



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Lionel Wilson College Preparatory Academy

Measure N Commission Presentation



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Presented to the Measure N Commission

May 4, 2016

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Design Process Narrative

Design Team consisted of administrators; college counselors; and teacher, student, home office, and industry representatives.

Design Team merged second semester with the Lead Team composed of Deans and Lead Teachers.

Our research process gathered data through the following sources:

- Alumni and struggling student interviews
- Site visits to New Tech High, Summit schools, Envision, Leadership Public Schools, other Aspire Schools
- Student surveys
- Interim, literacy, discipline, and state testing data
- Blended learning and reading intervention pilots
- Family meetings, student lunches, meetings with College of Alameda and other community partners
- Literature reviews on site and through the Aspire Bay Area Region



Focus Areas That We Want To Shift

LWP students are graduating at very high rates and being accepted to four-year universities, BUT...

Alumni struggle to succeed in their first year of college classes because they are not academically prepared.

Alumni struggle to complete college and transition to a career.

Boys, Special Education students, and English Language Learners are underperforming the student body both academically and in retention rates.

Research questions:

- Why are our graduates struggling to succeed in college?
- Why are our alumni struggling to transition to a career?
- Why are boys and special education students disproportionately struggling to graduate? Why are they and ELL students underperforming academically?



Root Causes and Goals

Root Causes

- Lack of dedicated literacy intervention time in the master schedule.
- Lack of clarity regarding course learning goals.
- Insufficiently rigorous curriculum.
- Low quality data regarding student mastery of learning goals
- Lack of a systematic way to intervene once struggling students have been identified.
- Few opportunities for hands-on learning or career relevant work
- Historically few opportunities for students to experience classes that had fewer learning scaffolds

Goals for Next Year

- Graduates are prepared for post-secondary success as measured by scoring college ready on the SBAC and ACT
- All students read at or above grade level.
- Percent of male and Special Education students leaving the school is less than 10%.
- Students are proud of attending LWP.
- By the end of senior year, students can articulate a meaningful path for their future as measured by surveying seniors about their senior portfolio.



Instructional Focus and New Design Features

- Block scheduling that **embeds differentiated time to support struggling students.**
- **Universal Literacy Block** with literacy training for all teachers and support by a new literacy specialist position.
- Participate in Bay Area Region's **adoption of more CCSS/NGSS aligned curriculum** in ELA, History, and Science to ensure grade level rigor
- **Expand Early College High School courses** to provide more opportunities for less scaffolded learning and for technical courses.
- In partnership with College of Alameda, **develop career pathways** that organize student coursework, college classes, extracurricular experiences, internships, service work, etc. into a coherent theme.
- Make **student progress transparent to all stakeholders** and support intervention with struggling students by expanding LWP's blended learning data system pilot.



Action Plan

Ongoing Actions

Weekly/bi-weekly

Dean/Teacher coaching meetings with ongoing data collection and monitoring.

Weekly/bi-weekly grade level and department meetings to perform cycles of inquiry around key strategies.

Students in each grade complete one pathway planning/reflection module per quarter.

June
2016

- Create Pathway Early College program materials in collaboration with College of Alameda (May 2016)

Aug
2016

- Teacher trainings during Launch week (Aug 2016)

Oct
2016

Dec
2016

- Collect winter interim/final exam data (Dec 2016)
- Lead retreat includes first semester data reflection and adjustments for second semester (Jan 2017)

Feb
2016

April
2016

- Lead team cycle of inquiry to generate revisions for next year (Mar 2017)

- Analyze gaps in WBL opportunities, develop additional partnerships (May 2017)



EVERY STUDENT THRIVES!



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