



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Castlemont

Measure N Commission Presentation



Presented by William Chavarin

Presented to Measure N Commission

May 5th, 2016

www.ousd.org



@OUSDnews



www.ousd.org



@OUSDnews

Design Process Narrative



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Design Team: Teachers, Students, Community Members/Partners, Parents and Leaders. Meets weekly.

Community Engagement:

- Built from a previous two year community engagement process as part of the community schools vision.
- Engaged directly with teachers and students through surveys, focus groups, and inquiry projects.
- Engages with the Community Engagement Team to involve students, parents and community in the process.
- Hosted six community engagements to elicit input and feedback from community members, parents, students, and teachers.

Design Process:

- Built from the work completed last year during the Intensive School Support (ISS) school design writing process and utilized the data and root cause analysis to identify a pilot projects for the semester and to begin writing Theories of Action.
- Once ToAs had been written, each committee worked to create an action plan consisting of SMARTe goals and tasks to implement and collect data on the pilot project. The lead for each committee would further the work with their respective constituents, processes and structures, for example, the Teaching lead worked to create a Culturally Responsive Teaching framework and design labs for teachers to create curriculum together.
- Committee leads and committees are currently collecting data on the Theories of Action and pilot projects that will be reviewed, adjusted and ultimately presented at the end of the year.
- Conducted multiple visits to other schools within California and around the country.

Design Structure:

- Committee; Culture, Education, Teaching wrote a Theories of Action (ToAs) based on identified priorities from the proposal.
- Each committee lead is in turn a member of the Administrative Leadership Team for the school, which allowed for both design and operational aspects to be covered in the continuous school improvement transition process.
- In addition to the focused whole school design process, school leadership has proceeded to design and implement improvement strategies including the Newcomer, Inclusion and Pathway programs. These efforts have included community stakeholders, industry partners, school faculty and staff.

Focus Areas We Want To Shift

Focus Area: Student engagement in curriculum: college, career and community readiness

Focus Area: Differentiated support: supporting special populations; Special Ed, Language Learners and students struggling academically/socially.

Focus Area: Teacher Support Collaboration, Quality and Retention

Focus Area: 9th Grade House: supporting the transition of incoming 8th graders to be prepared for 10th-12th grade matriculation and to be “College, Career, and Community Ready”. Providing SEL awareness and academic supports.

Root Causes and Goals



Root Causes

Focus Area: Student engagement in curriculum: college, career and community readiness. *Cause: Underdeveloped Relevance, Rigor and Relationships in the classroom. 63% of 10th graders are off-track to graduate. 69% of 11th graders are off-track, and 42% of 12th graders are off-track.*

Focus Area: Differentiated support: supporting special populations Special Ed, Language Learners and students struggling academically. *Cause: Capacity to assess and meet students where they are in order to maximize growth. Only 15% of 11th grade students scored grade level on the SRI and only 10% of 9th graders scored proficient on the SMI*

Focus Area: Teacher Support, Collaboration, Quality and Retention *Cause: Underdeveloped and under supported young teachers causes early burnout and turnover. Some veteran teachers become disenchanted and leave or plateau. Turnover further challenges trust and ability to collaborate effectively. 60% teachers are 1-2 year.*

Focus Area: 9th Grade House. *Cause: Incoming 9th graders need foundational skills, expectations and experiences to begin the Castlemont experience. 10% of 9th graders scored proficient on the SMI*

Goals for Next Year

CRT Instructional Program: Implement a Culturally Responsive Teaching (CRT) instructional program that trains and supports teachers and creates the conditions for teaching and learning for student success. This program creates a collaborative and trusting learning organization that will retain and develop quality teachers. *100% of teachers will participate in year long PD to develop theory and practice.*

Differentiated support: Build on CRT work to implement a co-teaching inclusion model that supports teachers and students in differentiation using UDL, ELD and SEL strategies. This will in turn support all students. *100% of teachers will participate in differential strategies and included in co-teaching model planning, working with Newcomer staff and SEL partners ie. CHO.*

Linked Learning/Pathways: Implement career pathways based in engaging curriculum through interdisciplinary projects, teacher collaboration and project/work-based learning. *100% of teachers will participate in year long PD to develop theory and practice.*

9th Grade House: Implement collaborative systems and practices to provide solid and consistent 9th grade experience as foundational to Castlemont 4 year plan. *100% of 9th grade teachers collaborate weekly around school vision, mission and values at the 9th grade.*



Instructional Focus and New Design Features

School wide Instructional focus on collaboration supported by training in project based learning aligned to CRT schoolwide focus and inquiry cycles.

Teacher Training in CRT theory and practice, specifying on SEL strategies including response to trauma.

Train teachers on PBL and interdisciplinary curriculum development within CRT context.

Develop pathway CoPs and train leaders in 7 Elements of Linked Learning pathways.

Continue providing professional development on ELD, UDL, differentiating curriculum, and accommodations/modifications.

Teacher training/collaboration in the 9th grade house to address the student, staff, and environment needs for a true school impact.



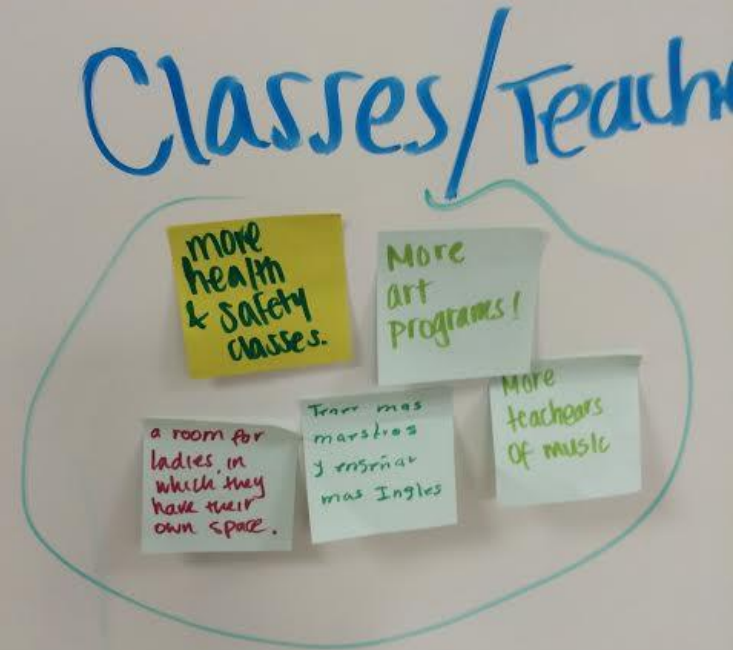


Action Plan

- **CRT Instructional Program:** Implement a Culturally Responsive Teaching (CRT) instructional program that trains and supports teachers and creates the conditions for teaching and learning for student success. This program creates a collaborative and trusting learning organization that will retain and develop quality teachers. *(June and August Retreats, Year Long PD)*
- **Linked Learning/Pathways:** Implement career pathways based in engaging curriculum through interdisciplinary projects, teacher collaboration and project/work-based learning. *(June and August Retreats, Year Long PD)*
- **Knight Way:** Embed the Knight Way (CASTLE) into academic and behavior expectations and support systems to create and maintain a positive and transformative school climate and culture. *(Summer, August Retreat)*
- **Differentiated support:** Build on CRT work to implement a co-teaching inclusion model that supports teachers and students in differentiation using UDL, ELD and SEL strategies. *(Fall)*
- **Leadership Development:** Engage adults and youth on campus to distribute leadership, identify leadership opportunities and build people's capacity for leadership initiatives. *(Ongoing)*
- **Newcomer:** Implement a English Language Development (ELD) 9th Newcomer program, a 10th assessment and integration program and an early adult support program that assesses, grows and supports the various needs of youth new to the country. *(Currently, Summer and Fall)*
- **Block Schedule:** Revise the 8 period block schedule to better support teacher and student needs and develop teacher capacity to teach within a block schedule. *(Current)*
- **Parent/Community Engagement:** Engage parents and community individually and collectively to support their child and the school community, participate in school decision making and contribute to school planning. *(Summer, Fall)*
- **9th Grade Program:** Identify collaboration plan for 9th grade team and implement 9th house. Summer bridge. *(Summer and Fall)*



EVERY STUDENT THRIVES!



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



@OUSDnews

Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org