



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Skyline

Measure N Commission Presentation



Presented by Dr. Blye & Anya Gurholt

Presented to Measure N Commission

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Design Process Narrative

Skyline High School's Measure N Design team is composed of:

- Principal, Dr. Blye
- Pathway coach, Anya Gurholt
- Pathway teacher-leaders
- Special Education Department Head
- 2 students (A.Han & J.Preyer)
- Multiple industry & community members (Donna Wyatt, Tony Douangviseth, Kasey Blackburn & Julie McCalmont, Meena Srinivasan, Katherine Bergman, Dr.Gary Yee)

Engaged in site visits at schools such as:

- Coronado School of the Arts, Balboa High School, Sir Francis Drake High, Berkeley High School and Edison High School

Measure N Design Team has met a total of ten times:

- 10/12/15, 10/26/15, 11/16/15, 12/08/15, 01/12/16, 01/26/16, 02/09/16, 02/23/16, 04/12/16, 04/26/16



Design Process Narrative

Our research process included examining questions such as:

- *What are our existing school-wide practices, and how can these be improved to support student achievement (i.e. after-school programming, summer bridge, Linked Learning pathways)?*
- *How will we skillfully and equitably move our school to 80-100% student participation in pathways (i.e. will our pathways vary in size and demographic; or will all pathways all remain approximately equal in size)? How can we skillfully integrate all Special Education students into our pathways?*
- *What is our vision for the 9th grade at Skyline; will our pathways begin at 9th- or 10th-grade?*
- *What is our vision for AVID at Skyline and how can AVID serve as an instructional improvement strategy for Pathways?*



Focus Areas We Want To Shift

- 1. The cohort graduation rate (currently ~70%)**
 - Shift this to 85-90% as exhibited by Skyline's current pathways
- 2. Systems and structures to ensure that all students feel accepted and supported socially and emotionally**
 - School-wide professional development on social and emotional learning
- 3. The overall number of students enrolled in Pathways (currently ~39%)**
 - By 2020 all 10th-11th graders will be part of a pathway
 - 2016-17 SY all sophomores will be part of a pathway
 - Develop a plan for supporting Special Education students and English Learners in pathways
 - All students will be proportionally represented in pathways
 - African American students are enrolled in Pathways as the lowest overall ethnic group



Root Causes and Goals

Root Causes

- Root causes for low graduation stem from low academic performance, attendance issues, and outside stressors
- Lack systems and structures to ensure that all students feel supported academically, socially and emotionally
- Skyline has failed to develop a cohesive instructional program that supports the knowledge and skills needed for student success

Goals for Next Year

- School-wide accelerated intervention support for students
- Increase student engagement through a school wide strategy to support teachers to deliver daily lessons that integrate Social and Emotional Learning strategies
- The instructional focus needs to be grounded in common core and career technical education standards and involve the components of effective project-based learning & integrated curriculum

Instructional Focus and New Design Features

- The instructional focus needs to be grounded in **common core and career technical education standards** and involve the components of effective project-based learning & integrated curriculum
- Increase student engagement through a school wide strategy to support teachers to deliver daily lessons that integrate **Social and Emotional Learning strategies**
- School-wide **accelerated intervention support** for students (personalized student support providers)
- AVID** for all 9th grade students

Key Root Causes

- Insufficient academic support systems (tutoring) and early intervention strategies in place.

Goals for Next Year

- Computer Pathway will reach >85% graduation rate during 2016-17 school year (currently 81.5%)

New Design Feature and/or Strategy to address Root Cause

- Student interventions will be improved through individual student support and grade-level support teams.
- Development and implementation of curricular, pedagogical, and policy changes needed to align the Computer Pathway's existing and developing curriculum with BCC's Multimedia Arts and Computer Science curriculum, including the implementation of a 9th grade ICT/DM course.



Key Root Causes

- Education has traditionally been a field dominated by women in recent history, therefore more female students express interest in joining our academy. We are working on improved marketing recruitment to freshman and explaining how males are sorely needed in this field. By expanding the pathway to a community health strand we hope to actively recruit more males interested in health related fields.

Goals for Next Year

- Create two tightly knit strands (Education *and* Community Health) within the same pathway with a collegial and collaborative teaching team.

New Design Feature and/or Strategy to address Root Cause(s)

- We will incorporate Community Health into the Education Pathway by adding a new 10th Grade CTE course called "Introduction to Community Health"
- Expanded WBL opportunities in the field of Community Health by way of industry visits, guest speakers, internships, industry-aligned involvement in projects, job shadows



Key Root Causes

- Lack of pure academic classes at levels 11 and 12. Lack of preparedness among our seniors to complete a rigorous Graduate Capstone project.

Goals for Next Year

- Improve A-G pass rate.

New Design Feature and/or Strategy to address Root Cause(s)

- Pilot a senior project advisor that meets with seniors and helps guide them to successful completion of a very rigorous senior project.
- Our collaboration as an academy will center around a cycle of inquiry on performance based assessments. These assessments are intended to improve students' skills and help students feel successful at different types of learning tasks.



Key Root Causes

- Collaboration time between Visual Arts and Performing Arts has not been scheduled in the Master Schedule.

Goals for Next Year

- To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. CTE standards-based lesson planning, standards based grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).

New Design Feature and/or Strategy to address Root Cause(s)

- Interdisciplinary Project-Based teacher collaboration
- Daily Teacher Collaboration with a Pathway Tracker Tool

Action Plan

- **The instructional focus will be grounded in common core and career technical education standards and involve the components of effective project-based learning & integrated curriculum:**
 - Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data, reflect and revise instructional practices.
- **Increase student engagement through a school-wide strategy:**
 - Support teachers to deliver daily lessons that integrate Social and Emotional Learning strategies.
 - Increased use of SEL strategies in all classrooms.
- **Accelerated intervention support for students:**
 - Pathways be will be working closely with Personalized Student Support Providers to ensure that we have early interventions for struggling students.
 - Pathways will utilized a student tracking system, which was developed and piloted by the Education & Community Health Pathway in 2015-16.

EVERY STUDENT THRIVES!



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