



Measure N Probationary School Summary

[A pattern observed across all of our probationary schools is that there was a clear gap in knowledge of Linked Learning. In order to be successful, what will your school do to ensure all stakeholders deeply understand Linked Learning?](#)

This year, Skyline restructured staffing and professional development to support full adoption of wall-to-wall pathway small learning communities. Each pathway has a dedicated staff (e.g. assistant principal, pathway director, academic counselor, and case manager) to build a network of support around implementing Linked Learning. With the support of pathway director teacher leadership, pathway teachers have an additional release period to collaborate with their pathway teams. The [schedule for pathway collaboration](#) is aligned across all four pathways and focus on three main areas of Linked Learning: work-based learning (Mondays), rigorous academics (Tuesdays) and personalized student support (Fridays).

Furthermore, Skyline continues to build collective knowledge of Linked Learning through targeted and strategic professional development. Our September 28 [Buyback Day](#) was focused on developing high quality cross-disciplinary, pathway themed integrated projects at each grade level. Principal Pierce, and six Education & Community Health Pathway staff attended the IB-MYP Training on Personal Projects in November to infuse best practices from the MYP program into Skyline's Linked Learning Pathways. Implementing MYP universally in 9th and 10th grades will support teachers in developing rigorous and aligned integrated units and projects that prepare students for the demands of Linked Learning Pathways and the graduate capstone. Each co-principal will attend either the Linked Learning Convention or the Educating for Careers Conference to deepen their administrative knowledge of Linked Learning and California Partnership Academies. In addition, a team of school leaders (principal, counselor, teacher-leader) will be attending the PoPP (Power of Partnerships and Pathways) Convention. Our Pathway Coach and admin team will design and deliver [school site and pathway-specific conference learning plans](#). Pathway teams are also creating their own structures for in-house learning. For example, our Green Energy Pathway engaged in a three-day retreat to dive deeper into pathway student data analysis, shared instructional practices, and integrated projects, which was particularly helpful for members of the pathway that are new to Skyline and new to the Linked Learning model.

[Linked Learning Pathways are built upon four pillars: Academic Rigor, Career Technical Education, Work-Based Learning, and Integrated Student Supports; which of the pillars have you focused on to more fully develop your school's program in alignment with Measure N?](#)

All four pillars of Linked Learning work synergistically to provide high quality educational experiences to Skyline students. As mentioned above, the 9/28 Buyback Day was focused on developing pathway integrated projects and was structured to raise overall quality of projects at each grade level, promote the exchange of best practices across pathways, and align as a site around rigor. Adult learning strategies included using Graduate Capstone and IB-MYP rubrics, feedback protocols that supported vertical and horizontal alignment and rigor across grade levels, and strategic administrative support. Moreover, the Computer Pathway is piloting a Graduate Capstone mentorship program wherein each student is assigned to one Computer Pathway teacher who will closely mentor them through their written research, field research, and oral presentation. Our newest Pathway, The Visual and Performing Arts Pathway, is using a "Unit Planning Hub" to integrate AME industry-specific themes and skills into core teachers' curriculum. The Visual and Performing Arts Pathway is also focusing intensely on designing & implementing Senior Capstone projects for both the visual arts stand and the performing arts strand. Each student will be creating an original artistic piece through which they articulate their research findings through the lens of a professional artist.

With regards to work-based learning, our WBL liaison is successfully supporting all four pathway to offer career exploration visits at grades 10 and 11. In addition, all four pathways offer all their rising Seniors ECCO internships and some pathways are even offering school year internships. For example, fifteen Green Energy students are engaged in a school year internship with Earth Team. Approximately 42 Education & Community Health pathway students are preparing for career exploration visit wherein they will teach an elementary school class on Junior Achievement curriculum. Five Computer Pathway students completed summer internships at SAP and one these student has already been offered a paid position with this company.

[What are the changes you are making to the design of your school in master schedule and staffing to support the](#)



implementation of a Linked Learning pathway?

This year, Skyline transitioned to a modified block schedule to accommodate elements of linked learning, such as project based learning, dual enrollment, work based learning, etc. We are in the process of gathering qualitative and quantitative data to determine whether Skyline will shift to a full 8 period block schedule in 2019-2020. For example, we will compare achievement, attendance, and discipline data on Tuesdays and Thursdays to see if there is a marked difference in student outcomes on block days versus traditional bell schedule days. We will also engage key stakeholders in the decision making process regarding the final 2019-20 bell schedule.

In order to implement Linked Learning with fidelity and excellence, a few new courses will be added to next year's master schedule: in the Education and Community Health Pathway, an 11th grade CTE Health course will be added to complete a full three year CTE course sequence in the Health strand of the Pathway. We are currently planning to adopt the UCCI Course "[Mind Matters: A Study of Mental Health and Mental Illness](#);" this will serve as the sister course to Education Psychology which is taken by students in the Education strand of the pathway. The above additions to our master schedule will necessitate hiring a health CTE teacher or a current Skyline teacher obtaining their CTE credential. In the Visual and Performing Arts Pathway, three UCCI Performing Arts-ELA courses will be adopted to meet the CTE course sequence while still allowing room in students' schedules to take a discipline-specific performing arts course (i.e. dance, drama, or music). We are also in the process of hiring a music teacher with the aim of restoring our instrumental and vocal music program within the Visual and Performing Arts Pathway, in part as a way to recruit more middle school students interested studying vocal, jazz or orchestral music at the secondary level. The Green Energy Pathway is exploring the possibility of adding two UCCI Math Courses that align with their pathway industry sector (see programs of study attached).

In a year from now, how will your school be dramatically different than the current design?

In addition to the complete implementation of wall-to-wall pathways, fleshed out pathway course sequences, pathway work based learning, student support structures and highly-functional systems for Measure N budgeting, etc. in 2019-20 all four pathways will implement industry-themed integrated projects at grades 10 and 11 grade which will vertically align to the 12th grade graduate capstone project. Finally, each Pathway will fully adopt an Atlas house and will offer at least one 9th-grade course that aligns to their pathway theme. Below is one possible configuration of Pathway-specific Atlas courses:

- Gaia House is already associated with the Green Energy Pathway → freshmen are taking *Biology of Energy and Environment*
- Prometheus House associated with Visual and Performing Arts Pathway → freshmen taking *Art 1, Drama I or Beginning Dance*
- Metis House associated with the Computer Science Pathway → freshmen taking *Exploring Computer Science*
- Themis House associated with the The Education and Community Health Pathway → freshmen taking *Biology and Community Health*

Please attach the most current versions of the following attachments:

- *Attach Program of Study (by pathway) with revisions highlighted : [Computer Science and Technology](#), - [Green Energy](#) - [Visual and Performing Arts](#) - [Education and Community Health](#)*
- *[Attach Master Schedule changes that will be made for the 2019-20 school year](#)*
- *[Identify any budgetary, master scheduling, or staffing changes to align to the school's new vision in 2nd Semester of 18-19 and/or for the 19-20 school year](#)*

The new administrative team would also like to uplift that they have worked diligently to address challenges that surfaced in the 2018-19 Site Plan: Enabling Conditions Self-assessment regarding budget & resource allocation. This year, administration has prioritized transparency, consistency, and communication through revised ordering structures and processes, bi-monthly pathway director meetings, admin/pathway director meetings (every 3 weeks,) and more. We are measuring success through pathway director feedback at these meetings, continuous successful expenditures, equitable budget timelines between pathways, etc.