

Action Research

East Bay Innovation Academy

School:	East Bay Innovation Academy
Pathway/s:	Computer Science (Information Technologies)
Outcome Data	Data Slides
Top 5 Measure N Funding Commitments	College and career readiness counselor Work-based learning coordination Pathway professional development for core academic staff Pathway based advisory lead stipends
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	As our school grows, how might we incrementally and equitably develop a Linked Learning pathway focused on information and communication technologies that prepares students for college and careers?
What did you discover in the past year? (Please use data to support.)	EBIA's Upper School opened in the fall of 2016 with 60 students in 9th grade. Our initial program design 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 and relevant 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 work-based learning program, with a focus on learning through internships, student-directed projects, 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 and career going mindset and positive peer-to-peer interactions. Now in our second year, the majority of our students have been with us since the 6th grade and we currently have students in grades 9 and 10. Across our engagement and Measure N work this year, we have first more narrowly focused our pathway theme. Initially starting with STEAM (science, technology, engineering, arts and math), we have moved to a focus on computer science/information technology. A clearer focus on the infromation and communications technology sector allows us to meet the industry needs of the Bay Area, while supporting students in eventually graduating high school with coursework necessary to both major in computer science fields in college, as well as enter careers in computer science. Further, this ICT focus allows us to develop a pathway program of study which integrates academic and career-technical knowledge and skills - having students build websites in their Spanish class, build pivot tables in math or science class to analyze data sets or debate data privacy in history. Further, with this focus and the addition of our 10th grade class, we have more deeply developed our 9-12 course progression, graduate profile and college and career readiness supports. Overall, this past year has meant the development of our pathway with a focus on depth of programming over breadth.
What are you going to do differently or change moving forward?	As we look towards the 2018-2019 schoolyear and the addition of an 11th grade at EBIA, the most notable change moving forward will be the development of our comprehensive student supports. This will include the hiring of a college and career counselor. This staff member will work directly with our 11th grade families to explore post-secondary options and meet our students' differentiated academic and financial need. This staff member will also provide comprehensive college access and work-based learning supervision during our interession program.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	This alignment of our staffing structure to the core needs of our pathway will create deeper schoolwide enabling conditions for students to engage in college and career readiness planning aligned to computer science and information technologies. Further, the additional staff and programming will ensure that those students without such resources at home will be provided with more equitable access to rigorous academics and comprehensive student supports.

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) **School Name:** Please type in your school name and ID.

2) **School Description:** Please copy and paste your school description from your 17-18 Site Plan.

3) **School Mission and Vision:** Please copy and paste your mission and vision from your 17-18 Site Plan.

Tip: If you would like to edit the text and are seeing a formula, click on the 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 text directly.

School:	East Bay Innovation Academy	School ID:	01 61259 0129932
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.

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.

Family & Student Engagement

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. EBIA established a series of feedback and review activities across the school year to guide the Measure N 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 a biannual 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 program 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 work based learning, pathway integration into core 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 work-based learning 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, Mastery Design Collaborative 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 deeply engage our community and 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.

SCHOOL DATA SLIDES

[Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES

Task: *Identify schoolwide strengths and challenges related to each data point.*

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall 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?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

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, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

Instructions:	Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges. • Consider additional information from 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 for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).		
	Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."		
State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	N/A	N/A	N/A
On Track to Graduate (11th Grade)	N/A	N/A	N/A
A-G Completion	Successful approval of additional A-G courses across all content areas. Student pass rate for A-G approved courses.	Continuing to secure A-G course approval for new courses as we build out additional grades.	Hiring additional faculty for new courses and grade levels.
SBAC ELA	N/A	N/A	N/A
SBAC Math	N/A	N/A	N/A

AP Pass Rate/Dual Enrollment Pass Rate	High pass rate for 9th graders in AP Environmental Science course (62% overall, 80%-white, 25%-Black, 100%-Latino, 50%-Asian, 50%-Multiracial)	Low pass rate for 9th graders in AP Human Geography course.	Sending AP faculty to AP Summer Institute Training for all courses offered.
Pathway Participation/CTE Enrollment*	With the whole school implementation of the pathway, 100% of current students have been enrolled in at least one pathway course.	Since we are a growing school, the development of higher level pathway courses is a significant need for our team.	Hiring of additional pathway staff.
English Learner Progress	Based on midyear NWEA MAP data, above normed average reading growth for EL students in grade 9 (Fall to Winter average RIT growth was 1.2 above normed mean)	Based on midyear NWEA MAP data, average normed reading growth for EL students in grade 10, whereas above normed average growth is needed to decrease grade level proficiency gap.	Implementation of common reading intervention structures across all literacy based courses.
Suspension Rate	Implementation of restorative justice model with the onboarding of a Director of Social Emotional Learning.	Consistently implementing teacher directed restorative practices across classrooms.	Having all staff set professional educator goals related to implementation of restorative justice practices.

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	95% of students graduate on time	Goal 1: Graduates are college and career ready	All Students	N/A	N/A	N/A	
On Track to Graduate (11th Grade)	90% of students on track to graduate on time.	Goal 1: Graduates are college and career ready	All Students	N/A	N/A	85%	
A-G Completion	95% of students complete A-G requirements	Goal 1: Graduates are college and career ready	All Students	N/A	N/A	N/A	
SBAC ELA	70% of 11th grade students test as level 3 or 4 on SBAC.	Goal 3: Students are reading at or above grade level	All Students	N/A	N/A	65%	
SBAC Math	70% of 11th grade students test as level 3 or 4 on SBAC.	Goal 2: Students are proficient in state academic standards	All Students	N/A	N/A	60%	
AP Pass Rate	80% of students pass at least one AP exam.	Goal 1: Graduates are college and career ready	All Students	23%	40%	60%	
Dual Enrollment Pass Rate	N/A		All Students	N/A	N/A	N/A	
Pathway Participation/CTE Enrollment*	100% of students complete at least a sequence of at least three CTE courses.	Goal 1: Graduates are college and career ready	All Students	100%	100%	100%	
English Learner Progress	75% of EL students demonstrate beyond one year of literacy level growth annually.	Goal 4: English learners are reaching English fluency	English Learners	53%	60%	70%	

Suspension Rate	Decrease in suspension rate to below 5%.	Goal 5: Students are engaged in school everyday	All Students	6%	5%	4%	
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School:

School ID:

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:

Please complete this self-assessment for your school.

[Click here for the full Measure N rubric.](#)

KEY:

1: Not at all

3: Mostly

2: Somewhat

4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	Our pathway includes a clear vision and mission that provide a clear picture of our graduate profile and addresses our fundamental reason for existing as a school. That mission and vision is deeply integrated into every aspect of our school - our computer science and informational technologies pathway drives the kinds of electives we offer, our design for core curriculum, our work based learning opportunities and more.	As a school that is adding a grade a year, our major challenge is to ensure that all additional resources - staffing, curriculum development, etc. - are in alignment with this mission and vision.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	Our pathway theme is regularly reviewed, vetted and revised based on feedback from industry partners. Integrates alignment to grade level academic standards, achievement of A-G requirements and has begun to provide opportunities for work based learning through intersession program. Pathway core is built into academic calendar through designated intersession time period in order to ensure it does not conflict with core academic coursework.	Ensuring that all enabling conditions and systems and structures are equitably aligned for all students. For example, ensuring that all students have equal access to work based learning opportunities regardless of personal connection and/or prior experience.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	Our team has shown great strides in the past year with regards to our ability to activate staff around the principles and practices of our pathway, most notably their alignment to our school mission and vision.	Supporting non-pathway staff in more deeply integrating the pathway into their course curriculum.
School Leadership & Vision Goal for 2018-19:	Building distributive leadership so that all staff take responsibility for ensuring that necessary conditions for successful pathway development and implementation are present through all classrooms and all components of a student's day.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE

Current Score

Justification

2. Systems and Structures to Support equity and coherence

Staffing Structure Aligned to Purpose:

To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?

3: Mostly

All staff (teachers, intersession manager, director of instruction, director of social emotional learning and operations team) believe deeply that a primary component of their work is to support the college and career readiness of all students in majors/jobs related to the pathway.

Ensure that all staff make those connections and beliefs explicit for students and families in their counseling, support and teaching work.

Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	School mission and vision initially written with pathway focus and design as central to model. Leadership hired to align to pathway design - computer science teacher, upper school director, intersession coordinator, etc. Leadership developed course listing, bell schedule, intersession program and data analysis to support pathway participation and readiness.	Supporting family depth of understanding of pathway systems and goals.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	Staff, students and families collaborate to develop strategies to ensure that necessary conditions are in place for successful program completion and do so via a variety of meeting and survey structures.	Ensure that all stakeholders take responsibility for ensuring that these necessary conditions are in place, most notably engaging our families in this process and work.
Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	All master schedule, budget, facilities and resource allocation decision are made in alignment to our school's mission and vision and in the service of equitable, high quality pathways. Our project based learning model is shown in our block scheduling, our commitment to differentiated supports and interventions is shown in our Independent Learning Time (ILT) schedule where students work at instructional materials at their levels towards acceleration, we have prioritized hiring staff that support computer science, work based learning and college and career readiness prep, and we have provided students with necessary curriculum tools (e.g. our 1:1 Chromebook model) to support pathway readiness.	Providing an increase in needed academic intervention without removing students from pathway opportunities.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	4: Completely	School leaders ensure that 100% of students participate in both pathway courses and Advanced Placement courses, and have equitable access to counseling support for successful engagement in these programs - work based learning coordination, college counseling, etc.	Current students entered with a large gap in academic performance across subgroups. While all students have had access to advanced placement and pathway courses, experience in these courses has not provided the level of support and intervention needed to support student grade level performance.
Systems & Structures Goal for 2018-19:	Providing an increase in needed academic intervention without removing students from pathway opportunities.		

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Revise 9-12 college and career readiness skills rubric that includes grade level targets for core work based learning skills (e.g. communication, professionalism, etc.).	Whole School	All Students		\$0.00		Comprehensive Student Supports	Goal 1: Graduates are college and career ready

Have students complete a work based learning survey to determine major areas in need of program and training focus.	Whole School	All Students		\$0.00		Work-Based Learning	Goal 5: Students are engaged in school everyday
Have families complete a work based learning survey to determine major areas in need of program and training focus.	Whole School	All Students		\$0.00		Work-Based Learning	Goal 6: Parents and families are engaged in school activities
Use survey data and skills rubric to revise grade level benchmarks and mastery skills for pathway and work based learning 9-12 program development.	Whole School	All Students		\$0.00		Rigorous Academics	Goal 1: Graduates are college and career ready
Design and implement professional development pre-service and intercession training for advisors on preparing students for and coaching them through work based learning and pathway activities.	Whole School	All Students		\$0.00		Building the Conditions	Goal 1: Graduates are college and career ready
Design and implement yearlong arc of family education and feedback session to guide work based learning engagement and its connection to pathway readiness.	Whole School	All Students		\$0.00		Building the Conditions	Goal 6: Parents and families are engaged in school activities
Consultant contract with Patricia Clarke to serve as the Measure N consultant for the 18.19 schoolyear to provide support with pathway program development, professional development for core academic staff.	All Pathways	All Students	Measure N	\$20,000.00	Consultant	Building the Conditions	Goal 1: Graduates are college and career ready
Revise feedback structures and trimester and yearly benchmark targets to track program success.	All Pathways	All Students		\$0.00		Comprehensive Student Supports	Goal 1: Graduates are college and career ready
Create submission timeline of course syllabi for A-G and AP accreditation as aligned to computer science pathway development	Departmental Team	All Students		\$0.00		Rigorous Academics	Goal 1: Graduates are college and career ready
Develop longitudinal staffing planning for hiring of courses associated with school growth alongside pathway course development	Whole School	All Students		\$0.00		Career Technical Education	Goal 1: Graduates are college and career ready
Schedule and hold industry and model school partner review of course sequence for feedback and revisions	All Pathways	All Students		\$0.00		Career Technical Education	Goal 1: Graduates are college and career ready
Schedule and hold family and student review of course sequence for feedback and revisions	Departmental Team	All Students		\$0.00		Building the Conditions	Goal 6: Parents and families are engaged in school activities
Professional development to provide for work-based learning coordination, resulting in an increase in student access to computer science college and career preparatory experiences.	All Pathways	All Students	Measure N	\$37,300.00	Salary and benefits	Building the Conditions	Goal 1: Graduates are college and career ready

Staff salary to provide for shift in academic program to provide college and career readiness support or acceleration. This salary would go towards student career readiness experiences (career/college site visits, bringing industry reps to campus, etc.) along with student training (resume and interview preparation, industry career research, etc.).	All Pathways	All Students	Measure N	\$40,000.00	Salary and benefits	Building the Conditions	Goal 1: Graduates are college and career ready
Review course registration for alignment to subgroup targets.	Whole School	All Students		\$0.00		Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION				
RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT				
PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	4	4	4	Pathway theme is vetted through a regular review by industry and postsecondary partners, school staff and students to ensure alignment to area needs. Mostly notably, this has included review partnerships with computer science programs such as those run by Code.Org, Alameda County and the College Board.
Integrated Core	3	3+	4	Students experience computer science and information technologies learning across all core academic courses. This may include projects such as website and app design and development, debate of topics such as net neutrality or data encryption or the manipulation and analysis of large data sets.
Cohort Scheduling	4	4	4	100% of students participate in pathway classes. All students are also provided with school based technology (laptops, digital curriculum, etc.) for successful participation.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	4	4	4	Pathway teachers ensure that all students apply their knowledge and skills in new and unpredictable projects. This might include pitching app ideas to visiting experts from the industry or interning at a tech company.
Collaborative Learning	4	4	4	School systems are built to ensure that students regularly reflect on their collaboration skills and their impact on their own learning. This is done through the use of New Tech Network's collaboration rubrics, group contracts and exit interviews and EBIA's social emotional learning rubric.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3	3+	3+	Teachers observe one another's teaching, share lessons and resources, and give and receive feedback to improve instructional practice. As part of this process they set professional educator goals with their supervisor at the start of the schoolyear, and reflect on these goals across the year. They also receive three formal observations a year with feedback based on a professional development rubric.
Collaboration Time	3	3+	4	Teachers meet four times a week at a scheduled time to plan, with structured time for various collaboration needs - interdisciplinary project planning, social emotional learning curriculum development, student support services alignment and whole staff systems.
Professional Learning	3	4	4	Teachers receive 15-20 professional development days per schoolyear, with topics focused on pathway development, rigorous academics, school culture and climate and data analysis. Further, they receive ongoing instructional coaching with the goal of improving curriculum and instruction.
SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION				
What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?				
Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis	

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 support standards-aligned interdisciplinary curriculum access and improved course passage.	Partially Implemented	Effective	Increase in literacy and math proficiency and demonstrate of beyond adequate yearly growth for students.
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	Implementation of CCSS and NGSS aligned common rubrics in written communication, oral communication, knowledge and thinking, collaboration and agency. To be used across all courses.	All Students	N/A	Prototype implementation during end of year capstone project.	Full implementation across all courses.	
Graduate Capstone/Culminating Experience	Full participation in the AP Capstone program.	All Students	N/A	AP Capstone training for staff.	Launch of AP Seminar course.	
Course Passage Rates	Ensure at least 95% of students pass all core academic courses.	All Students	83%	90%	95%	

THEORY OF ACTION

Theory of Action	If we build a professional development model and student academic policy that is designed to serve our highest need students, then we will more successfully serve all students.					
How are you building conditions for students and adult learning?	Ensuring that there is adequate time built into the schoolyear calendar for staff to regularly engage in reflective practice and analyze student data in order to redesign instruction quickly. Ensuring that students have access to rigorous academic courses and advisor and college counseling to successfully access those courses. Also providing curriculum supports and structures to ensure standards-alignment.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams		Department Teams	
	Monthly - PAC, student government	Biweekly - admin team	Monthly		Weekly	

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Implementation of intervention blended learning tools across courses to support below grade level literacy development	All Students		\$0.00		Rigorous Academics	Goal 2: Students are proficient in state academic standards
Implementation of A-G aligned course and credit recovery blended learning tool throughout academic calendar.	All Students		\$0.00		Comprehensive Student Supports	Goal 1: Graduates are college and career ready

Use of the personalized learning plan process in advisories as a means of tracking student growth to ensure movement towards grade level mastery.	All Students		\$0.00		Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards
Develop a language and literacy intervention track that accompanies blended learning tool implementation and is targeted at language acquisition for ELL students.	English Learners		\$0.00		Rigorous Academics	Goal 3: Students are reading at or above grade level
Alignment of blended learning tools to all project-based learning common rubrics and curriculum.	All Students		\$0.00		Rigorous Academics	Goal 2: Students are proficient in state academic standards
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 project-based learning curriculum.	All Students		\$0.00		Rigorous Academics	Goal 1: Graduates are college and career ready
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.	All Students		\$0.00		Building the Conditions	Goal 6: Parents and families are engaged in school activities
Develop feedback structures and trimester and yearly benchmark targets to track program success.	All Students		\$0.00		Building the Conditions	Goal 1: Graduates are college and career ready
Design course sequence that aligns to computer science linked learning pathway development	All Students		\$0.00		Career Technical Education	Goal 1: Graduates are college and career ready
Establish computer science focused course catalogue for the 2017-2018 schoolyear.	All Students		\$0.00		Career Technical Education	Goal 1: Graduates are college and career ready

WORK-BASED LEARNING				
WORK-BASED LEARNING MEASURE N SITE ASSESSMENT				
WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	3	4	Students participate in WBL experiences that span the WBL continuum through their 5-6 weeks of Intersession projects. Some of these opportunities are student arranged and some are arranged by the school. All school arranged opportunities are open to all students to apply and are offered to each grade. Based on their applications, students are placed in self-arranged WBL experiences, school arranged WBL experiences, or skill building classes with outside partners. Students are placed with an effort to match for an appropriate level of challenge with their readiness level, based on their interests, with a focus on diversify the groups of students in each project to include underrepresented groups in that field. All students participate in a project.
Pathway Outcomes	3	3+	3+	Implemented WBL for students across all grade levels, tested methods to better support all students readiness for WBL experiences matching the grade level plan, and increased components related to career awareness and exploration to add to the career preparation and training experiences offered. Also focused on expanding partnerships in pathway related fields to address the need for WBL projects in both academic and technical subject areas for each grade.
Pathway Evaluation	3	3	4	Designed evaluation strategies, in collaboration with businesses and industry partners, to assess the effectiveness of WBL experiences. Redesigned and piloted a new system to collect qualitative and quantitative data about student's WBL experiences that is collected twice a year at the end of each intersession project. For qualitative data, each student in the pilot program was responsible for submitting a presentation in the form of a slideshow, essay, or poster board covering: name of organization, what students did, what students learned, and how this experience impacted the students' future goals. Additionally, conducted 1-on-1 student empathy interviews to collect student feedback for evaluation and redesign. For quantitative data, students filled out a post program survey twice during the year (sent to all students). While students in the pilot program submitted a time sheet and an evaluation from their supervisor. Continued collecting survey information from partners on experiences with the WBL programs and student readiness for these programs. Lastly, sent a survey to professionals working in pathway fields specifically to collect feedback on program and skills they are looking for when hiring new staff.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Expanded and redesigned class offerings to better support all areas of the WBL continuum, redesigned and tested assessment strategies for reviewing and evaluating WBL experiences to better collect information on student and program performance, and increased focus on building more partnerships in pathway related fields while continued existing programs supporting WBL focused on skills training and connecting students with outside industry partners as instructors and mentors.	Fully Implemented	Highly Effective	All students participated in WBL, with over 40% of all students participating in a solo or small group internships and over 95% of students working with an industry partner during intersession. Students received job applications. In addition to over 90% of students surveyed ranking their program as at or above average as a class and almost 90% ranking their instructor as at or above average, students reported gaining insights into careers, learning new skills, and "the intersession was basically them letting us play with 10,000 dollars worth of equipment and components."

IMPLEMENTATION GOALS						
<i>Identify three 2018-19 implementation goals related to Work-Based Learning.</i>						
Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Host a career fair for students in all grades focused on bringing in professionals and organizations from pathway related fields.	All Students	N/A	Planning	Implement: Host a career fair for students in all grades.	
Career Exploration	Build a database of organizations and individuals who have confirmed interest in ongoing virtual mentoring student, hosting students for job shadows, or hosting students for 1-on-1 internships with a focus on increasing networking with partners in pathway fields.	All Students	N/A	In progress: Building database and connecting with potential partners for these roles.	Implement: Expand and create scalable system for connecting with all students.	
Career Preparation	Work collaboratively with teachers to incorporate more partners from pathway fields to build on the project based learning and authentic audience work already being done in classrooms.	All Students	N/A	Planning: Connect with teachers who are interested in implementing for next year.	Implement: Identify potential projects and bring in partners.	

THEORY OF ACTION

Theory of Action	If we integrate WBL experiences into our curriculum, then students will be more engaged in classes and more likely to graduate because they have a more expansive understanding of future careers and college pathways, a better knowledge of their interests, and mentors and industry connections to help them succeed.					
How are you building conditions for students and adult learning?	Times for 5-6 weeks of dedicated student and adult professional development are built into our school calendar. Ensuring that training is lead by experienced professionals. Connecting learners with resources and networks for additional support outside these dedicated professional development times. Implementing scheduled feedback systems on effectiveness of training and additional areas to train.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams		Department Teams	
	Quarterly - PAC, student government	Monthly - admin team	Weekly		Weekly	

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Develop work based learning coordination scope as part of intersession manager and college counselor. Funding would be used to partially cover the cost of a college and career counselor to work with existing school staff.	All Students	Measure N	\$35,300.00	Staff	Work-Based Learning	Goal 1: Graduates are college and career ready

Network with partners in pathway fields.	All Students				Work-Based Learning	Goal 1: Graduates are college and career ready
Host a career fair with partner organizations. Funding would be used on materials (for banners and booths) and food for the event and stipends to bring in outside industry partners.	All Students				Work-Based Learning	Goal 1: Graduates are college and career ready
Develop a one-on-one virtual mentorship program focused on offering college and career support from industry partners.	All Students				Work-Based Learning	Goal 1: Graduates are college and career ready
Expand pilot assessment programs for student performance evaluations to all students.	All Students				Work-Based Learning	Goal 1: Graduates are college and career ready
Design additional project reflection and reporting components to further assess student participation and growth.	All Students				Work-Based Learning	Goal 5: Students are engaged in school everyday
Create partner database of potential student arranged internships for students to access.	All Students				Work-Based Learning	Goal 1: Graduates are college and career ready
Create fully built curriculum for students to follow on how to set up student arranged internships in order to more equitably serve students who lack outside support to assist them. Funding would be used to pay stipend of consultant to build curriculum and lead with students.	All Students	Measure N	\$2,000.00	Staff	Work-Based Learning	Goal 1: Graduates are college and career ready
Send students on off-site field trips to pathway organizations for field trips to site visits, job shadows, and micro-internships. Funding would be used to pay for charter buses and stipends to pay for support staff for students' supervision on these trips.	All Students	Measure N	\$7,000.00	Programs and Support Services	Work-Based Learning	Goal 5: Students are engaged in school everyday
Hold four pre-orientation meetings in advance of intersession program start dates for all students participating in internships and their industry supervisors. Funding would be used to pay consultants to further develop orientation curriculum to support student career readiness, lead orientations with students and industry partners supervising internships, and better support post-intersession evaluations of students and program.	All Students	Measure N	\$5,000.00	Staff	Work-Based Learning	Goal 1: Graduates are college and career ready
Redesign showcase events to better support sharing WBL experiences with larger community.	All Students				Work-Based Learning	Goal 6: Parents and families are engaged in school activities

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	4	4	4	Our team regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success. Using NWEA MAP and Co-Vitality assessments, along with trimester course grade data, the team regularly assess student academic progress to determine needed academic supports and mastery.
College & Career Plan	3	3	3+	Our 9th and 10th grade students have also been asked to begin to develop a sense of academic focus and interest, though have not yet been asked to assume responsibility for college and career planning. EBIA has also begun to provide tools, processes, and activities via our Personalized Learning Plan process that empower students to make informed decisions regarding course selection and college and career investigation, execute and biannually monitor their college and career plans.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
In EBIA's Personalized Learning Plan (PLP) process, students have two conferences with their family and advisor each year. In preparation for this conference, students build PLP websites that include reflection on academic progress both through grade analysis as well as NWEA MAP data analysis, reflection on social-emotional progress using EBIA's social emotional learning rubric, and reflection on college and career readiness and areas of interest. Students then present their plans to their families for feedback and discussion. This process insures that students are provided with differentiated supports with regards to social emotional learning and college and career readiness.	Fully Implemented	Highly Effective	In the implementation of this process, we first had 98% of students successfully complete both PLP conferences and prep work for the 2017-2018 schoolyear. From this, the vast majority of students demonstrate growth on our SEL rubric, 100% of 9th and 10th grade students took the PSAT and all students received targeted guidance on course selection for the 2018-2019 schoolyear.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	In our annual SCAI survey, increase the percentage of students who report positive student attitude and school culture.	All Students	71%	80%	90%	
College Access	With the hiring of a college and career counselor, ensure that 90% of students experience at least one college access and readiness intersession program.	All Students	N/A	N/A	90%	
Differentiated Interventions	In our annual SCAI survey, increase the percentage of students who report receiving personalized interventions and supports from adults on campus.	All Students	76%	85%	90%	

THEORY OF ACTION

Theory of Action	If we devote time within our school day and staffing positions to comprehensive students supports, then we are able to adequately ensure that all students experience differentiated interventions and have access to college readiness supports.			
How are you building conditions for students and adult learning?	All students are placed into advisories in the school. These advisories meet each morning to engage in team building, grade/data analysis, pathway current events and a social emotional learning curriculum. Further, via the PLP process, all students receive explicit college access support in a designated time period twice a schoolyear.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	Monthly - PAC, student government	Biweekly - admin team	Monthly	Weekly

STRATEGIC ACTIONS						
Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Revise a 9-12 social-emotional skills rubric that includes grade level targets for core social-emotional skills (e.g. collaboration, communication, etc.).	All Students		N/A	N/A	Comprehensive Student Supports	Goal 5: Students are engaged in school everyday
Have students complete a school culture and climate survey to determine major areas in need of advisory and social-emotional curriculum focus.	All Students		N/A	N/A	Building the Conditions	Goal 5: Students are engaged in school everyday
Have families complete a school culture and climate survey to determine major areas in need of advisory and social-emotional curriculum focus.	All Students		N/A	N/A	Building the Conditions	Goal 6: Parents and families are engaged in school activities
Complete a literary review of model schools' social-emotional learning curriculum.	All Students		N/A	N/A	Comprehensive Student Supports	Goal 5: Students are engaged in school everyday
Use survey data and skills rubric to determine grade level benchmarks and mastery topics for the advisory and social-emotional learning scope and sequence.	All Students		N/A	N/A	Comprehensive Student Supports	Goal 1: Graduates are college and career ready
Determine grade level advisory leads to guide planning and counseling work along with program development to align SEL and advisory program to linked learning pathway.	All Students	Measure N	\$0.00	N/A	Comprehensive Student Supports	Goal 1: Graduates are college and career ready
Design and implement professional development pre-service and intercession training for advisors on social-emotional learning and academic counseling to support programmatic alignment to the linked learning pathway.	All Students	Measure N	\$0.00	N/A	Comprehensive Student Supports	Goal 1: Graduates are college and career ready
Design and implement yearlong arc of family education and feedback session to guide college planning preparation and academic counseling.	All Students		N/A	N/A	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities
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 in alignment to the linked learning pathway.	Other	Measure N	\$0.00	N/A	Comprehensive Student Supports	Goal 1: Graduates are college and career ready
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.	All Students	Measure N	\$0	N/A	Comprehensive Student Supports	Goal 1: Graduates are college and career ready

Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for Latino students.	Latino Students		N/A	N/A	Comprehensive Student Supports	Goal 1: Graduates are college and career ready
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for African-American students.	African American Students		N/A	N/A	Comprehensive Student Supports	Goal 1: Graduates are college and career ready
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for students with disabilities.	Students with Disabilities		N/A	N/A	Comprehensive Student Supports	Goal 1: Graduates are college and career ready
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for girls in STEM fields.	Other		N/A	N/A	Comprehensive Student Supports	Goal 1: Graduates are college and career ready
Develop feedback structures and trimester and yearly benchmark targets to track program success.	All Students		N/A	N/A	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities

4. TOTAL SCHOOL FUNDING ALLOCATIONS						
<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>			
21st Century	\$0.00	\$0.00	\$0.00			
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00			
General Purpose Discretionary	\$4,532,565.00	\$0.00	\$4,532,565.00			
LCFF Supplemental	\$229,076.00	\$0.00	\$229,076.00			
LCFF Concentration	\$0.00	\$0.00	\$0.00			
Title I: Basic	\$19,665.00	\$0.00	\$19,665.00			
Title I: Parent Participation	\$0.00	\$0.00	\$0.00			
Measure N	\$69,300.00	\$69,300.00	\$0.00			
TOTAL	\$4,850,606.00	\$69,300.00	\$4,781,306.00			
Strategic Action	Target Student Group	Funding Source	Cost	Object Code	Associated Linked Learning Pillar	Associated LCAP Action Area
Revise 9-12 college and career readiness skills rubric that includes grade level targets for core work based learning skills (e.g. communication, professionalism, etc.).	All Students		\$0.00		Comprehensive Student Supports	
Have students complete a work based learning survey to determine major areas in need of program and training focus.	All Students		\$0.00		Work-Based Learning	
Have families complete a work based learning survey to determine major areas in need of program and training focus.	All Students		\$0.00		Work-Based Learning	
Use survey data and skills rubric to revise grade level benchmarks and mastery skills for pathway and work based learning 9-12 program development.	All Students		\$0.00		Rigorous Academics	
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.	All Students		\$0.00		Building the Conditions	
Design and implement yearlong arc of family education and feedback session to guide work based learning engagement and its connection to pathway readiness.	All Students		\$0.00		Building the Conditions	
Consultant contract with Patricia Clarke to serve as the Measure N consultant for the 18.19 schoolyear to provide support with pathway program development, professional development for core academic staff.	All Students	Measure N	\$20,000.00	Consultant	Building the Conditions	
Revise feedback structures and trimester and yearly benchmark targets to track program success.	All Students		\$0.00		Comprehensive Student Supports	

Create submission timeline of course syllabi for A-G and AP accreditation as aligned to computer science pathway development	All Students		\$0.00		Rigorous Academics	
Develop longitudinal staffing planning for hiring of courses associated with school growth alongside pathway course development	All Students		\$0.00		Career Technical Education	
Schedule and hold industry and model school partner review of course sequence for feedback and revisions	All Students		\$0.00		Career Technical Education	
Implementation of intervention blended learning tools across courses to support below grade level literacy development	All Students		\$0.00		Rigorous Academics	
Implementation of A-G aligned course and credit recovery blended learning tool throughout academic calendar.	All Students		\$0.00		Comprehensive Student Supports	
Use of the personalized learning plan process in advisories as a means of tracking student growth to ensure movement towards grade level mastery.	All Students		\$0.00		Comprehensive Student Supports	
Develop a language and literacy intervention track that accompanies blended learning tool implementation and is targeted at language acquisition for ELL students.	English Learners		\$0.00		Rigorous Academics	
Alignment of blended learning tools to all project-based learning common rubrics and curriculum.	All Students		\$0.00		Rigorous Academics	
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 project-based learning curriculum.	All Students		\$0.00		Rigorous Academics	
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.	All Students		\$0.00		Building the Conditions	
Develop feedback structures and trimester and yearly benchmark targets to track program success.	All Students		\$0.00		Building the Conditions	
Design course sequence that aligns to computer science linked learning pathway development	All Students		\$0.00		Career Technical Education	
Establish computer science focused course catalogue for the 2017-2018 schoolyear.	All Students		\$0.00		Career Technical Education	
Develop work based learning coordination scope as part of intersession manager and college counselor. Funding would be used to partially cover the cost of a college and career counselor to work with existing school staff.	All Students	Measure N	\$35,300.00	Staff	Work-Based Learning	
Network with partners in pathway fields.	All Students				Work-Based Learning	

Host a career fair with partner organizations. Funding would be used on materials (for banners and booths) and food for the event and stipends to bring in outside industry partners.	All Students				Work-Based Learning	
Develop a one-on-one virtual mentorship program focused on offering college and career support from industry partners.	All Students				Work-Based Learning	
Expand pilot assessment programs for student performance evaluations to all students.	All Students				Work-Based Learning	
Design additional project reflection and reporting components to further assess student participation and growth.	All Students				Work-Based Learning	
Create partner database of potential student arranged internships for students to access.	All Students				Work-Based Learning	
Create fully built curriculum for students to follow on how to set up student arranged internships in order to more equitably serve students who lack outside support to assist them. Funding would be used to pay stipend of consultant to build curriculum and lead with students.	All Students	Measure N	\$2,000.00	Staff	Work-Based Learning	
Send students on off-site field trips to pathway organizations for field trips to site visits, job shadows, and micro-internships. Funding would be used to pay for charter buses and stipends to pay for support staff for students' supervision on these trips.	All Students	Measure N	\$7,000.00	Programs and Support Services	Work-Based Learning	
Hold four pre-orientation meetings in advance of intersession program start dates for all students participating in internships and their industry supervisors. Funding would be used to pay consultants to further develop orientation curriculum to support student career readiness, lead orientations with students and industry partners supervising internships, and better support post-intersession evaluations of students and program.	All Students	Measure N	\$5,000.00	Staff	Work-Based Learning	
Redesign showcase events to better support sharing WBL experiences with larger community.	All Students				Work-Based Learning	
Revise a 9-12 social-emotional skills rubric that includes grade level targets for core social-emotional skills (e.g. collaboration, communication, etc.).	All Students			N/A	Comprehensive Student Supports	
Have students complete a school culture and climate survey to determine major areas in need of advisory and social-emotional curriculum focus.	All Students			N/A	Building the Conditions	
Have families complete a school culture and climate survey to determine major areas in need of advisory and social-emotional curriculum focus.	All Students			N/A	Building the Conditions	
Complete a literary review of model schools' social-emotional learning curriculum.	All Students			N/A	Comprehensive Student Supports	
Use survey data and skills rubric to determine grade level benchmarks and mastery topics for the advisory and social-emotional learning scope and sequence.	All Students			N/A	Comprehensive Student Supports	
Determine grade level advisory leads to guide planning and counseling work along with program development to align SEL and advisory program to linked learning pathway.	All Students	Measure N	\$0.00	N/A	Comprehensive Student Supports	

Design and implement professional development pre-service and intersession training for advisors on social-emotional learning and academic counseling to support programmatic alignment to the linked learning pathway.	All Students	Measure N	\$0.00	N/A	Comprehensive Student Supports	
Design and implement yearlong arc of family education and feedback session to guide college planning preparation and academic counseling.	All Students			N/A	Comprehensive Student Supports	
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 in alignment to the linked learning pathway.	Other	Measure N	\$0.00	N/A	Comprehensive Student Supports	
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.	All Students	Measure N		N/A	Comprehensive Student Supports	
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for Latino students.	Latino Students			N/A	Comprehensive Student Supports	
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for African-American students.	African American Students			N/A	Comprehensive Student Supports	
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for students with disabilities.	Students with Disabilities			N/A	Comprehensive Student Supports	
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for girls in STEM fields.	Other			N/A	Comprehensive Student Supports	
Develop feedback structures and trimester and yearly benchmark targets to track program success.	All Students			N/A	Comprehensive Student Supports	

SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
9/20/2017	Board	Overview of schoolyear priorities and plan for culture and climate, academics and operations for feedback and review
9/22/2017	Family Engagement	Overview of schoolyear priorities and plan for culture and climate, academics and operations for feedback and review
10/20/2017	Family Engagement	Conducted focus group to gather feedback on work-based learning opportunities for the fall intersession program.
10/23/17 - 10/31/17	Faculty	Held grade level, department and whole team planning groups to address integration of mission and vision in core curriculum.
11/1/2017	Students	Fall student survey on culture and climate, academics, work-based learning and college and career readiness
11/17/2017	Family Engagement	Conducted focus group to gather feedback on student experiences during the intersession program.
1/17/2018	Board	Shared rationale and overview of winter work based learning plan.

2/21/2018 - 2/22/2018	Faculty	Comprehensive review of student academic progress, for whole school as well as all subgroups, to analyze areas in need of attention and redraft department planning.
3/30/2018	Students	Winter student survey on culture and climate, academics, work-based learning and college and career readiness

[illegible]