17-18)	Not Yet	New curricula has been implemented with significant fidelity and impact in English classrooms. In Math and Science, the implementation has been less consistent and impactful. Using new curriculua, especially technology components, has been a lift for teachers and students are struggling to meet the greater levels of rigor. Upon further inspection, the 6-8 math curriculum was not well aligned to CCSS and will be changed this coming year.
Culture & Climate Improvement Strategy:	Create student groups to meet the needs specifically of African American students (BSU), and to develop pride and coping skills in middle school girls (STRIDE) and social skills for middle school boys.	Yes	Yes	BSU and STRIDE have done multiple high energy events, and interviews with students indicate that they are forming a stronger sense of community. Survey data shows increasing pride among African American students (+12%), belief that they will go to college (+10%), awarness of careers of interest (+10%), and belief that teachers are being supportive (+11%). Building on this success, we have just begun the middle school boys' social skills group.
Pathway Development Strategy:	Align class activities, electives, extra curricular activities, and career exploration into career pathways that shape and give meaning to school activities	Yes	Not Yet	Because of the challenges of making multiple significant changes to curricula, master schedule, whole school literacy instruction, and small group literacy instruction, we developed our pathways through the coordinator owning it and infusing it into activities around the school. We integrated pathway exploration activities into homeroom, the College Real Talks event, student led conferences, some courses, electives, and college classes. We have increased the numbers of pathway aligned elective and college class offerings. All high school students have been surveyed and sorted into pathways (STEAM, Community Change, Business, and Liberal Arts.) In our first year, 37% have moved from exploring to declaring while others are not ready to commit to a single pathway. We have implemented individualized mentoring for thinking through college/career pathway choices for all juniors and seniors throughout the year. Senior portfolios include an increasingly robust career exploration, interview, and planning component. However, being on a pathway does not yet result in a meaningfully different set of experiences that shape and give meaning to a student's school activities. In order to shift culture, we need to introduce students to the pathways in freshmen year and engage more teachers and staff members in infusing pathways into content classes and activities. As a result, we are not yet seeing the results we hope to see from creating meaningful pathways. Namely, our percent of students leaving the school, suspended or accumulating chronic absences has remained the same. We continue to hypothesize that this is occurring because these students still do not see a viable path for themselves through Wilson Prep to a meaningful future.
Design Feature #1 (New/Emerging):	Whole School Wilson Reads literacy block with small Leveled Literacy Intervention pullout groups	Yes	Yes	We invested heavily in creating a whole school reading time that all adults support with small reading intervention groups staffed with ELA and SPED teachers and a coach who coordinates all of it. This has been very successful. From October to March on average the school has made 0.83 years of growth, and there has been a thirteen percentage point drop in the number of students reading significantly below grade level. We are particular proud that our ELL and SPED students are growing at or above the rate of the general student body.
Design Feature #2 (New/Emerging):	Transition to block scheduling that allows more time per period and creates time for more elective options	Yes	Not Yet	Teachers are interacting with fewer unique students and fewer unique courses allowing them to focus more. Although we do not yet have this year's SBAC results, we are optimistic that improved literacy, reduced loads, and more rigorous curricula will result in improvements. However, we have not been particularly successful at small group differentiation in math the way that we have in literacy.

Signature Element #1 (Established):	Increase use of blended learning in the classroom	Yes	Not Yet	Most of the newly adopted curricula have a substantial online component. Roll out was somewhat challenging with technical difficulties at the beginning of the school year, but we did eventually sort that out. Keeping the computer carts in good working order has also been a challenge. We do not yet have the SBAC results to use to assess success.
Signature Element #2 (Established):	Expand Early College High School offerings so that students can take college courses that prepare them for the rigor of college and align to their career pathways	Yes	Yes	We have increased our community college offerings both on and off campus. We know from past interviews with alumni and from external research that having the college experience early on and earning college credit makes students more likely to enroll in college and complete it.

3. EQUITY IMPERATIVE FOR YOUR SITE — Complete this by: February 1, 2017

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.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
We strive to ensure that ALL students have equitable access to higher education regardless of their income or race. Our first goal is for our students to meet the non-FRL averages of the state of California, then to improve 5% per year after that.	Although our students are being accepted to college, only about 25% are graduating in six years. We also know that about 38% of our students are enrolling in remedial math and 34% in ELA. In three years if we meet our goal we will have closed the income gap at least in test scores and prepared our students to succeed in college.

4. ANNUAL SCHOOL GOALS — Complete this by: February 1, 2017

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.

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	Percent of students leaving the school is less than 10%.	Graduation Rate	Students with Disabilities	24%	< 15%	< 10%	Design a system of supports targeting ELL, retention candidates and transition students
Post-Secondary Readiness	All students read at or above grade level by the end of senior year.	StarRen	All Students	25% at/above grade level	44% at/above grade level	60% at/above grade level	Increase percentage of students reading at grade level
Climate and Culture	Students are proud of attending LWP as measured by student surveys.	Culture/Climate: Student	All Students	59%	75%	90%	Enhance schoolwide joy through development and/or revision of school-wide ESLRs and community building events
Rigorous Academics	Graduates are prepared to succeed academically in post-secondary plans as measured by scores on the SBAC and ACT.	SBAC Math SBAC ELA	All Students	58% ELA 38% Math	55% ELA (already met) 44% Math	64% ELA (state non free and reduced lunch target) 53% Math	Increase the number of students scoring "college-ready" on both the mathematics and ELA sections of the EAP
Pathway Development	By the end of senior year, students can articulate a meaningful path for their future as measured by surveying seniors about their senior portfolio	Pathway Participation	All Students	54%	70%	90%	Increase opportunities for students to demonstrate ownership of their academic path

5. STRATEGIES — Complete this by: February 1, 2017

Focused Annual Plan (FAP) Major Improvement Strategies

Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	Continue and deepen Wilson Reads and LLI structures and habits to continue reading growth.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
Schoolwide Mathematics Improvement Strategy:	Create small group based RTI structure for math using best practices developed in literacy.	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Culture & Climate/SEL Improvement Strategy:	Develop case manager strategy where Community Support Team members provide personalized supports to case loads of students most at risk of suspension	Equity/Access/ Achievement	Personalized Student Support
Pathway Development/ Implementation Strategy:	Align class activities, electives, extra curricular activities, work based learning opportunities, and career exploration into career pathways that shape and give meaning to school activities.	Work-Based Learning	Personalized Student Support

Measure N Design Features

Identify up to three Measure N design features that support your goals.	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria

Measure N Design Feature #1:	Create math RTI program	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
Measure N Design Feature #2:	Create freshman seminar pathway intro course	Personalized Student Support	Work-Based Learning
Measure N Design Feature #3			

Signature Elements (Established Practices)			
Identify <u>up to three</u> established signature elements that support your goals.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Signature Element #1 (Established):	Wilson Reads literacy block and small group LLI pull out	Program of Study & Master Scheduling	Personalized Student Support
Signature Element #2 (Established):	Block scheduling	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions
Signature Element #3 (Established):	Early College High School	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	*Complete this by:* **February 1, 2017**

Instructions:	**Task:** Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities. *Target Student Group:* For each action, choose a primary student group that you expect to benefit. *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). *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.*

Schoolwide Language & Literacy Improvement Strategy: Continue and deepen Wilson Reads and LLI structures and habits to continue reading growth.

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)
Partially fund a literacy coach position to coordinate literacy efforts	A3.4: Teacher Professional Development focused on Literacy	All Students	Measure N	$40,000.00	1200	Continue and deepen Wilson Reads and LLI structures and habits to continue reading growth.	
Continue with a whole school Wilson Reads morning block	A2.1: Implementation of CCSS & NGSS	All Students				Continue and deepen Wilson R	
Continue with small group Leveled Literacy Intervention groups pulled out during Wilson Reads and staffed by ELA and SPED teachers	A3.2: Reading Intervention	Students with Disabilities/ Other				Continue and deepen Wilson R	Differentiation for Low-Performin
Replenish and expand classroom libraries	A2.3: Standards-Aligned Learning Materials	All Students				Continue and deepen Wilson R	
Develop ELL support strategies	A4.1: English Learner Reclassification	English Learners				Continue and deepen Wilson R	Targeted Support for ELLs

Schoolwide Mathematics Improvement Strategy:	Create small group based RTI structure for math using best practices developed in literacy.						
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)**
Fund a numeracy coach position to coordinate math intervention efforts	A2.8: Data & Assessment	All Students	Measure N	$40,000.00	1200	Create math RTI program	Differentiation for Low-Performin
Create small intervention group structure for extra math support and intervention	A1.3: A-G Completion	Students with Disabilities/ Other				Create math RTI program	Differentiation for Low-Performin
Purchase and train on math intervention curriculum and strategies	A2.3: Standards-Aligned Learning Materials	Students with Disabilities/ Other	Measure N	$5,000.00	4200	Create math RTI program	Differentiation for Low-Performin
Adopt a more aligned mathematics curriculum (Eureka Math) for 6-8 math classes	A2.1: Implementation of CCSS & NGSS	All Students				Create math RTI program	Teacher PD

Culture & Climate/SEL Improvement Strategy:	Develop case manager strategy where Community Support Team members provide personalized supports to case loads of students most at risk of suspension						
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)**
Develop and monitor case management strategy for students most at risk of suspension (money for additional staffing)	A2.2: Social Emotional Learning	Other (students with behavioral challenges)		$20,000.00	2900	Develop case manager strategy	Differentiation for Low-Performin
Provide academic, behavioral, and pathway exploration support to students as part of case management	A5.2: Health and Wellness (Mental & Physical Health)	Other (students with behavioral challenges)				Develop case manager strategy	Differentiation for Low-Performin
Continue identity groups (such as the Black Student Union) to develop supports for underrepresented groups	A5.1: School Culture & Climate (Safe & Supportive Schools)	African-American Students					

Pathway Development/Implementation Strategy:	Align class activities, electives, extra curricular activities, work based learning opportunities, and career exploration into career pathways that shape and give meaning to school activities.						
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)**
Fund Measure N Coordinator to lead pathway implementation, build out STEAM pathway, and coordinate differentiation of experiences based on pathway chosen	A1.1: Pathway Programs	All Students	Measure N	$40,000.00	1110	Align class activities, electives, extra curricular activities, work based learning opportunities, and career exploration into career pathways that shape and give meaning to school activities.	
Create freshman seminar to explore and choose pathways	A1.1: Pathway Programs	All Students				Create freshman seminar pathway intro course	
Partially fund instructor for freshman seminar	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students	Measure N	$30,000.00	1300	Create freshman seminar pathway intro course	
Train teachers to adapt and differentiate curriculum based on Project Based Learning, culturally relevant instruction, and pathway choices	A2.5: Teacher Professional Development for CCSS & NGSS	All Students				Align class activities, electives,	Teacher PD
Continue college real talk tradition of showcasing college and career options	A2.2: Social Emotional Learning	All Students				Align class activities, electives,	Family Engagement
Plan and implement pathway relevant field trips and college and career visits to make pathway options concrete (transportation costs)	A2.2: Social Emotional Learning	All Students	Measure N	$10,000.00	5812	Align class activities, electives,	Extended Learning Time
Continue partnerships with cornerstone pathway partners (Build, Debate, Ignite, Pioneers in Engineering, and Youth Speaks)	A1.1: Pathway Programs	All Students				Align class activities, electives,	Extended Learning Time
Enroll HS students in pathway relevant career practicum: internships, extracurriculars, and/or service learning	A1.1: Pathway Programs	All Students				Align class activities, electives,	Extended Learning Time
Renew I-mentor program (one-to-one career and college mentoring service) to support 11th and 12th grade pathway development and career/college transition	A1.1: Pathway Programs	All Students	Measure N	$15,000.00	5802	Align class activities, electives,	
Continue developing 12th grade senior portfolio authentic investigation of career options and career planning	A2.2: Social Emotional Learning	All Students				Align class activities, electives,	
Use student led conferences as a vehicle to reflect on and revise pathway plans	A6.5: Academic Parent-Teacher Communication & Workshops	All Students				Align class activities, electives,	Family Engagement

Strategic Actions for All Other Strategies (including Measure N Design Feature and Signature Element Strategies)							
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)**
Partner with College of Alameda to continue Early College High School opportunities	A1.1: Pathway Programs	All Students	Measure N	$5,000.00	5813	Early College High School	
Partially fund additional teachers needed to maintain high school block schedule	A1.3: A-G Completion	All Students	Measure N	$29,300.00	1110	Block scheduling	

Instructions:			KEY:		
Please complete this self-assessment for your school.			1: Beginning & Designing		3: Meeting and Advancing
Click here for the full _Measure N rubric._			2: Developing & Approaching		4: Excelling and Sustaining

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	3-	3	3	VISION: All students should thrive and graduate critically literate and free to choose their college, career, and life pathway.

MISSION: Through choosing pathway related options in their core classes, electives, extracurricular classes, and early college classes, students will gain experience that prepares them for their chosen careers. Their senior plans for their post-secondary college and career will be grounded in a rich variety of high school experiences that allow them to determine their passions and career interests by the end of high school so that they can use their post-secondary education most effectively. These experiences will also build a resume of skills that make them competitive for the colleges and careers of their choice.

Wilson Prep broadly distributes leadership through an instructional leadership team consisting of deparment lead teachers, coaches, and AP's of Instruction; cultural chair team comsisting of one grade level representative and APs of Culture, and an administrative team consisting of APs and the principal. One quarter of teachers are in a formal leadership role plus other teachers who take the lead on developing other pathway components such as Youth Speaks, BUILD, field trips, speakers, exhibitions, etc. APs and coaches lead RTI efforts while the community support team has been taking on increasing leadership around culture. We could improve by tapping teacher enthusiasm for pathways and connections with external organizations more systematically and encouraging greater innovation by all teaechers. | Because there are so few teachers per grade level, it is easy to coordinate and distribute leadership. However, our small size means we have to get creative to help students find meaningful paths without inequitable tracking or forcing students into paths that are not meaningful. We are overcoming this challenge by infusing career exploration and pathway activities into as many of our routine activities as possible, including: advisory/homeroom career activities, regular reflection in the student agenda, weekly school-wide career spotlights, career and extracurricular reflection opportunities during current progress report reflection structures, career interest inventories during student Launch week, Student Led Conference career components, end of year senior portfolios and exhibitions, annual College Real Talk event bringing in alumni and community members to talk about college and career, townhall career speakers, expanding pathway themed electives and extracurricular activities, etc. This is Wilson Prep's strength - infusing meaningful initatives into existing strong school structures. Due to our small size, this coming year pathway set up and resource acquisition will be coordinated by the Measure N coordinator, Principal, and Lead Team. Grade level and department teacher teams will take significant ownership over implementation ensuring that pathways are vibrant, inspiring, and infused into daily class activities. | LWP has traditionally had one pathway where all students attend a four-year university. However, not all students find going to college for college's sake inspiring, nor do alumni always feel a sufficient sense of purpose to persist when they encouter obstacles in college. Focus groups with alumni indicate that those who persist are the ones with a strong vision for why they are going to college, particularly those who feel a sense that they are serving someone beyond just themselves (community, family, making the world a better place, etc.)

Discussions with current students indicate that informal pathways are currently contributing to the success of both struggling and excelling students. Our first student to be accepted at Stanford was successful in part because he essentially did the themed STEAM pathway, and his rich and focused collection of extracurricular activities, college classes, and projects created a powerful resume that showed passion, dedication, and skill. Another student who used to be one of our most disengaged students did a pilot program where he took half his classes in Automotive Technology at community college and developed a vision for himself as a successful and career bound early college student. He transformed over the course of a year from one of the most disengaged to one of the most engaged students. He now looks forward to enrolling in our oncampus College of Alameda Business Class. We hope to systematize these informal pathways so that all students can develop this clarity of purpose. |
| Leadership Configuration | 1 | 2+ | 2+ | | | |
| Distributive Leadership | 3- | 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	3	3	Pathway recruitment is systematically done as whole class activities for all students. We provide diverse guest speakers in each pathway. For STEAM in particular four of our nine STEAM teachers are African American including next year's pathway lead. 50% of African Americans have declared STEAM, exactly matching the overall population. All students are expected to choose a pathway based on interests, not academic performance. SPED students.are also expected to choose a pathway and receive additional support from Education Specialists for career planning	Planned enrollment of all students in pathway curriculum ensures equitable access for students who are enrolled at LWP. Before our Measure N pilot, we had zero to two college classes on campus with little student choice. During our Measure N pilot, we strategically offered College of Alameda classes on campus consistent with our forming pathways. By increasing the number of classes on campus to nine each semester and integrating these dual enrollment courses into four pathways, we provided more equitable access to college classes by eliminating the time and transportation barriers of the school's original model of guiding students toward off campus classes.

As implementation begins and students choose their career focus within the pathway, we plan to check for equity to ensure that students are recruited for underrepresented careers. This includes bringing in diverse role models (particularly in the most stereotyped careers), training teachers to equitably encourage students, and connecting with organizations that encourage participation in underrepresented fields. We will also leverage our 6 - 12 model to provide pathway teasers in middle school. | In the past students have had inequitable access to pathway activities based on whether they had an experienced advisor who was knowledgeable about opportunities. By systematizing exposure to opportunities, we will be fixing this inequity. Going forward, we anticipate that students may steer away from careers they are underrepresented in due to lack of role models or to not being encouraged to consider pathways (e.g. women in STEAM). We will need to counteract this by providing staff with PD on how to equitably recruit students, bring back alumni and other role models, and analyze our data for equitable recruitment. |
| Diverse Student Representation | 2 | 2 | 3 | | | |
| Closing the Opportunity Gap | 3- | 3 | 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)

	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	1	2+	2+	Pathway themes were chosen based on existing industry partnerships, student surveys, and workforce needs with capacity for students to define additional pathways. Pathways are broad enough and flexible enough to appeal to a wide range of interests and prepare students for four year colleges, two year colleges, and technical training. Students have the opportunity to earn certificates and degrees while in high school as well. We could improve with a more thorough review by partners to ensure that we are meeting industry standards.	LWP's small school status means that there is limited ability to offer specialized courses on campus. However, because there is only one teacher per subject per grade (and changes to the master schedule permit most teachers to focus on only one grade and all teachers to meet as a grade), teachers will be able to collaborate closely to get to know students well and to infuse pathway and interdisciplinary activities throughout core courses with differentiation for different pathways. All teachers and staff have provided input and are excited about student pathways. They have begun to infuse the ideas of purpose and pathways into their projects and conversations with students. Furthermore, the Early College partnership lets LWP tap into College of Alameda's large variety of coursework to get more specialized courses, particularly on-campus college classes. These college instructors are pathway experts and enrich our pathway expertise, offerings and counseling. Changes to the master schedule also permit students to take more electives than in previous years, which will enable more specialized courses.	Small school status is both a source of challenge and a source of strength. LWP has historically struggled to provide specialized courses to serve student interests, but changes to the master schedule and increased investment in community college partnerships will provide more opportunities in the future. Also, historically, LWP has not been able to provide grade level teachers with common planning time, inhibiting multidisciplinary projects. Master schedule changes will be creating this common planning time, during which teachers will be supported to infuse career pathways into all classes and differentiate for students with different interests. This will enable LWP to allow students with the same interests to participate in pathway activites together even though most grades have only two cohorts to split among four pathways.
Integrated Core	1	2+	3-	Pathway coursework requires all students to meet A-G requirements. 100% of general education students meet their A-G requirements in order to graduate. Normally 100% of SPED students do as well, but this dipped to 75% in 2014-2015, something we are working on fixing now. Core classes are CCSS/NGSS aligned and all students are enrolled in the same core courses. We could improve with better integration between academic and technical coursework. Students participate as cohorts in college and elective classes, but because of small school size are mixed for core classes. Master schedule changes ensure that grade level teachers have common prep times. Professional development encourages multidisciplinary projects but does not yet ensure that they happen.	Our goals with regards to cohort scheduling are to ensure that students have a group of peers with similar interests with whom they can form supportive groups and enhance each other's learning. We also want to ensure that pathways are integrated throughout all activities including core classes, work based learning opportunities, extracurriculars, and dual enrollment courses. Our switch to block scheduling has increased our number of on campus college classes to nine and added six pathway themed electives so that students have easy access to pathway specific coursework. We are now asking students to select their electives (something which they did not get to do in the past because of limited choices) and to make that selection based on their pathway. We are also sending groups of students to take off campus college courses together in order to form small, supportive cohorts In order to form pathways in grade levels of 60 to 90 students, we are training teachers to increase student engagement and choice by providing different options within their assignments so that one project can be relevant to multiple pathways. Because we are such a small school and students/staff have already formed close bonds, we have greater flexibility to form cohorts without needing to necessarily put all students in the same room.	
Cohort Scheduling	1	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+	Teachers are held accountable to ensuring that their objectives progress students toward standard mastery through an approach that emphasizes critical thinking and problem solving. This is part of the instructional rubric teachers are evaluated on. We could improve by greater integration of academic and technical content and more explicit differentiation of core class work based on pathway. Collaborative learning is also part of the instructional rubric that APs of Instruction use to coach teachers. They coach teachers to ensure heterogenous group work, skill instruction, and regular assessment of students.	Teacher turnover is decreasing and teachers are gaining additional experience with and training in project-based and collaborative learning. There is general enthusiasm for PBL, several more experienced teachers have been trained in it, and almost all teachers met the informal encouragement to do one major project each quarter. However, as we shift to the rigor of the Common Core standards, teachers are struggling to meet the the literacy demands and rigor of the Common Core and NGSS. In order to address the rigor demands, LWP is participating in a regional adoption of new curricula in ELA, History, and Science that is anticipated to increase the quality of materials, be more supportive of project based learning, and provide teachers with greater capacity to spend their time supporting and engaging students instead of creating materials. These curricula should enhance Wilson Prep's long-term shift toward project based learning, but this past year was the first time any of our teachers have worked with these materials. As part of our three-year plan for how to continue rolling out PBL, we took the first year for teachers to gain experience with the new curricula by focusing on implementing it with fidelity. However, even during this transition, experienced teachers were still pushing the bar on creating more meaningful projects including more public defenses of their work. As part of our push toward more culturally relevant and meaningful instruction, department teams are working on ensuring critical thinking and flexible problem solving are part of routine class projects.	Shift toward more relevant, collaborative and blended learning began in 2014-15. Progress has been steady, but the teacher and student skills needed to participate in a collaborative classroom are complex. It is taking multiple years for these skills to develop.
Collaborative Learning	2	3	3			

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+	3	3	Grade levels and departments have weekly meeting time that they use to collaborate and distribute leadership. Cycles of inquiry are supported at a schoolwide level with data from both standardized tests and performance tasks. We could improve with more observations and upcoming opportunities as a region to bring in additional outside organizations to provide more specific PD.	Lack of common prep time in past years has hindered collaboration, but master schedule revisions now provide significantly more collaboration time. Biweekly cycles of inquiry now occur in grade levels as well as departments. Increased regional coherence also supports teacher development including professional learning communities of grade level teachers across the Bay Area. Some teachers also attend specific additional PD about specific topics of interest such as project based learning. The school's adult culture around collaboration and maintaining a "united front" is strong this year and the development of shared adult learning time and tools next year.	Lack of common prep time and decreased clarity of data during the CCSS transition has made collaboration and cycles of inquiry more difficult in the past than they will be moving forward. Teachers had too many unique classes to teach in the past. By allowing teachers to focus on just one or two classes, they will be able to integrate their professional development into their daily work and plan more meaningfully.
Collaboration Time	3	3	3			
Professional Learning	2	2+	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)

	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	1	2+	3-	We have significantly expanded our career awareness and career exploration opportunities in advisory, through speakers, through Student Led Conferences, and through field trips. The Business pathway provides a sequenced 4 year career practicum through BUILD where students create their own small business with mentoring from industry professionals. This is integrated into the school day in 9th grade and builds on core English and Mathematics work. Community Change builds toward a Violence Prevention certificate with aligned extracurriculars such as Ignite and Debate and a practicum course through College of Alameda. STEAM and Liberal Arts need further development, though individual students have set up their own sequences of WBL opportunities in Automotive Technology and Computer Science. However, we need to finish formalizing a planned sequence that forms the default for students rather than an ad hoc sequence. We also need more formal evaluation structures.	LWP has strong historic partnerships that form the corner stones of WBL experiences for two of the four pathways. Fleshing out WBL experiences for the final two pathways is ongoing but will be well supported through our deepening relationship with College of Alameda and the decades of experience and connections of our STEAM pathway coordinator. In addition to core WBL experiences, we have also systematically collected information from students about experiences they have found to recommend to other students. We have also significantly expanded our career exploration trips, speakers, and activities, though we hope to do more.

Current challenges include ensuring that all students find and complete WBL opportunities. | LWP has historically done very little with formal WBL opportunities other than BUILD. Since systematic WBL incorporation is such a significant change that is occuring at the same time as other massive changes (transition to block scheduling, region-wide literacy focus, changing curriculum in all subjects but math, adding significant numbers of new staff members, increaseing project based learning, school-wide adoption of blended learning, increasing teacher collaboration expectations, changing advisory/homeroom structures, and beginning formal pathways), we will need two years to completely roll it out. |
| Pathway Outcomes | 1 | 1 | 1+ | | | |
| Pathway Evaluation | 1 | 1 | 1 | | | |

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+	Approximate three quarters of the school receives individualized career mentoring from staff, iMentor or BUILD. We have added two SPED IAs, two additional community support team members, and an additional full time social emotional counselor. We have created a universal literacy block with small group instruction for the lowest performing students and will be repeating the structures for mathematics next year. Teachers are now able to focus on fewer students due to block schedule and grade level aligned advisory structures.	Only 15% of students entered this year at grade level in reading, and remediation of below grade level skills is the most identfied barrier by math teachers. Although students do catch up with credit recovery in junior and senior year, the number of students who have failed at least one required class for graduation (including advisory) is very high, 42% of the school. Students also experience high levels of trauma. This means there is a very high need for supports.

Providing support is a major strength of Wilson Prep. Improvements to the master schedule have created a literacy intervention block and will create additional study support time and numeracy intervention time next year. Students with the lowest reading scores currently receive small group literacy instruction and we will start a parallel structure in math next year. Grade level teams now have meeting time weekly to use to share strategies about individual students, and revised advisory structure and block scheduling has meant that teachers can focus on fewer students. Families are engaged through Student Led Conferences, supported translation for phone calls, Parent Square notifications, Family University nights, and regular contact by the community support team and APs of Culture. Improved data tracking for infractions has made behavior interventions faster. Work with the National Equity Project is improving culturally responsive intervention. Addition of more support team members will allow for case management to provide holistic supports to students struggling behaviorally. We also now have three social emotional counselors, one of which is full time.

A new partnership with iMentor provides individualized career counseling to all juniors. All seniors are now meeting quarterly with an adult on campus to plan their post-secondary pathway. Seniors also all take at College Readiness course in senior year to support their final round of career and college planning. Approximately 45% of high school students also receive mentoring through BUILD. SPED students receive additional career planning services. | Small school environment ensures that students are known well, but has also spread teachers thin planning for multiple grade levels. Changes to the master schedule will allow teachers to focus more on fewer students and unique courses. Changes during the CCSS transition lowered data quality, which made it harder to identify and intervene with struggling students. However, efforts are already underway to improve data quality and alignment.

The school has funded one college counselor for years who used the year long senior course to provide college counseling to all seniors. Moving to a school system of college and career pathways multiplies the college counseling by distributing it to all teachers and staff members and enrolls families and students in understanding how a cohesive pathway exploration supports a meaningful post graduate life. |
| College & Career Plan | 2 | 2+ | 3 | | | |