



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Skyline High School

Measure N Commission Visit



Presented by Nicole Pierce and Bianca D'Allesandro

Presented to Measure N Commission

November 15, 2019

www.ousd.org



@OUSDnews

Our Vision

The Skyline High School community engages our students by embracing an education that values critical thinking, academic rigor, cultural responsiveness, and healthy relationships. We strive to create equitable and meaningful learning experiences from which students will thrive in college, career, and community with courage, confidence, and joy.





SKYLINE HIGH SCHOOL

Skyline Pathway Teams Organizational Chart 2019-20

Co-Directors: Dr. Bianca D'Allesandro & Nicole Pierce-Davis

Students: 10th-12th Grades	 Skyline Pathways EDUCATION & COMMUNITY HEALTH	 Skyline Pathways GREEN ENERGY	 Skyline Pathways COMPUTER SCIENCE & TECHNOLOGY	 Skyline Pathways VISUAL & PERFORMING ARTS	
Students: (Atlas) 9th Grade	Themis	Gaia *	Metis	Prometheus	Department Coaches: Math: Pending Hire ELA: Michael Knox
Assistant Principal	Whitnee Garrett-Walker	Carlisa Johnson	Justin Anderson	Rebecca Huang	
Academic Counselor	Nanci Roman Gonzalez Intern: Shelby Milgrom	Larrisha Coney	Jaymee Huggins	Dylan O'Hara Intern: Lauren Neubauer	9th Grade/Registrar Counselor: Esther Pyon
Care Manager	Christian Davis	Jordan Seiden	Marisol Rodriguez	Genesis Rubin	CSM: Eric Shapiro
Pathway Director	Monica Vu	Ayo Akatugba	Mark Frey	Jamie Treacy	Pathway Coach: Shanti Elliot
Department Chairs	Special Education: Matthew Clark Social Sciences: Joseph Usrey & Andrew Burt	World Language: Abelardo Valdez	CTE & Electives PE: Erica Hansen	Science: Conor Carroll Visual Performing Arts	Math: Sterling He ELA: Casey Dolan

Measure N Feedback & Progress

- **Strong vision for the direction of the program, specifically around the 4 pillars of linked learning:** rigorous academics, CTE, work based learning, & personalized supports.
- **Improved enabling conditions** (e.g. systems for ordering, bi-monthly pathway budget meetings, etc.)
- **Transition from creating to refining** (e.g. enabling conditions to raising instructional rigor and pathway integration, integrated projects at every pathway, grade level to quality of PBL within each experience, etc.)



Skyline Pathways
**GREEN
ENERGY**



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Industry Sector:
Energy, Environment, and Utilities

Number of Students in Pathway: 408
(includes 123 9th grade students
in Gaia)



Pathway Vision

The Green Energy pathway prepare students to succeed in Green Energy careers and postsecondary education in Environmental Resources, Energy and Power Technology. We emphasize real-world, relevant occupational knowledge and skills, and provide high quality, rigorous and meaningful learning experiences that will enable our students to thrive in college, career, and community. Students will gain transferable 21st century skills as well as industry specific knowledge and skills related to the field of Green Energy. Our students will learn how to care for the world in which we live and graduate with a clear plan for further pursuits in the college or career path of their informed choice.

Industry Sector: Arts, Media, and Entertainment +
Information and Communication Technologies

Number of Students in Pathway: 288



Pathway Vision

Our vision is to help students become responsible adults who can use technology to improve both their lives and the lives of others. We combine career training with college preparation. There is an emphasis on academic rigor, math and science content, cross curricular activities, and writing for a larger audience as a means to reinforce language arts skills.



Industry Sector: Arts, Media, and Entertainment
Number of Students in Pathway: 259



Pathway Vision

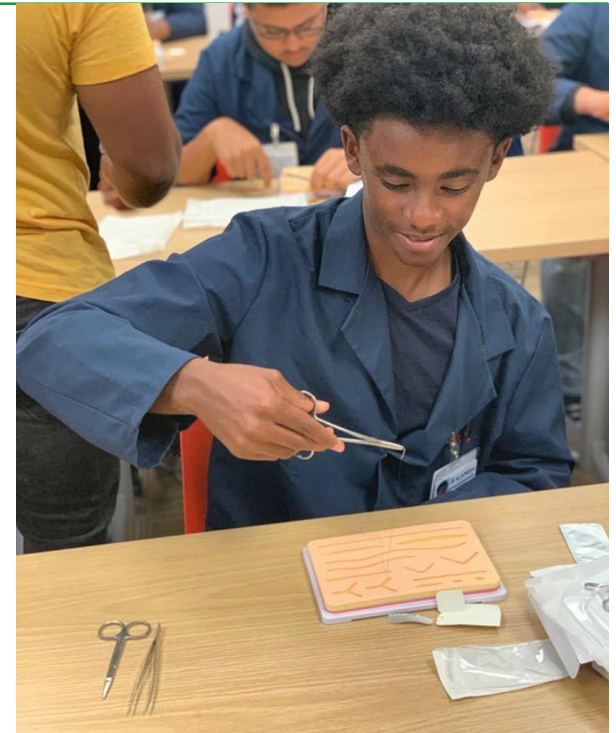
We prepare students to become independent, articulate, cooperative, and conscientious citizens with a life-long interest and ability in learning and the arts. Their artistic experiences and collaboration with a rich local, professional community of artists will guide them to create, appreciate, and understand the arts. Regular practice in discipline, focus, and risk-taking will foster artistic excellence and inspire a creative exchange of ideas, valuable for any field our learners pursue.



**Industry Sector: Education, Child Development,
and Family Services + Health Sciences and
Medical Technology**
Number of Students in Pathway: 271

Pathway Vision

The Education & Community Health Academy at Skyline High School is committed to bringing a rich understanding of education equality, social justice, and local and global public health issues to our students. Students leave us with knowledge, skills, training, and opportunity that provide a foundation for them to explore their own path to ultimately transform their schools and community.



Program of Study + Highlights



Ed & Comm Health-Program of Study 10-12	1. Finally implemented the Health Lab for our Introduction to Community Health course. Students are completing lab modules related to exploring various healthcare careers. 2. Based on student feedback, we have partnered with another local elementary school, Sequoia Elementary, for Junior Achievement Day for the first time this year. 3. Continued development of our 12th grade CTE courses in order to better align with the Capstone expectations - encouraging former ECCCO students to build on internship experience with Capstone research		
SVPA Program of Study	1. We purposely unified the pathway experience using the English course series with an emphasis in Drama and Theatre Arts. This serves students in both PA and VA strands and therefore creates a much more unified experience for the pathway, as Grad Capstone project is held in that course. This also allows more time in students' schedules for arts passion courses. 2. Moved illustration from 10th to 11th, wrote and were approved for new course: Intro to Visual and Commercial art. Exposes students to design and fine arts careers. 3. These changes aimed to create consistent experience for all students regardless of substrand.		
Computer Program of Study	Students choose between two strands, Multimedia/Digital Film and Computer Science <table border="1" data-bbox="343 778 1862 982"> <tr> <td data-bbox="343 778 1136 982"> Strand 1 Multimedia/Digital Film 10th Grade: Multimedia 1 11th Grade: Art of Digital Filmmaking 12th Grade: Advanced Film or Film Studies </td><td data-bbox="1136 778 1862 982"> Strand 2 Computer Science 10th Grade: Comp Sci Principles 11th Grade: Web Design 12th Grade: Computer Science A: Java </td></tr> </table>	Strand 1 Multimedia/Digital Film 10th Grade: Multimedia 1 11th Grade: Art of Digital Filmmaking 12th Grade: Advanced Film or Film Studies	Strand 2 Computer Science 10th Grade: Comp Sci Principles 11th Grade: Web Design 12th Grade: Computer Science A: Java
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Green Energy Pathways Program of Study	1. CTE Course Sequence aligned to Green Pathway Theme from 9th-12th grade 2. 9th Biological Connection to Energy & Environment - Meets A-G "D" lab science and CTE requirements. 2 in one course. 1 teacher/class instead of 2. 3. 10th Sustainability 1 - CTE, Meets A-G science elective requirement. 4. 11th Physics of Energy Science - Meets A-G "D" lab science requirement and CTE requirements. 2 in one course, 1 teacher/class instead of 2. 5. 12th Sustainable Systems - CTE, Senior Capstone, Meets A-G science elective requirement.		

Examples of SPSA Implementation



CHED:

- In collaboration, we are implementing a new advisory structure within our “personalized support” collaboration periods. Teachers meet with students one-on-one or with a group of teachers in order to discuss students’ progress/goals. We’re developing structured protocols for follow up with students and their families.
- This year, we have also included several students in our pathway learning walks where students, who have varying GPA’s, credits and attendance consistencies, go into pathway teachers’ classrooms and assess classroom culture and climate.

SVPA:

- We’re planning work-based learning study tours for each of our CTE arts classes, and for many of our arts electives. We’ve been able to purchase creative supplies for our core academic teachers so they may implement more arts-based projects into their curriculum. We’ve designed Integrated Projects for each grade-level that have begun to incorporate off-campus exhibition and presentation opportunities. For example, we are embarking upon a youth art exhibition centered around environmental justice themes at the David Brower Center in Berkeley. This exhibition will include student experiences in the production of artwork, the framing, the creation of signage and the actual installation of the finished pieces. Students will also present and discuss their work with their peers and their families from other schools.
- We’ve invested in a teacher-created pathway website that highlights student creative work and the elements that make our program unique.

COMPUTER:

- Pathway PBL projects are focused on high-level professional & communication skills, for example in the integrated project in 10th grade, focused on the essential question, “How can a student work in a self-directed manner to improve their life situation and reach their potential?”

GREEN:

- Incorporating reading and comprehension, multiple perspectives, research writing and oral presentation skills into all grade level integrated projects. This is being done to strengthen the quality and rigor of integrated projects at all grade levels starting from the 9th grade, thereby preparing students for the senior capstone project. All grade level integrated projects and senior capstone projects are aligned with our Green Energy pathway theme.



Differences in Pathway Development this year

CHED:

- Our health lab is being utilized in its full capacity! Students are using the Paxton Patterson lab materials and stations where they can learn about various health careers in community health and medicine.
- For Junior Achievement Day, we've revised the locations for our two work based learning experiences where students will be working in local, Oakland elementary schools. We made this change since in previous years based on students' feedback. For example, we've consistently partnered with Fruitvale Elementary School which many of our students have been promoted from.
- We are also working on including more "panels" as guest speakers, where students have developed questions prior to the panel which allows them to ask deeper questions. For example, we had students from Samuel Merritt University present a panel to our Juniors in their Education Psychology course. Students were able to ask the panel, which consisted of students from the Nursing and Physician Assistants programs, about their journey to becoming students at SMU, why they chose those programs, and what preliminary work they needed to do to get there.

SVPA:

- We have improved structures for how to document our work and share it with the world. We also have standardized how we plan our curriculum to foster interdisciplinary curiosity and the potential for collaboration. We have a group of highly dedicated teachers that are willing to think through the logistical dilemmas in our projects in order to improve experiences for our pathway students. One example of this is in our rollout of the Senior Capstone Project. Last year, we realized that we had not adequately planned supports for our Seniors taking AP classes. This year, we created an assembly with breakout sessions for each student to get their individual needs met in refining their Senior capstone topic.

COMPUTER:

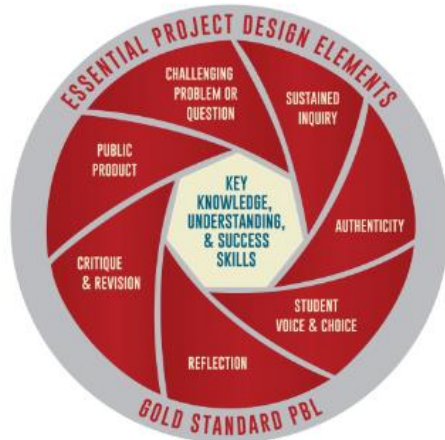
- We are more deeply integrating internships experiences within pathway curriculum.
- We recognize that our emphasis on projects, student supports, and logistical matters can dilute our attention to professional learning, relationship building, and other areas of pathway team development. So, we're working on more consistently engaging in self-assessment, reflection, and development, through periodic day-long retreats that enable us to take a longer view of our pathway goals and practices and a deeper consideration of our collaborative work. Highlights of this process so far include storytelling, reflective processes, and a focus on distributed leadership. We hope this work will support stronger relationships and better SEL integration in our classrooms.

GREEN:

- Our OakTown Proud student ambassadors interning with the City of Oakland are doing an amazing job finding solutions to the problem of illegal dumping in Bay Area. These students are using data collected, civic engagement experiences, materials and lessons created, and findings from their internship for their senior capstone project. Our pathway staff started senior capstone rubric calibration sessions during our collaboration meetings to ensure accurate and equitable evaluation of our students during senior capstone presentations. We also launched our Pilot Green Student Leadership program which is aimed at empowering students to take leadership roles so they can control their own school experience in order to improve participation, engagement and outcomes for themselves and each other.



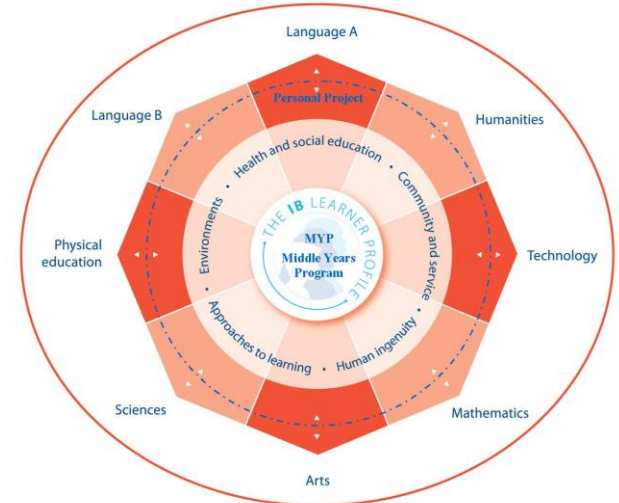
Linked Learning Strategies (MYP, PBL, SEL)



Behaviors of Learning and Teaching
Linked Learning is...

COLLABORATIVE  Work With Others	Students can be seen... - Regularly working with industry and postsecondary partners as learning resources and project clients. - Practicing teamwork skills in a variety of collaborative teams and settings. - Using industry-specific norms, strategies and technology tools to make their teamwork efficient and effective.
STUDENT-DIRECTED  Work Students Lead	Students can be seen... - Designing their interdisciplinary learning experiences and organizing, revising, and self-monitoring a learning plan. - Learning through an inquiry-based approach where their questions, choices, insights, and solutions lead the way. - Pursuing learning through feedback, reflection, revision, and a defense of work.
OUTCOME-FOCUSED  Work With a Goal	Students can be seen... - Creating, using, seeking feedback on, and revising plans for project work and for their college and career goals. - Explaining how their daily work helps them master project, course, and pathway outcomes. - Completing complex tasks and persevering when facing learning challenges.
RELEVANT  Work That Matters	Students can be seen... - Engaging in projects of personal interest that are authentic to an industry sector and matter to external clients. - Using state-of-the-art, industry-specific technologies to produce work that reflects standards of the workplace. - Participating in a developmental sequence of work-based learning experiences.
RIGOROUS  Work That Challenges	Students can be seen... - Engaging in deep critical thinking using challenging material and industry-specific problem-solving tools. - Designing and publicly defending high-quality project solutions. - Articulating how they are mastering the Common Core State Standards and other pathway outcomes.
INTEGRATED  Work That Connects	Students can be seen... - Intentionally using concepts and skills from pathway theme courses in core academic courses—and vice versa. - Making connections across core academic and career technical subjects in theme-based interdisciplinary projects. - Engaging in work-based learning experiences that link directly with core academic and career technical courses.

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Integrated projects occur in each pathway at each grade level.

Atlas houses implement at least one thematic unit in each core course.

English I: Visual & Performing Arts

Biology E&E: Green Energy

Algebra: Computer Science
Education & Health

Ethnic Studies:

Integrated Pathway Instructional Practice



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Strategic alignment of pathway leadership with department planning and school climate and culture work through a redesigned ILT Professional Learning structure.

ILT work includes:

- Develops a shared definition of high quality instruction and ensures a focus on instruction and continuous improvement through professional development (PD) sessions, learning walks (LW), peer observations, and lesson study groups.
- Develops and aligns instructional focus to school and district improvement plans; Single Plan for Student Achievement (SPSA).
- Develops an understanding of the school's climate and culture through staff, student, and stakeholder surveys or focus group interviews.

ILT focus for this year: Collective Inquiry, pathway Integrated Projects and Capstone (alignment, calibration, and continuous refinement for elevated rigor.)

- [ILT Charter](#)



Deepening Pathway Instructional Rigor

CHED:

- During the Summer of 2019, the majority of our pathway teachers participated in OUSD PBL Summer PD where we worked on refining our 10th and 11th grade integrated projects. We really wanted to incorporate industry partners in the development of our integrated projects to ensure they were fitting for the “real world.”

SVPA:

- Incorporating CTE themes into Pathway English courses. We made scheduling changes to allow space in a students’ schedule to take arts courses each grade (10-12) and allow them to develop their chosen arts discipline more fully. We’ve designed Integrated Projects for each grade level, with some courses doing more than one project per year. We are expanding our production and participation in art exhibitions off campus that give students professional arts experiences.

COMPUTER:

- Working on strengthening our collaborative projects for each grade level so that the projects are more geared towards improving student’s communication ability. We have dedicated one period each week to working on integrated projects. During this period, the group breaks down into grade level teams. Last Spring, we collaborated with TUPE and created a Drug and Alcohol Awareness Film Festival which we held at Oakland’s Grand Lake Theater. This increased facilitation with industry partners strengthened our instructional rigor.

GREEN:

- Literacy embedded into integrated projects through the use of anchor texts, CER (Claims, Evidence and Reasoning) and the Senior Capstone Project rubric. This is in response to the analysis of our pathway student data during our retreat and collaboration meetings which showed that half of OUSD students are performing poorly in ELA. During the Summer of 2019, the majority of our pathway teachers participated in OUSD PBL Summer PD where we worked with industry partners and students to on create additional relevant grade level integrated projects.

Deepening Work-Based Learning Experiences across Pathways



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CHED:

- We've partnered with more "health based" community organizations this past Summer with ECCCO, so we had more students participate in internships that had a focus on health careers. Furthermore, more of our students are interning with HEAL at Highland Hospital and this is due to the established relationship between the pathway and HEAL organizers. We are also continuing our work with Junior Achievement Day, but partnering with local elementary schools - instead of going all the way to Antioch for the Fall JA Day, we will be working with Sequoia Elementary School which is a feeder school for our local middle schools. We also are working to develop equity of experiences for two strands: Education and Community Health.

SVPA:

- We are designing field trips that incorporate work-based learning embedded with arts and cultural enrichment. Examples of this include job shadows with art exhibition installers, curatorial teams, actors and directors at museums and theatrical productions. We've also expanded our Arts Media Entertainment guest speaker roster to include actors, directors, dramaturgs-in-residence, designers, illustrators and fine artists.

COMPUTER:

- Working with one industry partner in particular, SAP. They have provided super high quality internships for our students. Over the years, we have searched for internship experiences with larger established companies and organizations. We still continue with a wide assortment of WBL activities, as we have in previous years, but the increased partnership and involvement from SAP is the biggest change.

GREEN:

- We have increased the number of students engaged in school year internship program by collaborating with the City of Oakland to launch an internship program called OakTown Proud Ambassador Program where students are working with industry professionals to find solutions to the problem of illegal dumping in the Bay Area. We have always had about 15 students participating in school year internships with Earth Team. Now we have an additional 16 students interning with the City of Oakland during the school year. We are in the process of creating a similar school year internship program with another industry partner GLOBE. Every summer, about a third of our rising seniors participate in the OUSD ECCCO Summer Internship program where they intern with several organizations and industries. We are working at increasing this number.

Leveraging Comprehensive Student Support Investments



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All Pathways are working to integrate counselors and case managers more deeply into Pathway Collaborations. — Structures that have been implemented include:

- Whole school organizational structure where each pathway has dedicated supports: assistant principal, counselor, case manager, pathway director.
- Dedicated pathway staff attend collaboration meetings and have duties aligned by pathway.
- Implementing and refining an effective collaboration structure that protects time to discuss student personalized supports (e.g. pathway collaboration focused on students in need of academic, behavioral, emotional, etc. support) when needed.
 - For example, establishing “advisories” where each pathway staff member has a cohort of students with whom they work closely with, checking in with students about their grades, attendance, behavior, and general well-being, communicating student progress with families, etc.
 - Weekly grade-level student focus meetings where a pathway spends 2 ½ minutes per student, outlining the highlights/concerns and creating an action plan of support.
- Including a concrete timeline for interventions, within our personalized support pathway structure. .
- Hosting targeted events, such as Cash for College Night or Senior Night with students and their families.
- Routine Counselor audits of Seniors and Juniors on/off track to graduate, and developing action plans for students, families, and teachers.
- Planning for transcript audits for Sophomores, so we can implement earlier interventions, as appropriate.
- Weekly case manager meetings to align and share best practices across pathways, regarding integrated student supports.
- Whole site professional development on how to have “restorative conversations” with students during conferences in order to fully engage both students and adults.

EVERY STUDENT THRIVES!



The Titan Way - Respect ~ Integrity ~ Excellence
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