

Measure N Narrative

The Measure N Commission would like to track the overall process that schools used to develop their plans so that 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 school's overall design process. In the cells below, please describe your school's process. To the right are the design criteria that will be used to assess your process.

Complete this by: March 1, 2017

Process Narrative

In the space below, please describe your schools and pathway's overall design process. This should be a narrative that describes your school communities overall process.

Design Criteria

Design Teams have included a wide range of activities that allow the school community to engage in the design process. Evidence exists in the form of site visits, literature review, and design meetings that document best practices and areas of growth. Research process includes feedback from and involvement of key stakeholders including students, families, industry partners, etc. The resulting Design articulates how it was developed based on the research, deeper learning, and strategies developed by the team.

East Bay Innovation Academy's design process for the Measure N grant included a system that worked to engage all stakeholders in the design and development of our high school model, as well as opportunities for feedback and revision throughout the development process. One aspect was the inclusion of site visits. EBIA's intersession program provided opportunities for high school staff and administration to attend site visits at other high schools throughout the Bay Area. These high schools were selected based on their alignment to aspects of our design and model, and were followed by professional development sessions wherein teachers and administrators were able to debrief their experience, connect it to aspects of school design and planning, and consider revisions to our own design. Further, we were able to send teams of teachers to two training events to support design and program development - the National Equity Project Leading for Equity Conference and the High Tech High Deeper Learning Conference. The goal of these experiences was to immerse teachers and administrators in two main aspects of our site plan, equitable outcomes for all students and project based learning, to inform continued design and development for our implementation year. In addition to these targeted experiences, EBIA established a series of feedback and review activities across the school year to guide the design team. The first was via monthly administrative team meetings. These meetings provided an opportunity for members to review feedback and performance data (surveys, student achievement, etc.) and develop strategic plans for the school year and beyond (professional development sessions, school structures, etc.). The second method was tri-annual staff surveys and an annual student and family/school community survey. These surveys provided stakeholders with an opportunity to give feedback on school culture and climate, academics, student performance, professional culture and design. The team was able to review feedback to inform planning, which included changes to our bell schedule, student activities and more. In addition, the school held monthly parent/guardian feedback and listening sessions, referred to as "EBIA Cafelito." These sessions provided an opportunity for the team to hear more informal and ongoing feedback from our community regarding programs and school design. These sessions often resulted in redesigns to program components such as intersession, curriculum and more. With regards to external stakeholder and industry partner collaboration and feedback, these methods occurred in an ongoing meeting structure. Those partners associated with our intersession program held recurring meetings with our intersession coordinator to establish student programs and run student activities. Further, representatives from partner groups such as Silicon Schools and Next Generation Learning Challenge (NGLC) schools provided feedback and thought partnership on model design and implementation. Across all of these ongoing and strategic design and feedback activities, EBIA was able to gather a high degree of qualitative and quantitative data to guide program development. We began to investigate and learn what was working or not for our students, staff and families, and to make revisions where necessary.

Research Question

Design Criteria:
The design team has developed clear research questions that lead the inquiry process for the design team. The research questions should drive the root-cause analysis for targeted sub-groups that are not achieving in key outcome indicators. Research questions should determine area of focus and identify key areas for root cause analysis

- How can we create an academic and social-emotional program for students that supports their readiness for STEAM college and career experiences?
- How can we support a rigorous academic experience for all students, while also supporting the needs of those students who enter below and far below grade level?
- How can we provide personalized learning experiences for students in a small school setting?
- How can we eliminate the academic performance gap that exists between sub-groups of students?
- How can we leverage our project-based learning model to support multiple entry points and engagement for all sub-groups of students?

Deeper Learning

Design Criteria:
Evidence of root-cause analysis into specific areas of focus outlined by Measure N and Linked Learning as driven by research analysis above. Evidence of at least 2 additional site visits and further exploration into best practices, literature review, and survey, as driven by results of root cause analysis. Clear commitment to sharing information with the broader community.

EBIA's Upper School opened in the fall of 2016 with 60 students in 9th grade. Our initial program design for the 9th grade focused on a commitment to core components of our instructional design and school mission and vision. The first part of this plan was access to rigorous coursework. Beginning in the 9th grade students had access to AP human geography, AP environmental science, computer science II and geometry. It also included the rollout of our STEAM based intersession program, with a focus on providing self-directed internships and independent study for students. Lastly, plans for school culture and climate were rooted in an assumption of continued practice and understanding from our middle school program - an expectation of school safety, college going mindset and positive peer-to-peer interactions. This inaugural class of students represented a shift from our middle school population. Roughly 50% of 9th graders had attended our middle school, with the other half coming from a wide variety of other Oakland and East Bay schools. Further, this class included an increase in demographic diversity, percentage of students with IEPs, English Language Learners and a decrease in the percentage of girls enrolled. Having completed baseline ACT Aspire testing in September and in analyzing first trimester academic progress, we quickly understood that the majority of our students were performing below grade level and in need of greater intervention supports. This was coupled by the fact that we experience greater school culture and climate challenges, with an increase in our suspension rate and decrease in positive peer to peer interactions and behavioral expectations and responses as tracked by our triannual staff survey. As we began to identify these root causes impacting student success in our original design model, we have taken on additional research to inform our revisions. As described in our process narrative, we used site visits, conferences, surveys, collaborative planning time, data analysis and community and partner meetings to gather feedback on programmatic strengths and weaknesses. We used this information to begin to shift aspects of our program - inclusion of clubs and activities in the academic day to build positive culture and climate, a restructuring of our Independent Learning Time model to allow teachers to run targeted intervention groups to support student access of advanced level coursework, and a redesign of our intersession program to include more scaffolded STEAM based activities. These shifts resulted in an increase in second trimester academic performance for students, and an anticipated increase in summative ACT Aspire academic performance. Our 2017-2018 site plan represents a continued commitment to analyzing and addressing these root causes, as well as a continued implementation of the design thinking process to gather feedback and inform revisions.

2017-18 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

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) School Description: 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) School Mission and Vision: 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: East Bay Innovation Academy

School ID:

1A. School Description

With a mission “to prepare a diverse group of students, who reflect the Oakland community, to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world” EBIA is a rigorous college preparatory STEAM (Science, Technology, Engineering, Art and Math) school with a unique focus on the social and emotional skills students need to be leaders. Students learn to be problem solvers and strong advocates who work together and take responsibility for their own learning. To do so, EBIA has reconsidered how schools are run and structured so that they better reflect the needs of a 21st century world. Most schools have not changed their structure, organization, facilities or instruction in over 50 years. While schools have not changed, our world has, leaving many of our schools, even the “best” ones, behind. EBIA offers a powerful option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond.

As an open enrollment school, we accept students who come to us with academic skills and readiness across the K-12 spectrum. Our students have been at district, charter and private schools, been homeschooled, had interrupted schooling, unidentified special education needs, zero access to technology and more. Founded on the mission that we are supporting a diverse group of Oakland students to be ready to compete in a 21st century global world, we have worked to design a rigorous program that provides students with the academic structures and college and career readiness opportunities to meet this mission. The problem we are seeking to address is how to ensure that the diverse needs of our students are met and supported and that they graduate our program in 12th grade with the skills necessary to experience the success that we have promised them. We believe that an instructional model built on the principles of personalized learning has the ability to solve this problem and met our students' myriad needs.

EBIA's learning model is based around the key pillars of project-based learning, blended learning, innovation and design thinking and social-emotional learning. In the classroom, students work together on long-term, real-world, standards-aligned projects that combine many different subjects, and learn to present those projects using technology and to the broader school community. Each year the culminating project is the student's Capstone, a month-long, student designed multi-disciplinary project that students ultimately present to the EBIA and Oakland community. This Capstone Project experience lays the groundwork for student participation in the AP Capstone Program. Understanding of core content and skills is embedded in all projects, and amplified through the integration of blended, personalized learning. EBIA's one-to-one Chromebook to student ratio and use of adaptive, diverse instructional platforms such as Achieve 3000, Accelerated Math, Khan Academy, and Newsela have been built into EBIA's instructional model. In order to measure progress and ensure gains for all students, EBIA utilizes a multi-tiered model rooted in data-driven goal setting. Students take the NWEA MAP assessment three times a year in order to determine instructional levels and track growth. Teachers use this data to personalize learning in the classroom, and advisors use this data alongside classroom performance data to work with students and families develop a personalized learning plan (PLP). PLPs are developed at the start of the year to set academic and SEL goals and revised multiple times across the year in order to track goal achievement and skills development. The EBIA program as a whole utilizes Google Classroom, Google's Productivity Suite, and Illuminate's SIS system.

Our instructional model and tools ensure that students have access to technology that personalizes learning, providing them with practice, modeling and instruction in those concepts they are most in need of support on, meeting them at various points across the K-12 instructional spectrum. Woven throughout classroom instruction and independent blended learning study are the principles of innovation and design thinking. Projects are designed and blended learning platforms are selected in order to support students in making and doing. EBIA seeks to create educational experiences wherein students explore their interests and learn life lessons taught through practice and experimentation. We further support student engagement in rigorous instruction by prioritizing social-emotional learning with an advisory program and an emphasis on collaboration and communication as key tenants of the learning process.

Additionally EBIA's model is designed to leverage personalized learning to improve instructional practices and develop teachers. The instructional model that the school was founded upon is based in the understanding that in order to develop understanding, demonstrate academic growth and meet the challenges of a 21st century global world, students must be hands-on and collaborative. However, across most schools the professional development that supports teachers in delivering upon the promise of this model is often rooted in traditional instructional models. In these settings, teachers gather for lecture-based instructional support. These sessions are often disconnected from student work, the classroom environment and the actual instructional strategies which teachers are being asked to implement. This disconnect, often leads to the stagnation of instructional development. Teachers rarely are provided the opportunity to observe practice in the “lab” of an actual classroom, to receive real time feedback and “try again” with students or to sit down with colleagues after a lesson to analyze student work and plan for the next day. In order to develop a Next Generation school where students are prepared to succeed in a 21st century global world, EBIA has paired its innovative instructional model which leverages an intersession approach to creating space in the school year with a Next Generation professional development model, leveraging personalized learning and collaboration to cross-pollinate ideas and best practices. At the start of the school year, teachers are asked to reflect on their instructional practice, analyzing qualitative and quantitative data, and set goals for themselves – and the ways in which their practice will develop over the course of the year. These goals are revisited through bimonthly observations and an evaluation process, wherein teachers receive feedback on their growth and strengths and are given suggestions for methods of improvement. This process exists alongside over 20 full professional development days a year and daily team (department, grade level, etc.) meetings for teachers. EBIA believes that if we are truly going to ensure 21st century readiness for all students, and a personalized instructional model, then we must provide our teachers with the support, feedback and coaching needed to be next generation educators.

1B. School Mission and Vision

Mission: To prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world.

Vision: EBIA is rethinking how schools are run and structured, so that they better reflect the needs of a 21st century world. Most schools have not changed their structure, organization, facilities or instruction in over 50 years. While schools have not changed, our world has, leaving many of our schools, even the “best” ones, behind. EBIA offers a powerful option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation:	3 years	Last WASC Self-Study:	N/A	Next Self-Study:	2019-20
SCHOOL WASC GOALS					LCAP Goal Category
Was granted initial WASC accreditation in February of 2017, have not yet participated in the self-study process.					

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	59.0%	41.0%	82.0%	20.0%	6.0%	N/A	13%	9.0%	4.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	18%	N/A	5.0%	31.0%	N/A	N/A	30.0%	16.0%	N/A

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)	N/A	N/A	N/A	N/A	53.3%	41.8%
Linked Learning Pathways (Grade 10)	N/A	N/A	N/A	N/A	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)	N/A	N/A	N/A	N/A	TBD	TBD
Four-Year Cohort Dropout (All Students)	N/A	N/A	N/A	N/A	TBD	TBD
Four-Year Cohort Dropout (English Learners)	N/A	N/A	N/A	N/A	TBD	TBD
Four-Year Cohort Dropout (SPED)	N/A	N/A	N/A	N/A	TBD	TBD
Percent of Students Leaving	N/A	N/A	N/A	N/A	TBD	TBD
On Track to Graduate (Grade 9)	N/A	N/A	N/A	N/A	46.7%	TBD
On Track to Graduate (Grade 10)	N/A	N/A	N/A	N/A	33.6%	TBD
On Track to Graduate (Grade 11)	N/A	N/A	N/A	N/A	35.4%	TBD

On Track to Graduate (Grade 12)	N/A	N/A	N/A	N/A	44.8%	TBD
A-G Completion (Grade C or Better)	N/A	N/A	N/A	N/A	51.2%	TBD
A-G Completion (African American Students)	N/A	N/A	N/A	N/A	33.6%	TBD
A-G Completion (Special Education Students)	N/A	N/A	N/A	N/A	15.6%	TBD
A-G Completion (English Learners)	N/A	N/A	N/A	N/A	33.9%	TBD
A-G Completion (Foster Youth)	N/A	N/A	N/A	N/A	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)	N/A	N/A	N/A	50.0%	25.7%	TBD
AP Course Access (African American Students)	N/A	N/A	N/A	33.0%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	N/A	N/A	N/A	TBD	7.9%	TBD
% of Seniors with GPA > 3.5	N/A	N/A	N/A	N/A	TBD	TBD
Average SRI Reading Level, Grade 11	N/A	N/A	N/A	N/A	TBD	TBD
Average SRI Reading Level, Grade 12	N/A	N/A	N/A	N/A	TBD	TBD
Dual Enrollment with Community College	N/A	N/A	N/A	N/A	TBD	TBD
Dual Enrollment (Grade C or Better)	N/A	N/A	N/A	N/A	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	N/A	N/A	N/A	N/A	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	N/A	N/A	N/A	N/A	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)	N/A	0.0%	1.0%	1.0%	11.2%	TBD
Chronic Absence (Special Education Students)	N/A	0.0%	0.0%	3.0%	18.7%	TBD
Chronic Absence (Foster Youth)	N/A	0.0%	0.0%	0.0%	19.2%	TBD
Suspension Rate	N/A	Less than 1%	Less than 1%	2.0%	TBD	TBD
No Suspensions (African American Males)	N/A	No suspensions for African-American males	No suspensions for African-American males	86% of African-American males have not been suspended	91.2%	TBD
No Suspensions (Foster Youth)	N/A	No suspensions for Foster Youth	No suspensions for Foster Youth	No suspensions for Foster Youth	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	N/A	N/A	N/A	TBD	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	N/A	80.0%	75.0%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	N/A	N/A	N/A	TBD	17.1%	TBD
SBAC Proficiency (ELA)	N/A	59.0%	64.0%	TBD	19.5%	TBD
SBAC Proficiency (Math)	N/A	52.0%	51.0%	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	N/A	66% (Grades 6-7)	55.% (Grades 6-8)	45% (Grade 9)	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	N/A - Have not yet graduated a high school class	N/A - Have not yet graduated a high school class	N/A - Have not yet graduated a high school class
Post-Secondary Readiness	Access to STEAM-centered college and career readiness activities (e.g. intersession programming, computer science courses)	Student SEL and academic readiness for program participation, equitable access for all sub-groups, providing range of programming for small school size	Equitable access for all sub-groups - currently course academic performance varies across subgroups (Of our current 9th grade cohort - 92% of white students passing courses, 100% of Asian students passing courses, 73% of Latino students passing courses, 85% of Black students passing courses, and 71% of multi-racial students passing courses)
Climate and Culture	High ADA rate, strong student participation in school events, advisory program to support social-emotional development	Positive peer-to-peer interactions, student demonstration of school innovator norms, student leadership, appropriate facilities for student and programmatic need	Positive peer-to-peer interactions - 40% survey rate of students "not feeling a part of the EBIA community."
Rigorous Academics	Inclusion of advanced courses beginning in 9th grade	Equitable course performance across sub-groups, equitable course enrollment across sub-groups, support and intervention for students entering below grade level, eliminating performance gap across sub-groups	Support and intervention for students entering below grade level - 55% of students reading below grade level entering 9th grade, 65% of students below grade level in math entering 9th grade.
Pathway Development	Clear focus and direction - STEAM focus with an emphasis on computer science and visual arts, organizational partnership development	hiring staff with computer science expertise, providing leveled activities (intersession, course selection, etc.) for range of developmental readiness, providing opportunities for diversity of student interests	Providing leveled activities for range of developmental readiness

2B. Schoolwide Root Cause Analysis from Measure N Design

Instructions:	<p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>		
Focal Area	Highest Leverage Challenge (from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	N/A - Have not yet graduated a high school class	N/A - Have not yet graduated a high school class	Equity/Access/Achievement
Post-Secondary Readiness	Equitable access for all sub-groups	Students entering in 9th grade have a diverse range of readiness and experience in non-traditional learning environments (e.g. internships, project-based learning, intersession programming, etc.). This range of readiness and experience results in students either not selecting into pathway programming and/or struggling to find success in these types of programs. Therefore, the 17-18 site plan needs to include further means of "reducing" students for these experiences (e.g. advisory programming, scaffolded activities, etc.).	Equity/Access/Achievement
Climate and Culture	Positive peer-to-peer interactions	In our inaugural 9th grade class, 50% of students were returning students from our middle school program. This balance of new and returning students meant that our 9th grade class required a culture reset regarding expectations for peer-to-peer interactions, as well as classroom and whole school behavioral expectations. While we were able to norm teacher driven behavioral expectations across classrooms, we have struggled to establish a school culture and climate wherein students uphold these expectations in interactions with one another, maintaining a positive and supportive culture amongst peers. In analyzing the root cause of this challenge, we have identified a number of possibilities, including a wide variety of previous school expectations that students must re-norm from, a lack of balance in some of our sub-group populations sizes (small number of enrolled girls), and a need for stronger social-emotional curriculum and advisory planning. In surveying staff, 40% indicated that they did not believe there were consistent expectations for and responses to student behavior, and 40% indicated that they believe that students did not feel "part of the EBIA community." Further, experience on a shared campus has meant that we will need to establish more concrete climate and culture practices that include active monitoring of the space.	School Leadership & School Vision
Rigorous Academics	Support and intervention for students entering below grade level	As we did baseline testing at the start of the school year and gained a clearer picture of new and returning student need, we came to understand that a large percentage of students were performing below grade level, particularly across reading and math (with proficiency rates noted above). While we were able to provide rigorous academic options for students (i.e. access to advanced courses), we found ourselves underprepared to provide adequate support and intervention to below grade level students as surveyed staff indicated that they believed only 65% of students were prepared for A-G coursework. Therefore, the 17-18 site plan needs to include more strategic opportunities to provide intervention and bring students up to grade level, while also continuing to provide them with access to more rigorous and advanced coursework.	Program of Study & Master Scheduling

Pathway Development	Providing leveled activities for range of developmental readiness	The launching of our high school intersession program, providing students with STEAM pathway activities, started pre-programmed activities (e.g. app development), but included an emphasis on student designed internships and independent study. While many students were excited for these more autonomous options, students struggled to design self-directed programs. In surveying students and families, we have come to realize that our 17-18 site plan must include more scaffolded/leveled pathway opportunities to support student engagement.	Work-Based Learning
---------------------	---	--	---------------------

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?
Ensuring that students from underrepresented demographic groups have access to STEAM-based college and career readiness experiences in order to ensure adequate preparation for college majors and careers in those fields.	All of our annual school goal targets will be met - 100% of seniors apply to college 75% of students reporting feeling connected to at least one adult at school 80% of students complete at least one AP course 100% of students complete at least one independent study/internship across their 9-12 intersession experience

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	90% of students graduate on time	Graduation Rate	All Students	N/A	N/A	N/A	Was granted initial WASC accreditation in February of 2017, have not yet participated in the self-study process.
Post-Secondary Readiness	100% of seniors apply to college	Graduation Rate	All Students	N/A	N/A	N/A	Was granted initial WASC accreditation in February of 2017, have not yet participated in the self-study process.
Climate and Culture	75% of students reporting feeling connected to at least one adult at school	Culture/Climate: Student	All Students	N/A	50%	60%	Was granted initial WASC accreditation in February of 2017, have not yet participated in the self-study process.
Rigorous Academics	80% of students complete at least one AP course	AP Course Performance	All Students	N/A	33%	40%	Was granted initial WASC accreditation in February of 2017, have not yet participated in the self-study process.
Pathway Development	100% of students complete at least one independent study/internship across their 9-12 intersession experience	Pathway Participation	All Students	N/A	33%	40%	Was granted initial WASC accreditation in February of 2017, have not yet participated in the self-study process.

5. STRATEGIES

Complete this by: February 1, 2017

Focused Annual Plan (FAP) Major Improvement Strategies

<i>Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy:	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate/SEL Improvement Strategy:	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Personalized Student Support	Equity/Access/ Achievement
Pathway Development/ Implementation Strategy:	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Work-Based Learning	School Leadership & School Vision

Measure N Design Features

<i>Identify up to three Measure N design features that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Intersession Program	Work-Based Learning	School Leadership & School Vision
Measure N Design Feature #2:	Integration of AP courses	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
Measure N Design Feature #3:	STEAM Pathway Development	Program of Study & Master Scheduling	Equity/Access/ Achievement

Signature Elements (Established Practices)

<i>Identify up to three established signature elements that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Project based learning	Work-Based Learning	School Leadership & School Vision
Signature Element #2 (Established):	Blended learning	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Signature Element #3 (Established):	Equitable course access for all students	Personalized Student Support	Equity/Access/ Achievement

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Complete this by: February 1, 2017

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

Schoolwide Language & Literacy Improvement Strategy:

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)
Implementation of literacy intervention blended learning tools across ELA and history courses to support below grade level literacy development.	A3.2: Reading Intervention	Other	Measure N	\$20,000.00	Educational Software	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Differentiation for Low-Performing Students
Implementation of A-G aligned course and credit recovery blended learning tool throughout intersession, summer school and independent study courses.	A1.3: A-G Completion	Other	Measure N	\$5,000.00	Educational Software	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Extended Learning Time
Use of the personalized learning plan process in advisories as a means of tracking student growth on blended learning tools to ensure movement towards grade level mastery.	A2.8: Data & Assessment	All Students	Measure N	N/A	N/A	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Extended Learning Time

<p>Develop a language and literacy intervention track that accompanies blended learning tool implementation and is targeted at language acquisition for ELL students.</p>	<p>A4.1: English Learner Reclassification</p>	<p>English Learners</p>	<p>Measure N</p>	<p>N/A</p>	<p>N/A</p>	<p>Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.</p>	<p>Targeted Support for ELLs</p>
<p>Implementation of literacy extension blended learning tools across ELA and history courses to support above grade level literacy development.</p>	<p>A3.1: Blended Learning</p>	<p>Other</p>	<p>Measure N</p>	<p>\$20,000.00</p>	<p>Educational Software</p>	<p>Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.</p>	<p>Differentiation for GATE</p>
<p>Create and implement pre-service and intersession professional development plan for teachers that focuses on ways in which use of blended learning tools can be integrated into classroom instruction and paired with classroom based literacy development techniques.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>	<p>Measure N</p>	<p>N/A</p>	<p>Professional Development</p>	<p>Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.</p>	<p>Teacher PD</p>

Hold parent education and feedback events that review the use of blended learning tools to support literacy instruction and connect literacy develop to college and career readiness.	A3.3: Family Engagement focused on Literacy Development	All Students	Measure N	N/A	N/A	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Family Engagement

Schoolwide Mathematics Improvement Strategy:

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)
Implementation of math intervention blended learning tool across math courses.	A2.1: Implementation of CCSS & NGSS	Other	Measure N	\$5,000.00	Educational Software	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Differentiation for Low-Performing Students

Implementation of A-G aligned course and credit recovery blended learning tool throughout intersession, summer school and independent study courses.	A1.3: A-G Completion	Other	Measure N	\$5,000.00	Educational Software	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Extended Learning Time
Use of the personalized learning plan process in advisories as a means of tracking student growth on blended learning tools to ensure movement towards grade level mastery.	A2.8: Data & Assessment	All Students	Measure N	N/A	N/A	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Extended Learning Time
Develop a math intervention track that accompanies blended learning tool implementation and is targeted at language acquisition for ELL students.	A4.1: English Learner Reclassification	English Learners	Other	N/A	N/A	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Targeted Support for ELLs

Implementation of math extension blended learning tools across math courses to support above grade level literacy development.	A3.1: Blended Learning	Other	Measure N	\$20,000.00	Educational Software	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Differentiation for GATE
Create and implement pre-service and intersession professional development plan for teachers that focuses on ways in which use of blended learning tools can be integrated into classroom instruction and paired with classroom based math development techniques.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Other	N/A	Professional Development	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Teacher PD
Hold parent education and feedback events that review the use of blended learning tools to support math instruction and connect math skills develop to college and career readiness.	A3.3: Family Engagement focused on Literacy Development	All Students	Other	N/A	N/A	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Family Engagement

Culture & Climate/SEL Improvement Strategy:

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)
Create a 9-12 social-emotional skills rubric that includes grade level targets for core social-emotional skills (e.g. collaboration, communication, etc.).	A2.2: Social Emotional Learning	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Teacher PD
Have students complete a school culture and climate survey to determine major areas in need of advisory and social-emotional curriculum focus.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Extended Learning Time
Have families complete a school culture and climate survey to determine major areas in need of advisory and social-emotional curriculum focus.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Family Engagement

Complete a literary review of model schools' social-emotional learning curriculum.	A2.2: Social Emotional Learning	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Teacher PD
Use survey data and skills rubric to determine grade level benchmarks and mastery topics for the advisory and social-emotional learning scope and sequence.	A2.2: Social Emotional Learning	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Differentiation for Low-Performing Students
Determine grade level advisory leads to guide planning and counseling work along with program development.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students	Measure N	.25 FTE	Staffing	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Teacher PD
Design and implement professional development pre-service and intersession training for advisors on social-emotional learning and academic counseling.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure N	\$7,000.00	Professional Development	Advisory program	Teacher PD
Design and implement yearlong arc of family education and feedback session to guide college planning preparation and academic counseling.	A6.1: Parent / Guardian Leadership Development	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Family Engagement

Design four year social-emotional learning and academic counseling staffing plan to support college planning and academic counseling support for high needs and low performing students.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	Other	Measure N	1 FTE	Staffing	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Differentiation for Low-Performing Students
Design four year social-emotional learning and academic counseling activities plan (e.g. college visits, student portfolio development, etc.) to support college planning and academic counseling.	A1.3: A-G Completion	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Extended Learning Time
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for Latino students.	A2.2: Social Emotional Learning	Latino Students	N/A	N/A	N/A	Advisory program	Extended Learning Time
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for African-American students.	A2.2: Social Emotional Learning	African-American Students	N/A	N/A	N/A	Advisory program	Extended Learning Time
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for students with disabilities.	A2.2: Social Emotional Learning	Students with Disabilities	N/A	N/A	N/A	Advisory program	Extended Learning Time
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for girls in STEM fields.	A2.2: Social Emotional Learning	Other	N/A	N/A	N/A	Advisory program	Extended Learning Time
Develop feedback structures and trimester and yearly benchmark targets to track program success.	A2.8: Data & Assessment	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Teacher PD

Pathway Development/Implementation Strategy:

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)
Create a 9-12 college and career readiness skills rubric that includes grade level targets for core work based learning skills (e.g. communication, professionalism, etc.).	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Extended Learning Time
Have students complete a work based learning survey to determine major areas in need of program and training focus.	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Extended Learning Time

<p>Have families complete a work based learning survey to determine major areas in need of program and training focus.</p>	<p>A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff</p>	<p>All Students</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>To design and run a thrice yearly intercession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming</p>	<p>Family Engagement</p>
<p>Complete a literary review of model schools' work based learning programs, including site visits.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>To design and run a thrice yearly intercession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming</p>	<p>Teacher PD</p>
<p>Use survey data and skills rubric to determine grade level benchmarks and mastery skills for pathway and work based learning 9-12 program development.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>To design and run a thrice yearly intercession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming</p>	<p>Differentiation for Low-Performing Students</p>

Design and implement professional development pre-service and intersession training for advisors on preparing students for and coaching them through work based learning and pathway activities.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	N/A	N/A	N/A	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Teacher PD
Design and implement yearlong arc of family education and feedback session to guide intersession engagement and its connection to college and career readiness.	A6.5: Academic Parent-Teacher Communication & Workshops	All Students	N/A	N/A	N/A	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Family Engagement
Design four year intersession staffing plan that supports STEAM college and career readiness.	A1.1: Pathway Programs	All Students	Measure N	1 FTE	Staffing	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Teacher PD

Design four year intersession program plan that provides for increasing levels of student self-direction and design in STEAM fields.	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Extended Learning Time
Develop extension plan and external partnership team to support targeted activities and program options for Latino students.	A1.1: Pathway Programs	Latino Students	N/A	N/A	N/A	Intersession Program	Extended Learning Time
Develop extension plan and external partnership team to support targeted activities and program options for African-American students.	A1.1: Pathway Programs	African-American Students	N/A	N/A	N/A	Intersession Program	Extended Learning Time
Develop extension plan and external partnership team to support targeted activities and program options for students with disabilities.	A1.1: Pathway Programs	Students with Disabilities	N/A	N/A	N/A	Intersession Program	Extended Learning Time
Develop extension plan and external partnership team to support targeted activities and program options for girls.	A1.1: Pathway Programs	Other	N/A	N/A	N/A	Intersession Program	Extended Learning Time
Develop feedback structures and trimester and yearly benchmark targets to track program success.	A2.8: Data & Assessment	All Students	N/A	N/A	N/A	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Teacher PD

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)
Design course sequence that aligns to STEAM pathway development	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	STEAM Pathway Development	

Create submission timeline of course syllabi for A-G and AP accreditation as aligned to STEAM pathway development	A1.3: A-G Completion	All Students	N/A	N/A	N/A	Integration of AP courses	
Develop longitudinal staffing planning for hiring of courses associated with school growth alongside pathway course development	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students	N/A	N/A	N/A	STEAM Pathway Development	Teacher PD
Schedule and hold industry and model school partner review of course sequence for feedback and revisions	A6.3: Professional Learning for School Site Council Teams	All Students	N/A	N/A	N/A	STEAM Pathway Development	
Schedule and hold family and student review of course sequence for feedback and revisions	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	All Students	N/A	N/A	N/A	STEAM Pathway Development	Family Engagement
Create areas of focus within STEAM focus for targeted course support (e.g. computer science, visual arts)	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	STEAM Pathway Development	
Establish STEAM focused course catalogue for the 2017-2018 schoolyear.	A2.9: Targeted School Improvement Support	All Students	N/A	N/A	N/A	STEAM Pathway Development	
Begin pathway specific, as well as general, hiring for schoolyear 2017-2018 courses	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students	Measure N		2 FTE	Staffing	Teacher PD
Establish pathway and advanced course registration targets for Low-income students for schoolyear 2017-2018 courses	A2.8: Data & Assessment	Low-Income Students	N/A	N/A	N/A	Equitable course access for all students	
Establish pathway and advanced course registration targets for Latino students for schoolyear 2017-2018 courses	A2.8: Data & Assessment	Latino Students	N/A	N/A	N/A	Equitable course access for all students	
Establish pathway and advanced course registration targets for African-American students for schoolyear 2017-2018 courses	A2.8: Data & Assessment	African-American Students	N/A	N/A	N/A	Equitable course access for all students	
Establish pathway and advanced course registration targets for English Language Learner students for schoolyear 2017-2018 courses	A2.8: Data & Assessment	English Learners	N/A	N/A	N/A	Equitable course access for all students	Targeted Support for ELLs
Establish pathway and advanced course registration targets for students with disabilities for schoolyear 2017-2018 courses	A2.8: Data & Assessment	Students with Disabilities	N/A	N/A	N/A	Equitable course access for all students	
Establish pathway and advanced course registration targets for girls for schoolyear 2017-2018 courses	A2.8: Data & Assessment	Other	N/A	N/A	N/A	Equitable course access for all students	
Hold course registration information session for 2017-2018 families.	A6.5: Academic Parent-Teacher Communication & Workshops	All Students	N/A	N/A	N/A	STEAM Pathway Development	Family Engagement
Hold course registration for schoolyear 2017-2018 students	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	STEAM Pathway Development	
Review course registration for alignment to subgroup targets.	A2.8: Data & Assessment	All Students	N/A	N/A	N/A	STEAM Pathway Development	

SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions: Please complete this self-assessment for your school. The 2015-16 Score refers to the score you gave yourself in the original Planning Grant application. Click here for the full Measure N rubric.	KEY: 1: <i>Beginning & Designing</i> 2: <i>Developing & Approaching</i>	 3: <i>Meeting and Advancing</i> 4: <i>Excelling and Sustaining</i>	
--	--	---	--

1. SCHOOL LEADERSHIP AND VISION	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	4	4	intersession coordinator, etc. Leadership developed course listing, bell schedule, intersession program and data analysis to support linked learning.	Strengths - aligned mission and vision to pathway, Year 1 staffing to support pathway Challenges - Support of district policies that ensure program effectiveness.	Difficulty connecting to district policies that ensure program effectiveness - e.g. coordination with other STEAM/STEM
Leadership Configuration	4	4			
Distributive Leadership	3	3			

2. EQUITY, ACCESS AND ACHIEVEMENT	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	4	4	Black, 16% white, 3% Asian, 47% Latino, 12% multi-racial). While subgroups are integrated into all pathway activities and courses, as of the 2nd trimester, performance gaps exist amongst subgroups.	Strengths - Open access to advanced placement and pathway courses and activities for all student subgroups. Challenges - Eliminating academic gap amongst student subgroups.	Current 9th grade class entered with a large gap in academic performance across subgroups. While all students have had access to advanced placement
Diverse Student Representation	3	3			
Closing the Opportunity Gap	4	3			

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	4	4	core is built into academic calendar through designated intersession time period in order to ensure it does not conflict with core academic coursework.	programming. Challenges - Providing an increase in needed academic intervention without removing students from pathway opportunities.	Current 9th grade class entered with a large gap in academic performance across subgroups. As we recognize the need for
Integrated Core	3	3.5			
Cohort Scheduling	4	4			

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	4	4	a year. These programs have an end of intersession public presentation component, and change in format and experience during each intersession.	Challenges - While students have an opportunity to reflect on their learning, a codified method for doing so and sharing with their community needs to be established.	Our original student reflection structure was based off of our middle school model, which did not include opportunities for
Collaborative Learning	4	4			

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	3	3.5	teacher demonstrate a growth mindset and have actively participated in pathway and whole school design and revision across the year, including bell schedule redesign.	improvement. Challenges - Observing one another's teaching and giving and receiving feedback on instructional practice.	size to support high school level department planning time that might provide further pathway support.
Collaboration Time	3	3.5			
Professional Learning	3	4			

6. WORK-BASED LEARNING	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	3	3	Feedback has been gathered from students, staff and families on program effectiveness, and we are currently using this feedback to evaluate and revision of 9-12 program plans.	roll out of grades 10-12, Development of a formalized process to gather input from industry and postsecondary partners on work based learning experiences and opportunities.	learning models for students in grades 10-12 such that we may begin program design and development.
Pathway Outcomes	3	3			
Pathway Evaluation	3	3			

7. PERSONALIZED STUDENT SUPPORT	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	4	4	academic focus and interest, though have not yet been asked to assume responsibility for college and career planning.	Challenges - Establishing systems that scaffold students towards assuming responsibility for college and career planning.	career planning systems as we see these as been scaffolded across grades 9-12.
College & Career Plan	3	3			

Measure N 2017-18 Action Plan

Complete this by: March 1, 2017

The Measure N Commission requires that each team complete an Action Plan that highlights key objectives and milestones to be reached each year. This Work Plan will be updated yearly to reflect the school's focus to meet the 3 year targets. These Milestones will be key topics of discussion during site visitations during the 2017-18 school year.

	Key Actions and Objectives: What are the key implementation actions and objective that will happen during this phase. This should be the key actions that must happen in order to support the outcomes of your plan.	Major Implementation Milestones/Deliverables What are some key milestones/deliverables of your plan that will be accomplished during this phase of implementation?
Example:	1. Hire a Computer Science Teacher for Computer Science Pathway. 2. Hold Summer Transition Program for 9th Graders 3. PBL Workshop for 10th and 11th grade team to design intergrated units that integrate Common Core EL standards into all projects. 4. Develop a new teacher support system including calendar, teacher manual, and hire instructional coaches to help support and retain new teachers.	Program for Summer Transition Program (July 30th, 2017) Creation of Teacher Support Handbook (August 15, 2017) 2 New Integrated Projects Created Using Buck Institute Template (August 1, 2017)
Summer 2017-18	1. Hire additional computer science, visual arts and science teacher for STEAM programming 2. Finalize all onboarding and pre-service materials for new and returning staff members 3. Finalize intersession program for the upcoming schoolyear 4. Program students for courses as aligned to enrollment targets 5. Hold onboarding professional development for new staff members 6. Hold pre-service professional development for returning staff members. 7. Complete purchasing and implementation of all blended learning materials.	Program of activities for schoolyear 2017-2018 intersession. (August 14, 2017) Action Plan for the schoolyear 2017-2018 Measure N implementation team. (July 31st, 2017) Course syllabi for computer science 3 and visual arts and design courses. (August 11th, 2017)
Fall 2017	1. Design and hold fall intersession program 2. Design and hold professional development related to analysis of trimester 1 and baseline NWEA MAP performance data. 3. Complete student, family and staff fall survey of academics, school culture and climate and pathway development.	Course catalogue for fall 2017 intersession program for student selection (October 1st, 2017) Finalized trimester 1 and NWEA MAP performance data as organized by subgroup (November 1, 2017) Staff, student and family survey analysis report (November 15th, 2017)
Winter 2018	1. Design and hold winter intersession program 2. Design and hold professional development related to analysis of trimester 2 and midyear MAP NWEA performance data. 3. Complete student, family and staff winter survey of academics, school culture and climate and pathway development.	Course catalogue for winter 2018 intersession program for student selection (February 1st, 2017) Finalized trimester 2 and NWEA MAP performance data as organized by subgroup (March 1, 2017) Staff, student and family survey analysis report (March 15th, 2017)
Spring 2018	1. Design and hold spring intersession program 2. Complete student, family and staff spring survey of academics, school culture and climate and pathway development. 3. Hold schoolyear 2018-2019 partner review of course sequencing and intersession programming	Finalized course catalogue for the 2018-2019 schoolyear (April 1st, 2018) Finalized intersession scope and sequence for the 2018-2019 schoolyear (May 1st, 2018) Submission of 2018-2019 course syllabi for A-G and AP accreditation (March 1st, 2018)
Summer of 2018 What signature practices do you think you will be sharing at the Measure N Summit?	1. Analysis of student progress data to inform pathway development 2. Systems for industry partner engagement in pathway development and work based learning. 3. Methods of ensuring equitable student access to advanced and pathway courses.	Finalized 9-12 pathway course listings (July 1st, 2018) Finalized 9-12 work based learning scope and sequence (July 15th, 2018) Final report on subgroup academic progress, course enrollment and pathway participation (July 15th, 2018)