



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Quality School Development Proposal

McClymonds High School

McClymonds High School

Intensive School Support Proposal

Submitted by the McClymonds High School Site-Based Committee

5/21/2015

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EXECUTIVE SUMMARY

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Name of Applicants/Design Team	McClymonds High School Site-Based Committee
In--District or Charter Applicant	In-District
Grade Configuration	9-12
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	The Futures Personalized Pathway Model
Name of Intensive Support School	McClymonds High School
Primary Contact (name, email, mobile phone)	Tinisha Hamberlin tinisha.hamberlin@ousd.k12.ca.us 510.238.8607 (office) 510.501.8744 (cell)

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EXECUTIVE SUMMARY NARRATIVE

1. CULTURE:

A. MISSION & VISION

Vision Statement: McClymonds High School will build a network of college, career, and community-ready graduates who effect positive change through service and activism.

Mission Statement: McClymonds High School and its partners will strategically and cohesively utilize each grade level to implement skills and knowledge around self-discovery, responsibility, accountability, and commitment in order to build a network of empowered graduates that effect positive change through college and career readiness. Students will understand and demonstrate completion of A-G requirements, community service, service learning, and student voice, ultimately elevating West Oakland.

B. ROLE OF COMMUNITY AND FAMILY IN SHAPING APPLICATION

Several families/guardians, alumni, students, and community members have served as committee members of the Site-Based Committee and Proposal Design Teams. At the start of the Intensive School Support process, all McClymonds High School stakeholders were invited to apply to serve as a member on the Site-Based Committee or to serve on one or more of the five (5) Proposal Design Teams. We conducted the following outreach efforts to engage prospective families, teachers, and students:

- One (1) of the two (2) *monthly* meetings of the Site-Based Committee was open to the public. At these meetings there were updates on the proposal writing process and opportunities to ask questions and offer recommendations, which were noted and considered by the Site-Based Committee.
- Four (4) meetings were held both during and after school to engage student voice in the process.
- Teachers, alumni, parents, community members, etc. were invited to attend an additional adult engagement meeting to discuss concerns and offer suggestions.
- Weekly Robo-Emails to promote community engagement and provide updates were provided.

C. COMMUNITY NEED

- 89% of our current population meets Local Control Funding Formula (LCFF) indicators, i.e. free/reduced meals, English Language Learners (ELL), and/or foster youth;
- 86% of students in 2013-14 qualified for free/reduced meals;
- 65% of our students demonstrate symptoms of trauma exposure (Coordination of Services Team (COST) trauma-screening data);
- 60% of incoming students are Far Below Basic (FBB) on formal benchmarks, 15% are Below Basic, and only 25% enter at or above basic skill levels;
- 18% of our students have an identified disability; and
- 2.2% of our student body in 2013-14 comprised ELL, with an additional 2.7% Fluent English Proficient.

In 2013-14 McClymonds's suspension rates were higher than the district average, at 21.4% overall, 32.6% for Special Ed, and 22.1% for African Americans. Our Cohort Graduation and Dropout rates were 67.3%, and 21.8%, respectively, A-G completion was 50%, and career pathway participation was 6%.

A majority of students arrive at McClymonds not ready to perform at grade level and deeply affected by the compound injuries of racial oppression, trauma and poverty. The risk of academic failure is therefore distressingly high. Many students are in credit recovery, and recent scholastic reading inventory (SRI) scores show only 39% of students who took the assessment testing at or above grade level. While these

1 figures accurately depict a school that is struggling to serve a population disadvantaged by poverty,
 2 trauma, and, in many cases, years of academic disengagement, McClymonds also has many assets and
 3 strengths as a school. Approximately 80% of our student body comprises African American young men
 4 and women. The needs identified at McClymonds are called out in the Call for Quality Schools.

5 **2. LEADERSHIP: QUALIFICATIONS, CREDENTIALS AND ATTRIBUTES OF SCHOOL LEADER**

6 The Leader of McClymonds will serve as the school’s *Moral Compass*, to be *Transparent*, to demonstrate
 7 *Commitment* and *Compassion*, and to show *Integrity*. It is preferred that our school leader have school
 8 leadership experience, but the aforementioned qualities, along with communication skills, cultural com-
 9 petency, and a willingness to make a *long-term time investment* to our school are more important. We
 10 expect the school leader to participate in ongoing learning through a community of practice and/or a
 11 principal leadership training program to help him/her transform McClymonds into a high-performing
 12 school. This work will focus on the following priorities: 1) Shaping a vision of academic success for all
 13 students; 2) Creating a climate hospitable to education; 3) Cultivating leadership in others; 4) Improving
 14 instruction; and 5) Managing people, data and processes to foster continuous school improvement.

15 The school leader, or Principal, will serve, in close collaboration with the Assistant Principal (AP) of In-
 16 struction, as the instructional leader at McClymonds. A cabinet of leaders comprising the Principal, the
 17 AP of Instruction, the AP of Culture, the Director of College and Career Readiness, 2 Student Academic
 18 Counselors, a Data Analyst, and representatives from the Parent Teacher Student Association (PTSA) and
 19 the student body will act as a cross-functional leadership team.

20 **3. EDUCATION PLAN: OVERVIEW OF EDUCATION PROGRAM**

21 The curricular model is built on a personalized learning pathway. The McClymonds High School commu-
 22 nity will use the Collaborative Organized for Results in Education’s (CORE) 5Rs Educational Framework:
 23 Rigor, Relevance, Relationships, Reflection, and Renewal™ and The Futures Personalized Pathway Mod-
 24 el™ to design a Science Technology Engineering Arts and Math (STEAM), Entrepreneurial, and Sports
 25 magnet program.

Component	Key Strategies
Rigor	Standards-aligned curriculum with A-G requirements seminars, AP, college courses and other electives
Relevance	Personalized Pathway Plan for each student, interdisciplinary project-, service-, and work-based learning
Relationships	Grade-level Learning Village, Advisory, College/Career Mentors, Workplace Mentors, partners, district-led relationship-building initiatives
Reflection	Continuous improvement cycles of inquiry at all levels of the school, accountability sessions, and reporting results to all members of the school community using various forms of media and venues
Renewal	Individual recognitions, group celebrations, bi-annual meetings to demonstrate ongoing commitment

26 Instructional strategies will include writing, inquiry, collaboration, organization, and reading (WICOR).
 27 Some school-wide instructional strategies will include:

- Cornell note-taking
- Organized binder
- Evidence-based writing
- Electronic portfolio
- Consultancy in which students receive feedback
- Differentiated small groups in which students can work at their own pace
- Applied learning strategies (project based learning)

- Blended learning
- Critical reading strategies
- Academic discourse
- Experiential learning strategies (field trips, service-learning, internships)
- Independent study

1 Teachers will utilize content diagnostics to support the personalized plan. The entire school learning
 2 community, teachers, students and parents, mentors will engage in progress monitoring based on estab-
 3 lished goals and benchmarks. Students will develop success plans every five weeks based on school and
 4 individual targets on which students will reflect during Personalized Learning Time. An instructional
 5 framework will be developed to help guide coherent instructional practice school-wide, including deep-
 6 ening the practice of reflective teaching.

7 **4. TEACHING: TEACHER EFFECTIVENESS THROUGH COACHING, EVALUATIONS AND PD**

8 Teachers will receive professional development and/or coaching in PBIS, trauma-informed RJ, literacy
 9 strategies, planning instruction, reflective teaching, formative assessments, differentiated instruction,
 10 strategies for Special Ed and ELL students, blended learning, and using data to inform instruction. The
 11 coaching cycle/protocol will include the following components: Pre-conference (discuss identified
 12 needs), Modeling (coach may model lesson/strategies while teacher observes), Debrief and Plan (debrief
 13 and plan with teacher), Collaborative Teaching (type of collaboration depends on level of support need-
 14 ed; i.e. co-teaching), Observation (coach observes teacher using approved/appropriate observation pro-
 15 tocol), Feedback (coach meets with teacher to discuss feedback and identify next steps).

16 **5. FACILITY: MODIFICATIONS AND IMPROVEMENTS**

17 The following upgrades and modifications are required to improve the site and enable a high-quality
 18 educational experience for students at McClymonds High School.

Fumigation for rodents	Upgraded surveillance system to include auditorium/cafeteria/gym
Allocation of space on main floors	New seating, lighting and stage floor, electrical for auditorium
Central air	Digital marquees for both inside and outside
Clean basement for storage	Science rooms need chemical hoods/vents and lab counters/stools
Windows replacement	Opposing stadium seating at the field
Door upgrade for safety locks	The library needs security system and technology improvements
Emergency exit doors with alarm	Two-story gym (basketball, volleyball, racquetball, shower/locker room)
Collaborative desks	
Parking lot lights	Upgraded cafeteria (sound system, projector, windows, and doors)
Wifi in cafeteria/ Plaza of Peace	Baseball field within ½ mile from school and batting cage
Swimming pool seating area	Cafe seating and vending machines in cafeteria
Library renovation	Picnic seating in the Plaza of Peace with charging docks
Updated student store space	Updated secured gate 28th Street entrance to the parking lot

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QUALITY SCHOOL DEVELOPMENT PILLARS EXECUTIVE SUMMARY

PILLARS	Elements of proposal that align to Pillars.
<p>1. Educator Development and Pipelines – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross--functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.</p>	<ul style="list-style-type: none"> · 5 Administrative Positions · Instructional Leadership Team · Peer Collaborations · Academic Coaching · Multi-level cycles of inquiry · Teacher Effectiveness Development
<p>2. Strong School Culture – The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well--being of students. This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.</p>	<ul style="list-style-type: none"> · School-wide Positive Behavioral Interventions and Supports (PBIS) · Behavior-specific praise · Trauma-informed Restorative Justice (RJ) and Peer-Mediation · Individual support to develop Personalized Pathway and 10 Year Plan · Mentorships · Grade-level cohort community building
<p>3. Increased Time on Task – Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers’ time for planning, collaboration, and professional learning.</p>	<ul style="list-style-type: none"> · Summer Bridge Programs · Concurrent Enrollment · Mini-sessions (winter/spring) · Protected common planning time for teachers · Quarterly staff retreats
<p>4. Rigorous Academics – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data--driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-- teaching skills with the expectation that students master standards.</p>	<ul style="list-style-type: none"> · Blended Learning Technologies · Project-based Learning Development Weekly, Monthly, Quarterly Cycles of Inquiry · Competency Defense
<p>5. Linked/Personalized Learning – Students will be exposed throughout a K--12 program to different educational options that go beyond the “four walls” of the school in effective schools. This will include bringing relevance to students’ lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.</p>	<p>Personalized Pathways built on 10-year plans, may include:</p> <ul style="list-style-type: none"> · Science, Technology, Engineering, Arts, Math (STEAM) · Sports industry · Entrepreneurship · Career Technical Education · Concurrent enrollment · Internships/externships · Field Trips, Study Tours, Speakers

SECTION I: CULTURE

VISION AND MISSION STATEMENTS

Vision Statement: McClymonds High School students will create and implement a 10-year personalized STEAM pathway in order to actively contribute and advocate for their local and global communities. McClymonds will serve as a transformative learning environment for students and educators in a climate that embraces individuality while fostering respect for others. By serving students’ personalized educational trajectory, McClymonds exhibits its legacy as a hub of knowledge and empowerment that is an essential aspect of the West Oakland Community.

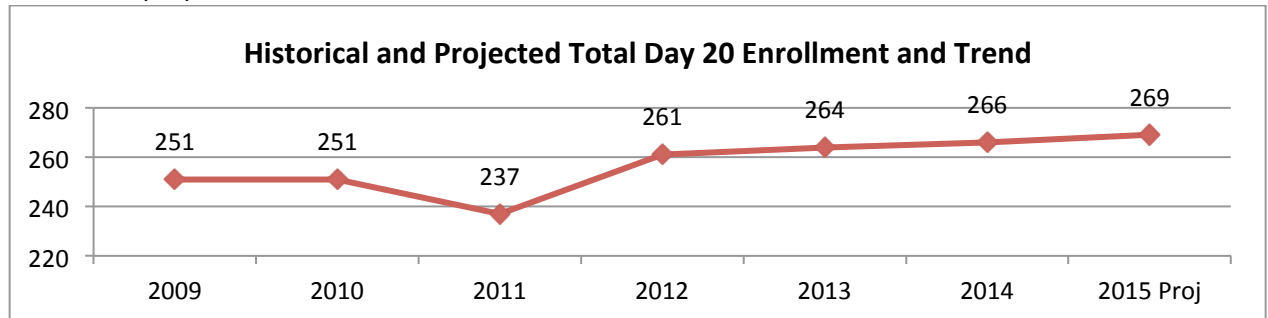
Mission Statement: McClymonds High School and its partners will strategically and cohesively utilize each grade level to implement skills and knowledge around self-discovery, responsibility, accountability, and commitment in order to build a network of empowered graduates that affect positive change through college and career readiness. Students will understand and demonstrate completion of A-G requirements, community service, service learning, and student voice, ultimately elevating West Oakland.

TARGETED STUDENT POPULATION

This proposal concerns McClymonds High School, whose demographics are as follows (data tables draw from official records held by OUSD and the California Department of Education):

Grade	Total En-rolled	Hispanic	Native Amer/Alaskan	Asian	Black/African American	Hawai-ian/Pacific Islander	White	Multi-ple	Missing
9	79	12	1	3	52	1	7	1	2
10	98	7	2	1	79	1	3	3	2
11	72	4	0	0	63	1	4	0	0
12	59	3	1	1	49	2	1	1	1
Total	308	26	4	5	243	5	15	5	5
%	100%	8%	1%	2%	79%	2%	5%	2%	2%

* CBEDS 12/24/2014



Most McClymonds students are West Oakland residents and/or are legacy of McClymonds alumni, with a majority of rising from West Oakland Middle School. Additionally,

- 86% of students in 2013-14 qualified for free/reduced meal plan (FRMP);
- 89% meet Local Control Funding Formula (LCFF) indicators (FRMP, ELL, and/or foster youth);

- 1 • 65% of our students demonstrate symptoms of trauma exposure (COST trauma screening data);
- 2 • 60% of incoming students are Far Below Basic (FBB) on formal benchmarks, 15% are Below
- 3 Basic, and only 25% enter at or above basic skill levels;
- 4 • 18% of our students have an identified disability; and
- 5 • 2.2% of our student body in 2013-14 comprised English Language Learners (ELL), with an addi-
- 6 tional 2.7% Fluent English Proficient.

7 In 2013-14 McClymonds's suspension rates were higher than the district average, at 21.4% overall,
8 32.6% for Special Ed, and 22.1% for African Americans. Our Cohort Graduation and dropout rates were
9 67.3%, and 21.8%, respectively, A-G completion was 50%, and career pathway participation was 6%.

10 A majority of students arrive at McClymonds not ready to perform at grade level and deeply affected by
11 the compound injuries of racial oppression, trauma and poverty. The risk of academic failure is distress-
12 ingly high. Many students are in credit recovery, and recent scholastic reading inventory (SRI) scores
13 show only 39% of students who took the assessment testing at or above grade level. While these figures
14 accurately depict a school struggling to serve a population disadvantaged by poverty, trauma, and, in
15 many cases, years of academic disengagement, McClymonds also has many assets and strengths.

16 Data show that we are experiencing positive growth that has resulted in a 23.6% graduation rate in-
17 crease. In addition to a 14% enrollment increase, we have also been successful in encouraging more
18 students to attend school, as evidenced by a consistent downward trend in chronic absenteeism (from
19 23.8% to 13.8% over the past three years). Furthermore, the 39% SRI figure represents a leap from 29%
20 the year before. McClymonds received the following 2013-14 OUSD School Site Achievement Awards:

- 21 • Highest Advanced Placement (AP) Course Completion Rate (37 % increase)
- 22 • Most Improved Graduation Rate (23.6 % increase)
- 23 • Most Improved Chronic Absence Rate (High Schools)
- 24 • Highest Participation Rate in 2014 California Parent Survey (High Schools: 44 %)
- 25 • Most Improved Participation Rate in 2014 California Parent Survey (High Schools)

26 FAMILY & COMMUNITY PARTICIPATION IN THE PROPOSAL

27 Several families/guardians, alumni, students, and community members have served on the Site-Based
28 Committee and Proposal Design Teams. At the start of the Intensive School Support process, all McCly-
29 monds High School stakeholders were invited to apply to serve as a member on the Site-Based Commit-
30 tee. For the aforementioned stakeholders that did not have a position on the Site-Based Committee,
31 they had the opportunity to serve on one or more of the five (5) Proposal Design Teams. Both the Site-
32 Based Committee and Proposal Design Team members were active thought-partners in providing insight
33 and suggestions on the re-designing of the school organizational structure. We conducted the following
34 outreach to engage prospective families, teachers, and students:

- 35 • One (1) of the two (2) monthly meetings of the Site-Based Committee was open to the public. At
36 these meetings there were updates on the proposal writing process and opportunities to ask
37 questions and offer recommendations, which were noted and considered by the Site-Based
38 Committee.
- 39 • Four (4) meetings were held both during and after school time to engage student voice in the
40 proposed school redesign.
- 41 • Teachers, alumni, parents, community members, etc. were invited to attend an additional adult
42 engagement meeting to discuss concerns and offer suggestions.
- 43 • Weekly Robo-Emails to promote community engagements and updates.

44 Below are meeting dates (additional detail provided in Appendix C)

- 1 • Intensive School Support (ISS) Student Engagement Meeting- February 10, 2015
- 2 • Public Site-Based Committee Community Engagement Meeting- March 25, 2015 (Adults/Youth)
- 3 • Student Engagement Meeting - April 24, 2015 (Youth)
- 4 • Public Site-Based Committee Community Engagement Meeting-April 28, 2015 (Adults/Youth)
- 5 • Community Engagement Meeting- April 29, 2015 (Adults)
- 6 • Student Engagement Meeting- May 4, 2015 (Youth)
- 7 • Student Engagement Meeting- May 6, 2015 (Youth)
- 8 • Public Site-Based Committee Community Engagement Meeting- May 12, 2015 (Adults/Youth)

9 STUDENT DISCIPLINE POLICY

10 The McClymonds discipline policy will align with OUSD's most recently adopted discipline policies. The
11 use of suspension and expulsion will be limited to the behaviors listed in the Discipline Matrix as Type III,
12 IV, V or VI offenses, befitting suspension and expulsion. The Pre-Referral Intervention Guide will be used
13 to prevent the loss of instructional time for students engaged in Type I offenses/behaviors (defiance,
14 minor violations, truancy, etc.), and the Post-Referral Intervention Guide will be used to minimize the
15 loss of instructional time for students engaged in offenses/behaviors listed as Type II or higher (repeated
16 or more serious offenses). Our multi-tiered approach to discipline will preserve the dignity of stu-
17 dents while addressing inappropriate student behavior. The disciplinary progression at McClymonds
18 includes mediation/restorative conversation, after school detention, in-school/lunch detention, Satur-
19 day detention, in-school suspension, off-site suspension, and expulsion.

20 Students and parents/guardians will be provided comprehensive information about the discipline policy
21 through the Parent Guide, Learning Village/tribe (traditionally advisory), presentations at in-school as-
22 semblies, Back-to-School night, and other meetings, where they will be informed of their right to:

- 23 • Be informed of the policies and rules governing student conduct and discipline
- 24 • Be informed of charges of misconduct and the evidence used as a basis for the charges
- 25 • Present their version of the facts and any supporting evidence or testimony to the appropriate
- 26 school administrator prior to disciplinary action, unless deemed an emergency situation
- 27 • Have a conference with school staff
- 28 • Be notified in advance of any disciplinary hearing
- 29 • Subpoena witnesses, and appear and be represented in disciplinary hearings
- 30 • Appeal expulsion decisions to the alameda county board of education within 30 days

31 Parents and students will also be provided with contact information and informed that they can submit
32 their complaints regarding the implementation of discipline policies to the Office of the Ombudsperson.

33 Constructive, positive interventions from the Pre and Post-Referral Intervention Guides will be utilized
34 when student misbehavior occurs. But the focus at McClymonds will be on *preventing* behavior issues by
35 improving adult-student relationships and increasing positive supports throughout the school. Positive
36 relationships lie at the heart of the envisioned school culture, and will help drive adults' ability to engage
37 students to achieve our school's vision for successful career and college-ready graduates. To support
38 more positive relationships, McClymonds will implement school-wide Positive Behavior Interventions
39 and Supports (PBIS). PBIS has been shown to increase time on task, improve behavior throughout the
40 school building, and reduce office discipline referrals, suspensions, and dropouts (Bohanon, Flannery,
41 Malloy, & Fenning, 2009; Bradshaw, Mitchell, & Leaf, 2010; Lewis et al., 2006).

42 As a majority African American high school, we are highly aware of the impact that disciplinary actions
43 at McClymonds have on the district's problem of disproportionate use of discipline with African Ameri-
44 can students. Implementation of PBIS will help ensure that disciplinary procedures at McClymonds are

1 uniform, fair and non-discriminatory – PBIS requires the establishment of clear expectations, which
2 helps to decrease the effects of implicit bias by reducing ambiguity in disciplinary decisions (Lai, Hoff-
3 man, Nosek, & Greenwald, 2013), and reduces overall disproportionality in the use of discipline (Vin-
4 cent, Swain-Bradway, Tobin, & May, 2011). With PBIS our school will teach and reinforce behavioral ex-
5 pectations that are fair and equally applied to all students in all contexts. These behavioral expectations
6 will be posted throughout the school and reinforced in positive ways through both formal and informal
7 means (more on this under Student Engagement), to ensure universal, shared awareness of behavioral
8 expectations and potential rewards and consequences.

9 McClymonds will also renew its commitment to restorative practices by participating in Project Prevent,
10 a program funded by the US Department of Education and administered by OUSD’s Behavioral Health
11 Unit. Through professional development, coaching, and onsite support, participation in Project Prevent
12 will help McClymonds personnel recognize and address trauma-related behaviors in classrooms, and
13 deepen our use of restorative practices to address and resolve conflict more effectively. Furthermore,
14 because OUSD’s Restorative Justice (RJ) model has recently been found to help schools reduce the dis-
15 proportionate use of discipline with African American students, we believe our involvement in Project
16 Prevent will help move McClymonds toward more racially equitable disciplinary practices.

17 We anticipate that Project Prevent will build upon the McClymonds peer mediation program. In this ap-
18 proach students of the same age-group facilitate resolving disputes between two people or small
19 groups. This process has proven effective in schools around the United States, changing the way stu-
20 dents understand and resolve conflict in their lives. Changes include improved self-esteem, listening and
21 critical thinking skills, and school climate for learning, as well as reduced disciplinary actions and fewer
22 fights. These skills are transferable outside of the classroom. The process is voluntary for both sides.
23 Peer mediators do not "make decisions" but rather work towards a win-win resolution for both sides in
24 order to avoid further trouble. Administrators in charge of discipline incorporate this conflict resolution
25 process into their strategies as well. Peer mediators must be trained and monitored since they often
26 lack maturity and experience, both in conflict management and negotiation skills. Strategies include
27 role-playing, problem-based learning and active-learning. If possible, workshops will be conducted away
28 from school to minimize distraction. The goal is to move from mutual blame toward a solution accepta-
29 ble to all parties. The approach is highly consistent with Peer-RJ and will form a solid cultural foundation
30 for authentic implementation of the Project Prevent model.

31 Additionally, McClymonds uses a Peer Review Board to resolve formal complaints from students. This
32 Board comprises 5 students (sophomores, juniors and seniors, who receive course credit), 1 administra-
33 tor, 1 parent and 2 teachers. Cases are presented and heard on Fridays, discussed for a full week, and
34 participants are notified of resulting decisions on Mondays. Responsive measures are educationally-
35 based and designed to address behavior at it relates to creating a positive school culture.

36 McClymonds will make personnel available to participate in all Professional Development (PD) and
37 coaching required over the next few years to build our capacity to implement PBIS, Project Prevent and
38 Restorative Justice with fidelity.

39 As PBIS and Project Prevent begin to take hold, McClymonds hopes to see a reduction in behavior prob-
40 lems as well as the use of discipline. This will be monitored at our school through regular Coordination
41 of Services Team (COST) reviews of office referral (using the Universal Referral Form (URF)), suspension,
42 and expulsion data. On a monthly basis we will review URF to get a sense of overall disciplinary trends in
43 office referrals, to monitor the use of Pre- and Post-Referral Intervention Guides to defer suspension
44 referrals, and to understand places, time of day, and classrooms where disciplinary referrals are taking
45 place. Another function of these data reviews will be to flag students who might be in need of additional
46 supports, including Tier 2 supports like Check-In/Check-Out, assessments, healing circles, etc., and to

1 monitor and recognize progress made via Tier 2 and Tier 3 supports. We will use regular data reviews to
2 help identify where we need to put additional effort as a school, which school personnel might be in
3 need of individualized support in implementing the models, and how we can support our students more
4 effectively.

5

6 STUDENT ENGAGEMENT

7 Our goal is to reduce chronic absences by 50% incrementally over the next two years, and achieve and
8 maintain a 97% positive attendance rate. We will encourage high rates of attendance through positive
9 intrinsic and extrinsic incentives (Tier 1) and attendance agreements (Tier 2). Students will be supported
10 by their “Learning Village” teacher and mentors who will monitor attendance data weekly. Students will
11 use attendance data, as well as other performance data to update their short term success plans that
12 are benchmarked to their long range Personalized Pathway Plan. Attendance data will be shared with
13 students and their families. Our attendance compliance officer, attendance clerk, and data analyst will
14 be responsible for monitoring and reporting on attendance data. These data will be shared monthly with
15 Collaboration of Services Team (COST) members and teachers. In the event we do not reach our goals
16 using Tier 1 and Tier 2 supports, we will conduct home visits for chronically absent students to investi-
17 gate the root cause (Tier 3) and implement strategies to address the cause(s).

18 As mentioned earlier, McClymonds will be implementing school-wide PBIS. A key Tier 1 element of our
19 PBIS implementation, designed to foster authentic student engagement, will be the use of behavior-
20 specific praise. Behavior-specific praise has been shown to increase time on-task, especially for students
21 in special education (Sutherland, Wehby & Copeland, 2000). A high praise-to-corrective statement ratio
22 (at least 4:1), significantly reduces disruptive student behavior and improves adult-student relationships
23 (Gable, Hester, et al. 2009; Kalis, Vannest & Parker, 2007; Kerr & Nelson, 2006; Reinke, Herman & Stor-
24 mont, 2012; Shores, Gunter & Jack, 1993; Trussell, 2008; Walker, Ramsey & Gresham, 2004). The cus-
25 tomary habit in high-need schools is for adults to focus on corrective statements, so true adoption of
26 behavior-specific praise is very different and may feel counter-intuitive to many staff, but it is consid-
27 ered a low-intensity shift in practice, requiring minimal professional development time for measurable
28 results (Jackson, 2013). It is also an evidence-based way to improve relationships and the social-
29 emotional well-being of students by creating a re-enforcing academic environment.

30 The use of behavior-specific praise, PBIS and Restorative Justice practices will help to reduce lost in-
31 structional time that results from low engagement, poor attendance, and removal from class. Because
32 lost instructional time is a key factor in drop-out, these strategies should help prevent and remediate
33 risk of drop-out. Additionally, our design includes the development of a 10-year Personalized Pathway
34 Plan for every student to support buy-in and empowerment for each student. Goal-setting has been
35 found to correlate with reduced drop-out (McIntyre, 2013). Each student’s mentor will track early warn-
36 ing indicators (EWIs), such as poor attendance, disciplinary referrals, Ds and Fs in core subjects, and
37 overall GPA below 2.0, in order to proactively counter risk of drop-out. We will offer credit recovery op-
38 tions and modified schedules to encourage continuation. If the student’s circumstances and needs ex-
39 ceed our school’s ability to prevent drop-out, the student will be referred to OUSD resources and part-
40 ners to ensure he or she has access to the full array of accelerated and alternative options.

41 These strategies aim to create a positive environment universally throughout the school, while also
42 providing behavioral and social supports that address the individual needs of all youths, including those
43 with disabilities and English learners. PBIS has been shown to be an effective strategy in settings with
44 large proportions of English learners (Preciado, Horner & Baker, 2009), and the individualized, positive

1 strategies are strongly recommended to promote school engagement for students with disabilities (Carr,
2 Horner, et al., 1999), particularly to help prevent drop-out (Sinclair, Christenson & Turlow, 2005).

3 To build a sense of community within the student body, grade level “Learning Villages” will be organized
4 based on the advisory model. Teachers will be assigned to and will remain with their Learning Village
5 through graduation. Additionally, each advisory “Learning Village” will meet at least 2 times per week
6 for personalized learning time to support the development, implementation and assessment of stu-
7 dents’ Futures Personalized Pathway Plan.

8 A bridge structure will be designed to engage rising 9th graders and their families during their 8th grade
9 Spring. This will be done through a series of workshops, campus visits/shadow days, and family inter-
10 views. Students will get acclimated to the McClymonds campus the summer before 9th grade. During this
11 time, incoming 9th graders will partner with upper classmen to foster mentor/mentee relationships.

12 Examples of events that will be embedded at each grade level include:

Freshman	Freshmen will go on a mandatory overnight retreat to assist with setting culture.
	Adult mentors will be brought in to share stories, expectations, and what it means to be a MACK Man or Warrior Woman
	Freshmen will be paired up with a Junior class mentors
Sophomore	Sophomores will be paired with class teachers
	Sophomores will engage in 3-5 events during the year that focus on community responsibility, including a clean-up and engaging the West Oakland Library, West Oakland Senior Center, and deFremery Park
Junior	Juniors will be assigned a Freshman mentee
	Juniors will be asked to engage regularly with their mentees, including working with them on (1) big event each marking period
Senior	Seniors will participate in a “senior commitment” retreat, a 3-night, 4-day, student-led retreat. The team of leaders, comprising student leaders and senior class teachers, meet six weeks prior to organize and prepare for the upcoming retreat. During the retreat, students and adult leaders give talks centered on the key themes of knowing oneself, discovering their life purpose, recognizing and responding to their community/society needs, gaining a better sense of what it means to be an adult, committing to the type of life that they want to live, and person that they want to be.
	Students spend their time "unplugged" at a beautiful retreat site, personally reflecting on their own relationships with self, family, friends, and community, while listening to talks, responding in journals and small groups, and spending silent time alone. Goals are to build community, foster trust and openness, and encourage reflection, and tighten bonds to family and friends.

13 McClymonds will work with the OUSD African American Male Achievement office to support our efforts
14 toward building authentic student voice based on their success with student leadership councils. We will
15 also expand extra-curricular and co-curricular activities based on student interest.

16 **COMMUNITY SCHOOL: ONGOING FAMILY/GUARDIAN INVOLVEMENT & SATISFACTION**

17 Through community partnerships, McClymonds will help to ensure that students and families have ac-
18 cess to resources and supports to meet multi-dimensional needs, including health, academic support,
19 college readiness, and behavioral health and wellness.

1 **Health Partners:** The current partnership between McClymonds and the Children’s Hospital Chappell
2 Hayes Health Center will be continued. In order to increase the effectiveness of this partnership the
3 school will need:

- 4 ○ A minimum of 10 clinicians (to serve students, families, faculty/staff).
- 5 ○ At least 1 school psychologist
- 6 ○ 2 substance abuse/tobacco education counselors
- 7 ○ Additionally, there needs to be a full time nurse on campus who collaborates weekly with the
8 administration and the Health Clinic regarding student medical needs.

9 **Academic Support Partners:** The Fresh35 is a new peer-mentoring program which provides 35 under-
10 achieving freshmen with academic and social support. Alternatives in Action (AIA) runs the McClymonds
11 Youth and Family Center, with programs ranging from music studio to parent groups to daily academic
12 tutoring for all students. Partnerships with Aspire Education and Moving Forward also provide tutoring.
13 We will continue to partner with other organizations to provide personalized support to all students.

14 **College and Career Readiness Partners:** The Student Program for Academic & Athletic Transitioning
15 (SPAAT) program empowers our student-athletes by providing them with academic, community and ath-
16 letic support services to increase the number of student-athletes prepared for college, careers, and life
17 after sports. The East Bay Consortium provides college research and admissions support for students.
18 Through the Linked Learning office within OUSD and in partnership with Peralta Community College Dis-
19 trict, students may access Concurrent Enrollment. We will expand partnerships with higher education
20 institutions and business partners to support students’ Personalized Pathway Plans.

21 **Behavioral Health and Wellness Partners:** Alternatives in Action provides mental health services, as
22 does Chappell Hayes Health Center. Attitudinal Healing Connection provides holistic wellness training,
23 and LaFamilia provides substance abuse services. Through OUSD’s Tobacco Use and Prevention Educa-
24 tion (TUPE) and Behavioral Health Unit, McClymonds students receive counseling and behavioral health
25 supports, including COST case management and direct services.

26 Additional McClymonds High School partners are as follows:

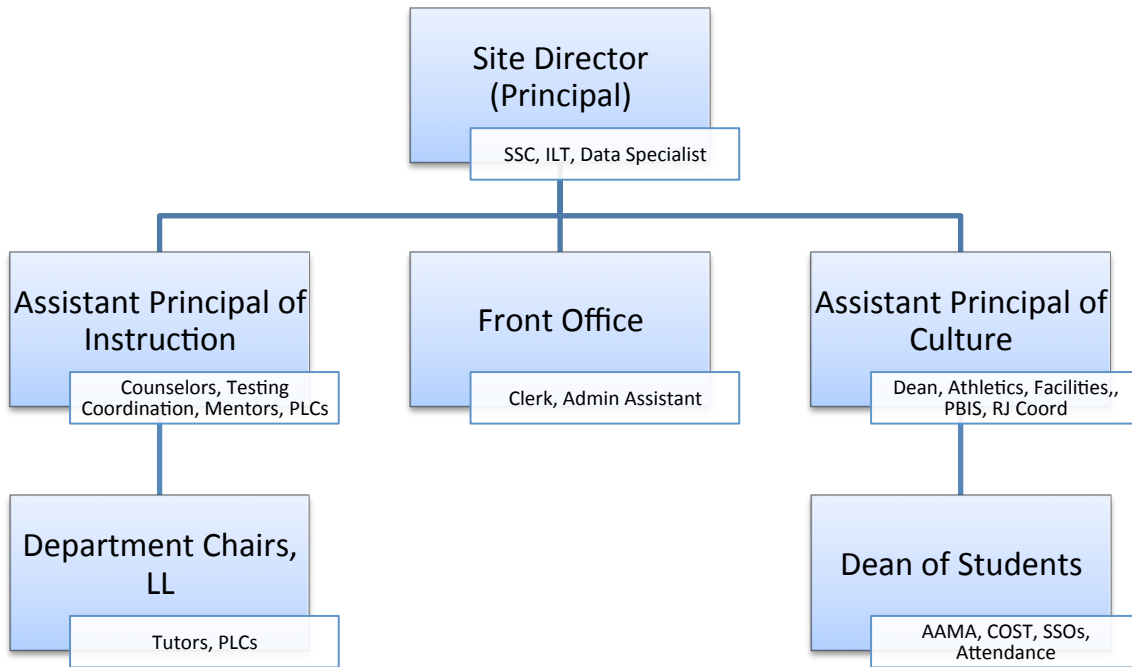
- 27 • Junior Achievement/Jamba Juice
- 28 • EBCAN/Marcus Foster Educational Institute - Financial Aid Incentives
- 29 • Planting Justice -Food Justice
- 30 • H.I.F.Y. - Gay Straight Alliance
- 31 • The McClymonds Alumni Association – miscellaneous support
- 32 • OUSD Programs for Exceptional Children - IEP/SST/Assessments
- 33 • Collaborative Organized for Results in Education’s (CORE) – school redesign

34 **Engaging Families in School Culture and Operations:** McClymonds High School believes that significant
35 learning by a student is more likely to occur when there is an effective partnership between the school
36 and the student’s parents/guardians. This requires: a mutual belief in and commitment to educational
37 goals for a student, a plan for the means to accomplish those goals, cooperation on developing and im-
38 plementing solutions to problems that may be encountered, and continuing communication on progress
39 toward goal(s). In order to ensure that families are engaged in the school’s culture and operations, we
40 have intentionally built their involvement into the design of grade-level “Learning Villages.” Each Learn-
41 ing Village will intentionally involve parents/guardians in developing, supporting, monitoring, and as-
42 sassing their child’s 10-Year Plan by: 1) Participating in at least two sessions per year with their child to
43 review and update their child’s 10 Year Personalized Pathway Plan; 2) Developing and implementing
44 appropriate strategies for helping their students achieve the learning objectives that lead to accomplish-
45 ing the learning outcomes; and 3) Providing a school and home environment which encourage learning.

1 To build a sense of family in the community, the following shall be implemented:

- 2 • Hold bi-annual meetings to engage in and inform parents of the district parent involvement
3 plan. Positive outreach and communications in language understandable to the parents will be
4 provided to engage and obtain parents' commitment, as well as inform parents' of their rights
5 and responsibilities to be involved in their child's educational process.
- 6 • Provide parents with their child's individual assessment results, reading results, progress re-
7 ports, and report cards. We will work with parents to use this information to assess their child's
8 progress and to engage parents in supporting their child's Personalized Pathway Plan.
- 9 • Provide a description and explanation of the curriculum in use at the school, the types of as-
10 sessment used to measure student progress and the proficiency levels students are expected to
11 meet. The school will also provide and discuss the discipline plan along with a tardy plan.
- 12 • Maintain a consistent, District-wide effort to communicate regularly with parents.
- 13 • Schedule at least two (2) flexible student conferences annually with the teacher(s) to inform
14 parents of student's progress.
- 15 • Publish school newsletter informing parents about the parent involvement plan and other
16 events. This newsletter will also send a positive invitation to parents/guardians to participate in
17 various activities and will provide at-a-glance information about scheduled school meetings and
18 activities.
- 19 • Provide brainstorming sessions at least once monthly to provide parents the opportunity to
20 share concerns and desires and to contribute to the improvement of the school environment
21 and student achievement.
- 22 • Send home a parent/guardian-student-teacher compact that outlines how parents and school
23 staff will share the responsibility for improved student achievement of their student. This com-
24 pact shall be discussed and revised as necessary at least annually at school meetings.
- 25 • Make calls and use e-mail and letters as needed to communicate with the parents.
- 26 • Encourage parents to serve as chaperones for class field trips and other school activities.
- 27 • Provide various workshops for parents including Parent Advocacy, the IEP process, the SST Pro-
28 cess, Scholarships and other topics of interest (Conflict Resolution, Community-building etc).
- 29 • Provide information and access to therapeutic services, health education, and referrals to sup-
30 port services for parents/guardians.

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SCHOOL LEADER PROFILE

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We expect the leader of McClymonds to serve as the school's *Moral Compass*, to be *Transparent*, to demonstrate *Commitment* and *Compassion*, and to show *Integrity*. Our school leader will have strong school leadership experience, including the aforementioned qualities, along with communication skills, cultural competency, and a willingness to make a *long-term time investment* to our school are more important.

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We expect the school leader to serve as the instructional leader of the school who also has strong, effective management skills, and is committed to continuing to grow professionally to successfully lead the transformation work at McClymonds. Our leader will:

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- Lead with a focus on and commitment to success for all students,
- Practice shared leadership,
- Set high goals for quality instruction and instructional coherence,
- Maintain mutually trusting and respectful relationships,
- Support professional advancement for faculty and staff,
- Manage resources for sustained program improvement,
- Demonstrate knowledge of the community and compassion for students served,
- Lead staff in creating and sustaining a positive culture and safe, nurturing climate,
- Cultivate leadership in others, and
- Build a school community that use data to foster continuous school improvement.

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We propose to have a cabinet of leaders comprised of the Principal, AP of Instruction, AP of Culture, Director of College and Career Readiness, 2 Student Academic Counselors, a Data Analyst, and representatives from the Parent Teacher Student Association (PTSA) and the student body. This cabinet will:

25

1. Hold, expand, and articulate vision for the school,

- 1 2. Manage day-to-day responsibilities (discipline, structure of school),
- 2 3. Provide and oversee instructional coaching and professional development,
- 3 4. Ensure delivery of student services,
- 4 5. Engage families,
- 5 6. Engage community stakeholders, and
- 6 7. Practice and engage school-community in data-driven decisions.

7 **Principal:** The principal will hold and promote the school vision and mission, and be the brand steward
8 of the school. S/he will ensure that systems, structures, and strategies are in place for the 5Rs Educa-
9 tional Framework (Rigor, Relevance, Relationships, Reflection and Renewal). The principal will be ulti-
10 mately responsible for leading a team to ensure that a positive culture and climate exists for students,
11 staff and families. S/he will ensure that that cycles of inquiry are instituted at all levels of the organiza-
12 tion to build capacity of all members of the organization (e.g. cabinet leaders, teachers, students, par-
13 ents, and partners) to engage in continuous program improvement designed to meet individual student
14 needs. The principal will ensure that teachers are supported to plan and develop professionally. S/he
15 will be the “face” of the school to the community and will be responsible for developing relationships
16 with feeder schools and aligning a student feeder pipeline to help direct students toward McClymonds.
17 The individual who holds this position must possess an administrative credential and have classroom
18 teaching experience. S/he must also be willing to make a 3-10 year commitment to McClymonds.

19 **Assistant Principal of Culture:** The AP of Culture will support the Principal, particularly in the areas of
20 student engagement, attendance, school discipline, and facilities. The AP of Culture will ensure that
21 school culture indicators are monitored in reflective cycles of inquiry, and that growth in this area is rec-
22 ognized and celebrated. The AP of Culture will integrate differential analysis into data reviews to moni-
23 tor the proportionate use of discipline with all student sub-groups, including students with disabilities.
24 S/he will ensure COST, PBIS, Restorative Justice, TUPE and other programs are implemented with fidelity,
25 and will be the primary liaison with OUSD’s Behavioral Health Unit. S/he will also oversee family en-
26 gagement and outreach. The individual who holds this position must possess an administrative creden-
27 tial and have classroom teaching experience.

28 **Assistant Principal of Instruction:** The AP of Instruction will oversee all curriculum and instruction relat-
29 ed functions. The AP of Instruction will ensure that teachers receive appropriate coaching and profes-
30 sional development to deliver rigorous and relevant lessons, including training for faculty on working
31 effectively with students with disabilities. It will be the responsibility of the AP of Instruction to ensure
32 that academic indicators are monitored in reflective cycles of inquiry, and that growth is recognized and
33 celebrated – this includes developing a system for recognizing excellence and achievement in teaching
34 when these are reflected in data (including observational data). S/he will use regular data reviews to
35 investigate the effectiveness of instructional approaches outlined in this proposal. The individual who
36 holds this position must possess an administrative credential and have classroom teaching experience.

37 **Director of College and Career Readiness:** The Director of College and Career Readiness will oversee all
38 things related to college and career services and supports, including building relationships with colleg-
39 es/universities for concurrent enrollment, being the primary liaison to the OUSD Linked Learning Office,
40 cultivating community relationships for internships and career placement, and working with staff to en-
41 sure successful implementation of 10-year Personalized Pathway Plans; including participation of fami-
42 lies and mentors in the process. S/he will also be the primary faculty member liaison with student gov-
43 ernment and student ambassadors. S/he will be responsible for collecting and sharing data with the cab-
44 inet of leaders and the Instructional Leadership Team on metrics for college and career readiness, in-
45 cluding AP course enrollment, concurrent college course enrollment, and internship placements, college
46 applications and college enrollment, and certifications. The individual who holds this position must pos-

1 sess a secondary (single subject) teaching credential, have classroom teaching experience, and have
2 specialized training in linked learning program administration.

3 **Student Academic Counselors:** At least two Student Academic Counselors will provide individualized
4 planning, support and coaching to students. One Student Academic Counselor will serve 9th and 10th
5 grade and one will serve 11th and 12th grade. These counselors will help to ensure that individual student
6 strengths and assets are included in students’ 10-year Personalized Pathway Plans. Counselors will work
7 closely with teachers so they can effectively support students in developing, implementing, monitoring,
8 assessing and updating their Personalized Pathway Plans. This is true from students who are may need
9 credit recovery, for students with disabilities, for students identified as Gifted and Talented, and for stu-
10 dents for whom English is not their native language. They will also work with students, parents and staff
11 to ensure that Personalized Pathway Plans are adjusted as students’ interests and needs shift or expand.
12 The individuals who hold this position must have experience providing academic counseling at the high
13 school level.

14 **Data Analyst:** A Data Analyst will manage all school academic and operational data, including attend-
15 ance, disciplinary (universal referral form data as well as suspension and expulsion referral records),
16 scholastic reading inventory (SRI), CAHSEE and diagnostic tests, specialized course enrollment, student
17 and parent survey, and college and career readiness program data. S/he will furnish cabinet, COST, and
18 ILT members with customized analyses as required for weekly, monthly, quarterly, and semester-level
19 cycles of inquiry. The individual who holds this position must have a high level of proficiency with data
20 systems, including statistical software packages, and be an effective communicator.

21 **Parent Teacher Student Association:** The cabinet will have representation from the McClymonds Parent
22 Teacher Student Association (PTSA). The PTSA comprises parents, teachers, students, and staff to create
23 authentic opportunities for parent/family voice in the governance and service of our school community.
24 The PTSA will receive regular data updates on disciplinary data, student and family survey data, attend-
25 ance, academic indicators, etc., and will work with other cabinet members to trouble-shoot areas of
26 need identified in the data, and celebrate and recognize areas of growth identified in the data. The PTSA
27 will be enlisted to support the development of a student feeder pipeline with local feeder middle
28 schools. The Principal and AP of Culture will work to ensure that family representation on the PTSA is
29 representative and authentic.

30 **Student Ambassadors:** There will be Student Ambassador representation on the cabinet. Student Am-
31 bassadors will serve as a liaison between adults in the school and students, as a formalized mechanism
32 for amplifying student voice in school governance. Student Ambassadors will provide input into the ef-
33 fectiveness of school culture and climate strategies, academic programs and supports, and the fami-
34 ly/community engagement strategies.

35 Together this cabinet will serve as a cross-functional leadership team, assisting the Principal to ensure a
36 high-functioning school with authentic engagement at all levels.

37

SECTION III: EDUCATION PROGRAM

CURRICULUM

Curricular Model and Focus

The curricular model is founded on research-based teaching and learning strategies and personalized student learning. The McClymonds High School community will use the Collaborative Organized for Results in Education’s (CORE) 5Rs Educational Framework: Rigor, Relevance, Relationships, Reflection, and Renewal™ and The Futures Personalized Pathway Model™ to design a STEAM (Science, Technology, Engineering, Arts, Math) Entrepreneurial, and Sports magnet program. The educational framework is designed to nurture the seeds of potential that are inherent within each child. The Theory of Change for Futures Personalized Pathway Model is based on research that shows that when students can see themselves in the curriculum and understand its relevance to their lives in the present and future, they will engage more deeply and acquire the knowledge, skills and behaviors for success in college and career. McClymonds High School design will help students to increase their understanding of self, societal issues and needs, and what they need to prepare for their futures as productive, contributing members of society, including college and career. High school students must be prepared to map their futures for 21st century careers, which includes continuously reinventing themselves due to the impact of automation and outsourcing (Smerdon and Bormon, 2012).

Each student who enrolls at McClymonds will develop a personalized action plan for their success in high school and the six years following. This 10 Year Personalized Pathway Plan will include requirements for graduation from high school, including A-G requirements, AP courses, Career Technical Courses, college concurrent enrollment courses, the student’s short and long-term goals (college and/or career), assessment results, skills, interests, and a range of experiential learning through field trips, study tours, service-learning and internships. Student voice, along with nurturing guidance, will establish each student’s course of study.

The 5Rs Educational Framework draws from the Relationship/Rigor/Relevance Framework developed by Willard R. Daggett, President of the International Center for Leadership in Education. This framework is based on the six levels of Bloom’s Taxonomy (knowledge/awareness, comprehension, application, analysis, synthesis, evaluation). Rigorous and relevant learning require students to apply core knowledge, concepts and skills to solve real-world problems; relevant learning is contextual and interdisciplinary.

All McClymonds students will be supported to engage with *Rigorous*, standards-based curriculum that requires higher order thinking skills. Students will have opportunities to demonstrate in-depth mastery of demanding tasks in the school, classroom, and broader community; including competency defending. The curriculum will be *Relevant* as students apply core knowledge, skills and concepts to understand and solve real-world issues and problems. The curriculum uses a coherent and cohesive range of research-based, applied, experiential, brain-based learning instructional strategies (e.g. authentic problems and tasks, inquiry-based, project-based learning, cooperative learning, service-learning, internships learning). In addition to content-based classes, students will engage in instructional strategies during weekly “Learning Villages” that support grade-level interdisciplinary projects that incorporate 21 Century skills. Relevance is a key component of our educational approach so students may see themselves in the curriculum and be able to demonstrate the usefulness of the curriculum to real life situations.

The third component, *Relationships*, addresses the need for supports and positive interactions between and among students, as well as with adults within the school and outside the school who are involved in the teaching and learning process (e.g. students, teachers, staff, college/career mentors, work-based

1 learning mentors). A key strategy for this component is “The Learning Village.” A team of teachers will
 2 be responsible for a grade-level Learning Village consisting of cohorts of 15 – 20 students assigned to an
 3 advisory teacher. The advisory teacher will remain with their cohort of students for four year periods.
 4 The Learning Village supports the development of strong relationships among students, teachers, and
 5 families and provides support for students’ Personalized Pathway Plan and collective accountability for
 6 the outcomes of students in each Learning Village.

7 *Reflection* will engage the entire school community in cycles of inquiry. Students self-assess by engaging
 8 in reflective thought about their own learning and how what they have learned and need to learn con-
 9 nect to their future. As the school staff systematically engages in cycles of inquiry throughout the teach-
 10 ing and learning process, individual and collective reflection will guide continuous improvement at the
 11 classroom and school level. Frequent formal and informal sessions with parents will involve parents in
 12 reflective thought to keep them engaged in supporting their students in the teaching and learning pro-
 13 cess. The purpose of reflection is to personalize data for all students so that their individual needs can
 14 be effectively addressed (Sharratt and Fullan, 2012).

15 The fifth and final component is *Renewal*. Having reflected upon and assessed how well the learning or-
 16 ganization is doing toward achieving its targets, the renewal component engages the school community,
 17 collectively and individually (leadership, faculty, staff, students, parents, community partners) in cele-
 18 brating accomplishments and being accountable for results. This component requires an ongoing com-
 19 mitment by all stakeholders to revitalize and revamp as needed to achieve our vision and mission. Below
 20 is a snapshot of the components of the Futures Personalized Pathway Educational Model.

Futures Frame- work Component	Key Strategies
Rigor	Standards aligned curriculum that includes graduation and A-G requirements including seminars, AP, college courses and other CTE electives, Blooms Taxonomy.
Relevance	Personalized Pathway Plan for each student, interdisciplinary project-based learning, service-learning, work-based learning. Real-world problems
Relationships	Grade-level Learning Village, Peer/ College/Career Mentors, Workplace Mentors, community school partners, district-led relationship-building initiatives.
Reflection	Continuous improvement cycles of inquiry at all levels of the school, accountability sessions, and reporting results to all members of the school community using various forms of media and venues
Renewal	Individual recognitions, group celebrations, bi-annual and annual meetings to provide opportunities for stakeholders to demonstrate their ongoing commitment to work together to achieve the mission and vision

21 **The Learning Environment**

22 Structures and systems will be organized to support the Futures Personalized Pathway Model and the
 23 STEAM (Science Technology Engineering Arts and Math) program. Current and emerging industry sec-
 24 tors in the Bay Area will provide the foundation upon which the Futures Personalized Pathway Model
 25 will be built. To support a college-going culture and the personalized pathway model, our master sched-
 26 ule structure will be designed to optimize learning for students in preparation for college and career
 27 post-secondary options:

- 1 • Block schedule
- 2 • Math and language courses to run all year
- 3 • Flexible start/end times to accommodate special programming (campus open from 7AM-5PM)
- 4 • Nutrition break in addition to lunch service
- 5 • Personalized learning time (PLT) (college and career pathway course) offers students the oppor-
- 6 tunity and autonomy to work at their own pace to complete projects, accelerate, remediate, or
- 7 advocate
- 8 • Common protected planning time for teachers (content and/or grade level supporting vertical
- 9 and horizontal alignment, interdisciplinary planning)
- 10 • Schedules for juniors and seniors will accommodate work-based learning experiences, inde-
- 11 pendent study, and concurrent enrollment at local colleges

12 In order to create small, rigorous personalized learning environments class sizes will be capped at 20.
13 Classroom environments will provide a communal/collaborative culture that promotes student voice,
14 academic discourse, and project-based learning.

15 Technology is an important tool to facilitate teaching and learning. By using technology in all classrooms,
16 the teaching and learning become relevant to a growing industry sector that needs qualified people, and
17 touches all our lives in some way. Through an emerging partnership with Intel, McClymonds will provide
18 each classroom with at least 20 laptops. Technology will enable support for learning in specialized path-
19 ways (e.g. engineering) and provide flexibility to support students' Personalized Pathway Plans (e.g.
20 cosmetology, construction, solar, fashion design, performing arts).

21 **Proposed Curriculum Fit for Target Population**

22 The primary purpose of schooling is to prepare students for their life after high school, whatever their
23 choice may be. Therefore the most important responsibility we have is to equip students with the
24 knowledge, skills, and experiences to help them make informed choices. The students that currently at-
25 tend McClymonds face numerous challenges, including the need for skills remediation and credit recov-
26 ery, trauma-related impediments to learning, and social-emotional learning needs. The 5Rs Futures Per-
27 sonalized Pathways Model establishes a positive learner-centered environment as the norm for each
28 class, the school community, and in work with community partners. Positive, respectful interactions be-
29 tween adults and students and between and among students are the cornerstone for the Futures Per-
30 sonalized Pathway model, which is designed to foster a productive learning environment that supports
31 students' academic, social and emotional learning. The learning is designed to be relevant, to increase
32 authentic engagement from students at serious risk of disengagement from school. The rigor ensures
33 that we meet the goal of helping all students reach their full potential, and the cycles of reflection and
34 renewal ensure that the model is intentionally sustained so that multiple generations of McClymonds
35 students may benefit from the design.

36 Since 1985, Oakland Unified School District has implemented Career Academies across the district. This
37 design uses key elements of the academy model while exposing students to and preparing them for a
38 range of college and career options. STEAM careers and the current and emerging industry sectors in
39 the Bay Area provide the overarching themes, context, and foundation upon which the Personalized
40 Pathway Model is built. STEAM permeates all facets of our lives, so STEAM education is fundamental to
41 securing all our futures—especially the future of our children. Much work has been done to bring STEM
42 education into schools; but without integration of the arts.

43 Due to the size of McClymonds currently, rather than designing “academies” within the school which
44 would not provide an array of options to students, we plan to offer flexible, linked, integrated pathways
45 to allow students to develop and pursue their Personalized Pathway Plan. Our CTE courses will fall with-

1 in themes of Science, Technology, Engineering, Arts, Math (STEAM), including pathway opportunities in
 2 entrepreneurship (business, culinary, cosmetology, automotive, manufacturing) and the Sports industry
 3 (sports medicine, communications, management, marketing). It should be noted, however that these
 4 pathway themes are not intended to limit students' options in their Personalized Pathway Plans.

5 A skilled 21st century educator helps students master learning targets and standards using purposefully
 6 crafted lessons, and teaches with appropriate instructional strategies. The students understand why
 7 they are learning particular skills and content and are engaged in learning opportunities that allow them
 8 to use their inquiry skills, creativity, and critical thinking to solve problems. Teachers will support stu-
 9 dents by identifying a range of careers related the content to help increase students' awareness of how
 10 and why the courses in which they are enrolled may help prepare them for a range of careers. An exam-
 11 ple of courses 9th grade students will take and examples of careers appear below:

English Language Arts (journalist, actor/actress, writer, talk show host, etc.)	Mathematics (engineer, contractor, accountant, data analyst, statistician, etc.)
Biology (doctor, nurse, cosmetology, barber, dermatologist, gardener, biologist, forensic, etc.)	African American History (historian, attorney, sociologist, teacher, community organizer, politician)
Physical Education (sports medicine, physical therapist, athlete, trainer, coach, etc.)	Art (architecture, graphic design, fashion, artist, cinematographer, etc.)
AVID or English Strategies (supports reading, writing, thinking strategies for all content areas)	Computer Programming (Intro to Tech) (coding, software engineer, app designer, game designer)
Advisory – Personalized Learning Time (PLT) Personalized Pathway Plan development, review, update, project team time, independent study time, relationship building	

12 **Timeline of Curriculum Development**

13 Under the leadership of the principal and ILT, curricula will be developed by teachers in collaboration
 14 with District content curriculum specialists, coaches and other professional curriculum developers. The
 15 curriculum will be reviewed, developed, aligned, and validated during the 2015-16 incubation period,
 16 guided by the following proposed timeline.

Phase	Outcome	Timeframe
1 Visioning and Planning Retreat	<ul style="list-style-type: none"> o Articulate school vision, mission, 5Rs Educational Framework and Personalized Pathway Plan model and program philosophy o Define program, grade-level and course goals o Develop and sequence grade-level and course objectives 	Month 1
2 Review/Research Resources	<ul style="list-style-type: none"> o Inventory current local resources (i.e. educational materials, human resources, technology, schedules, needs-based assessments, district initiatives, school design, ESLRs, 21st Century Skills, instructional strategies, etc.) o Gather new resource data emphasizing researched based practices (i.e. educational materials, written curriculum, staffing, frameworks, standards, technology, schedules, programs, school design, etc.) o Gather California Academic and Common Core State Standards o Identify and validate researched-based instructional strategies (e.g. project-based learning, literacy across the curriculum) 	Month 1- 2
3 Align Resources	<ul style="list-style-type: none"> o Compare resources/ curriculum to CA Standards/Common Core/Next Generation Science Standards/CTE 	Month 2-4

	<ul style="list-style-type: none"> ○ Compare current and new instructional strategies ○ Identify gaps ○ Identify additional resources needed 	
Curriculum Modifications (cycles of inquiry)	<ul style="list-style-type: none"> ○ Write or revise the curriculum and assessments ○ Examine learning progressions ○ Create implementation plan 	Month 4-12
Assessment System (Backwards Mapping)	<ul style="list-style-type: none"> ○ Create a comprehensive assessment system and plan (formative to summative) ○ Develop a school progress report making assessment data public throughout the year 	Month 4-12
Conduct Action Research	<ul style="list-style-type: none"> ○ Pilot select curriculum and instructional strategies (e.g. integrated project-based learning) ○ Revise curriculum and assessments as needed 	Month 6-12

1 To ensure high-quality project-based learning, teachers will plan at least two projects per year that are
2 aligned to standards, to deepen students’ understanding of the content and its application to STEAM
3 careers. Also, at least one grade-level theme-based service-learning project will be designed and imple-
4 mented each year. There will also be curriculum provided for community-based learning experiences
5 (e.g. job shadows, internships, independent study) that intentionally link and align to 21st Century Skills,
6 including reading, writing, and speaking and providing students with an “Understanding of All Aspects of
7 the Industry” (requirement of Perkins Legislation for CTE programs). We anticipate the need to develop
8 and obtain approval for courses, including independent study courses that meet A-G and UC entrance
9 requirements.

10 **INSTRUCTIONAL STRATEGIES**

11 **Approaches to Instruction**

12 The 5Rs Educational Framework and the Futures Personalized Pathway Model focus students on the
13 possibilities for a successful future. The Rigor, Relevance and Relationship components of the frame-
14 work are student-centered and will be designed to ensure that teaching and learning help students ac-
15 quire, apply, and assimilate information and knowledge and adapt their thinking to analyze and solve
16 problems and create “new” solutions (e.g. “new” for the student if not a new innovation). In order to
17 provide students the opportunity to develop 21st century communication skills and demonstrate college
18 and career readiness, instructional strategies will include writing, inquiry, collaboration, organization,
19 and reading (WICOR). In addition, research and presentation skills will be embedded into units of study
20 – units that link across the curriculum. Some school-wide instructional strategies will include:

- Cornell note-taking
- Organized binder
- Electronic portfolio
- Blended learning
- Critical reading strategies
- Academic discourse
- Independent study
- Evidence-based writing
- Consultancy in which students receive feedback
- Differentiated small groups in which students can work at their own pace
- Applied learning strategies (project based learning)
- Experiential learning strategies (field trips, service-learning, internships)

Each student will design a flexible Personalized Pathway Plan that includes the following sequential components: College & Career Awareness, College & Career Exploration, College & Career Preparation, College and Career Transition. Each of these components aligns with the school’s grade-level social-emotional learning (SEL) components of Self-Discovery, Responsibility, Accountability, and Commitment.

Personalized Pathway Component	Example of Teaching and Learning Strategies and Supports
College and Career Awareness Self-Discovery	Self-Assessment Inventories, Exposure to STEAM careers linked to academic disciplines (e.g. science, math, English, art, physical education), mini-tasks and integrated projects, field trips, college visits, annual grade-level “Learning Village” service-learning project science, college/career ambassador/mentors, personalized learning time and reflection sessions
College and Career Exploration Responsibility	Update plan and narrow focus on careers within an industry sector/cluster (e.g. Engineering, Sports, Health, Human and Personal Services, Visual/Performing Arts, Business and Entrepreneurship). Integrated/interdisciplinary projects, job shadows, college visits, grade-level “Learning Village” service-learning project, college/career ambassadors/mentors, personalized learning time and reflection sessions
College and Career Preparation Accountability	Update plan and narrow focus to a career within industry sector/cluster. Integrated/interdisciplinary projects, internships, job shadow, college tours, dual enrollment, grade-level “Learning Village” service-learning project, internships, college/career ambassadors/mentors, personalized learning time and reflection sessions
College and Career Transition Commitment	Update plan and narrow focus to a career within an industry sector/cluster. Integrated/interdisciplinary projects, internships, dual enrollment, Independent Study service-learning project, internships, dual enrollment, college/career ambassador/mentors, college workshops, personalized learning time and reflection sessions

Meeting the Needs of All Students

In the “student-centered” classroom, all teachers will know all students’ strengths as well as their needs. Teachers will design lessons and differentiate, adapt/modify instruction based on student need. Behavior-specific praise and positive relationships with teachers and other adults (college/career mentors, academic counselors, etc.), will provide students with a more positive and reinforcing learning environment than they may have experienced in the past. Differentiated, relationship-based, and student-centered instruction will help to ensure that all students feel supported, irrespective of skill level, disability, English-proficiency, or other factors that may be contributing to a student’s risk of academic failure. Incorporating WICOR and critical thinking will help to build key skills; project-based learning has been shown to engage disengaged students; and allowing for students to work at their own pace will help prevent the sense of discouragement that can accompany learning challenges.

Research Basis

Although our curriculum will be aligned to Common Core Standards, Next Generation Science Standards, and Career Technical Education Standards, research supports the need for curriculum and instruction that are both rigorous and relevant. The Personalized Pathway Plan will serve as a tool and strategy to engage each student in his/her own learning. As early as 1902 John Dewey’s research called for a curriculum that involves a “critical but balanced understanding” of the culture and the prior knowledge of each child in order to extend learning. The implementation of standards-aligned, inquiry-based projects is based on Grant Wiggins and Jay McTighe’s Understanding by Design Framework, which recommends that the teacher’s role become more of a facilitator of learning as students apply knowledge to analyze

and address real world problems/issues, and/or participate in real world situations (e.g. workplace). Applied learning strategies such as project-based learning, service-learning and learning through internships increase students' control over their own learning, provide opportunities for collaboration, and help develop critical thinking, inquiry, communication, reasoning and resilience (Barron & Hammond, 2008; Thomas, 2000). Studies also reveal that students taught through well-developed and implemented authentic, applied learning strategies have better long-term retention of content, improved problem-solving and collaboration skills, and improved attitudes towards learning (Strobel & Barneveld, 2009; Walker & Leary, 2009; Daggett, 2005). Curriculum and instruction require construction of knowledge, disciplined inquiry, and performance, in order to ensure value beyond success in school. They should also connect to the world of students' lives and experiences to help them internalize meaning (Wehlage & Newmann, 1995; Weaver & Cottrell 1997; Sass 1999). The "All Aspects of the Industry" (AAI) strategy promoted in the Perkins Vocational Act for Career Technical Education will be implemented through well-developed internships and job shadowing experiences. AAI is a pedagogical strategy that (1) promotes more effective learning; (2) better prepares students for varied and changing roles; and (3) is employment preparation for the restructured workplace (Bailey, 1994).

AVID's learning strategies known as WICOR incorporate teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR will be used school-wide. These types of research-based strategies help students learn vocabulary, discourse, and comprehend complex texts (Carr & Bertrando, 2012).

The integration of arts into the design will not only provide opportunities for students to explore and prepare for careers in the arts, the arts play an important role in human development, enhancing the growth of cognitive, emotional and psychomotor pathways in the brain. The skills that the arts develop include creativity, problem solving, critical thinking, communications, self-direction, initiative, and collaboration. All these skills align with what many educators now refer to as "21st century skills" needed to be successful in an increasingly complex and technologically driven world (Sousa and Pilecki, 2013).

PROGRESS MONITORING AND ASSESSMENT

Use of Assessments to Evaluate Progress

The "R" for reflection in the 5Rs framework addresses progress monitoring and assessment. The entire school learning community, teachers, students and parents, mentors will engage in progress monitoring based on established goals and benchmarks. For example, students will develop success plans every five weeks based on school and individual targets. During Personalized Learning Time, students assess and reflect on how well they are doing and update their 5-week success plan. Teachers will use reflective practices to assess their own instructional practices (e.g. teacher assignments) and student learning (e.g. student work, student responses), to make adjustments and provide feedback to students to increase student learning. They will also use reflective practices with other teachers during collaborative planning time as they review student data and share practices. Parents and mentors will participate in scheduled sessions to obtain training in the use of simple protocols and tools to use to monitor and assess students' progress.

Formative assessments such as questioning, providing feedback to students, and similar strategies will be used to monitor and support student learning. Formative assessment is a cycle of instruction, data-gathering, re-adjustment, and sharing. Immediate data-gathering will enable feedback that helps the teacher re-adjust instruction, and the sharing of that feedback will enable students themselves to be engaged in the teacher's learning process. This classroom-level cycle of inquiry will be the common practice in all classrooms to support differentiation and the implementation of each student's Personalized

Pathway Plan. A few examples of formative assessments to assess student learning and to inform instruction are: exit/admit slips, individual/small group conferencing, peer/self-assessments, discussions, practice presentations, think-pair-share, four corners, quizzes. An instructional framework will be developed to help guide coherent instructional practice school-wide, including deepening the practice of reflective teaching.

Interim Assessments

Interim assessments required by the district that are aligned to standards will be implemented in accordance with the district assessment calendar. These assessments include the following:

9th Grade:

- The English interim assessments will consist of California High School Exit Exam (CAHSEE) diagnostic, quarterly SRI, OUSD Performance Writing Tasks, and pre-post assessments for each unit of study.
- The Math interim assessments will consist of CAHSEE diagnostic, quarterly SMI, OUSD Performance Tasks, and pre-post assessments for each units of study that need to be developed.
- The Science interim assessments will consists of the OUSD Biology Performance Task.
- The History interim assessments will consists of the OUSD performance tasks, and the pre-post assessments aligned/linked with English.
- AVID students will engage in weekly tutorial in order to assess their progress towards standards in core classes.
- At the end of the academic year, students will have to defend their competency portfolio.

10th Grade:

- The English interim assessments will consist of CAHSEE diagnostic, CAHSEE exam, quarterly SRI, OUSD Performance Writing Tasks, and pre-post assessments for each units of study that need to be developed.
- The Math interim assessments will consist of CAHSEE diagnostic, CAHSEE exam, quarterly SRI, OUSD Performance Tasks, and pre-post assessments for each units of study that need to be developed.
- The Science interim assessments will consists of the OUSD Chemistry Performance Tasks will engage in weekly tutorial in order to assess their progress towards standards in core classes.
- Preliminary Scholastic Aptitude Test (PSAT).
- The History interim assessments will consists of the OUSD performance tasks, and the pre-post assessments aligned/linked with English, and AP World History.
- At the end of the academic year, students will have to defend their competency portfolio and AVID students will complete their AVID portfolio.

11th Grade:

- The English interim assessments will consist of Smarter Balanced Assessment Consortium (SBAC), SRI, OUSD Performance Writing Tasks, AP exams, and pre-post assessments for each units of study that need to be developed.
- The Math interim assessments will consist of SMI, OUSD Performance Tasks, and pre-post assessments for each unit of study that need to be developed.
- The Science interim assessments will consists of the OUSD Chemistry Performance Tasks will engage in weekly tutorial in order to assess their progress towards standards in core classes.
- Preliminary Scholastic Aptitude Test (PSAT).

- The History interim assessments will consists of the OUSD performance tasks, and the pre-post assessments aligned/linked with English, and AP US History.
- At the end of the academic year, students will have to defend their competency portfolio.
- Concurrent course completion.

12th Grade

- The English interim assessments will consist of SBAC, SRI, OUSD Performance Writing Tasks, AP exams, and pre-post assessments for each units of study that need to be developed.
- The Math interim assessments will consist of SMI, OUSD Performance Tasks, AP Calculus, and pre-post assessments for each units of study that need to be developed.
- The Science interim assessments will consists of the OUSD Physics Performance Task.
- Scholastic Aptitude Test (SAT)/American College Test (ACT).
- The History interim assessments will consists of the OUSD performance tasks, and the pre-post assessments aligned/linked with English, and AP Government.
- At the end of the academic year, students will have to defend their competency portfolio.
- Concurrent course completion

So that we provide appropriate supports for incoming students, we will use all middle school data to help inform our decisions. Likewise, teachers will utilize content diagnostics to support the personalized plan. McClymonds will develop grade level indicators in which students must demonstrate competency (assessed with validated rubrics) with evidence maintained in a portfolio that includes:

- Evidence of a grading system that distinguishes the demonstration of content knowledge (product) and work habits (process);
- Evidence of mastery of common writing rubrics;
- Evidence of AVID strategies (Writing, Inquiry, Collaboration, Organization, and Reading)
 - Evidence of evidence-based writing
 - Evidence of community service
 - Evidence of service learning
 - Evidence of college/career exploration
 - Evidence of progress towards personalized pathway
 - Evidence of 21st century professional communication
 - Career readiness certificates (industry validated)
 - Standardized course benchmarks

This assessment plan and the tools proposed align with our overarching approach, which emphasizes AVID’s WICOR, college and career-readiness, 21st Century skills, STEAM integration into learning, and common core standards.

Performance Goals

Monitoring and assessing progress toward accelerating student achievement will be guided by the following timetable:

Indicator	Frequency	Indicator	Frequency
Attendance Rate	Monthly	SRI grade level scores	Semester
Grades D/F%	Quarterly	PSAT/SAT/ACT scores	Yearly
GPA	Quarterly	AP Exam passage rate	Yearly
On track rates	Semester	A-G completion rate	Semester
Concurrent enrolment completion	Semester	Graduation rate	Yearly

Suspension rate	Semester	4-yr college enrollment rate	Yearly
% of students completed internship/externship	Monthly	Benchmark/interim assessments	Quarterly
Pathway plan completion	Semester	Classroom observation ratings	Monthly

Corrective Actions When Necessary:

At the student level, each student will be assigned a mentor/counselor/ and administrator. This team will be responsible for bi-weekly collection and discussion of the students’ demonstration towards goals and indicators. Students who need acceleration and support will either be referred to the PLT advisor for personalized supports: SST, tutorials, extended learning time, etc. Professional Learning Community teams will collaborate bi-weekly to discuss and review student progress towards mastery of standards and competency indicators.

At the classroom or teacher level, student work samples and teacher assignments will be reviewed in order to inform practice. At the end of each marking period, the leadership will lead all stakeholders through data analysis and root-cause analysis to inform adjustments that may be needed. If data reveal that some classrooms or teachers are consistently falling short of the goals for the school, individual performance goals will be reviewed, and coaching will be intensified. If these measures prove to have little or no impact, based on analysis of the data, school leadership will seek the support of the Network Superintendent to re-assign personnel to ensure that student needs are being met.

At the school-wide level, data will be systematically reviewed during leadership team meetings at the cabinet level. We will analyze whether our model is falling short in terms of inadequate professional development, insufficient time allowances, poor fidelity to the model, or other deficiencies. We will then collaborate with support staff within the OUSD Central Office to refine and improve our approaches, as well as outside experts. Based on our analysis corrective actions will be employed and/or abandonment of practices that are not working.

LANGUAGE PROGRAM DESIGN AND INSTRUCTION

Philosophy & Approach

Currently our non-native English speaking population is approximately 6% (data from 2013-14 show 2.2% of students to be ELL (6 students) and 2.7% to be Fluent English Proficient (7 students) – home language is provided only for the 6 ELL students, and shows 3 Spanish and 3 Arabic-speakers). Our philosophy and approach for English Language Learners is asset-based, valuing language, cultural, and ethnic diversity, and recognizing the individual needs (i.e. knowledge and/or skills) for each student’s success. The Futures Personalized Pathway Plan is a good match for serving ELL students as it is designed to support each student’s need, irrespective of English proficiency.

We have a two-pronged focus with language instruction: EL and General population. Literacy will be implemented across the curriculum. The components of this approach will include speaking, listening, writing, and reading--all embedded in the common core framework.

Based on the research from Dr. Lourdes Ferrer, Minority Academic Achievement Specialist, students want and need to be literate to contribute to their family and community. Becoming literate in English does not mean abandoning their first language or aspects of their culture/ identity. ELLs need access to a rigorous curriculum to process new information and demonstrate new learning. There’s the belief that all students possess the necessary background, language, and cultural knowledge to become fully literate. Teachers are aware of the ways of thinking about literacy and that the uses of literacy may differ based on tradition and culture.

Ferrer's research includes the most effective teaching practices for ELL students. The five most effective practices include: culturally-responsive teaching; cooperative learning; instructional conversation; cognitive-guided instruction, and technology-enriched instruction. This includes teachers:

- Using lesson sequencing that proceeds from prior knowledge; the concrete to the abstract; oral language to texts; more contextual support to less contextual support.
- Teaching the text backwards (using contextual support to communicate the overall message, then correlate the message with language).
- Increasing interaction among students and between students and teachers.
- Increasing students' thinking skills.
- Making connections to other content areas, students' interests, and other cultures.

Based on the work from the Clayton Christensen Institute for Disruptive Innovation, a sound approach to ELL instruction is through blended learning. Blended learning is not meant to replace the teacher, but to provide deeper differentiated, and personalized instruction. Some benefits of utilizing a blended learning program include:

- curriculum accessed based on students' individual learning needs
- supports personalized learning plans
- immediately identify gaps and misconceptions, creating a lesson for pre-teaching or re-teaching
- provides for more efficient collection and analysis of data (vs. traditional methods)
- provides digital literacy and fluency

There are primarily four blended learning models. Research suggests that an effective model for ELL is the rotation model. The rotation model is a course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning (which will be facilitated by our classroom laptop computers). Rotation models are either conducted in stations, labs, flipped, or individual. The station rotation model would be used to support small group instruction by the teacher and 3:1 instruction by tutors.

Content Accessible to ELL Students of All Typologies

Because McClymonds has a small number of ELL students, we are able to meet their individual needs effectively, irrespective of English proficiency level and typology. Some of the measures we will take to ensure that content is accessible to all ELL students (including newcomers, SIFE and long-term ELLs) are:

- Support class (modeled after CCPA)
- English 3-D
- Blended model (rotation) to be piloted in first implementation year
- Whole school language around content language development
- Designate a CCTL
- Focus on discussion, quality of language, close/critical read of complex text

Similar to the curriculum development timeline, a timeline and committee will be formed to address curriculum, program, and assessment needs for ELL students within the first weeks of the incubation year. The committee will develop a more detailed professional development and collaboration calendar.

Assessing Language and Literacy Needs of ELL Students

In order to assess the language and literacy needs of our ELL students, we will use the following assessment approaches:

- GAP analysis – develop by EL Achieve, addresses the gaps of the typical long-term ELD (short gains)
- Domains of EL: speaking, listening, writing, reading
- ADEPT—longer assessment that gives breakdown of grammatical issues
- Teaching Channel strategies for a cycle of reflective practice

ELL students will be re-assessed four times a year. For students who are not demonstrating adequate progress, additional assessments will be used to ascertain if the student has some other barrier that would necessitate a more specialized approach. We will utilize support from OUSD’s English Learner Office, Programs for Exceptional Children, Behavioral Health, and community partners to help identify effective ways to reach students who are not showing progress. For all students, irrespective of home-language, if academic progress is stymied, we will reach out to families to better understand and support learning plans. If translation or interpretation is needed to communicate with families, we will contact OUSD’s English Learner Office for support.

Full Service Community School Resources and Supports for ELL Students and Families

We will continue to be mindful of hiring teachers with diverse language offerings, and collaborate with our Lead Agency to identify community-based organizations that have specialized cultural competency with our predominant immigrant groups (Latin Americans and people from Arabic and other Middle Eastern locations). We will also meet with and inform ELL students of the Snapshot tool.

SPECIAL EDUCATION STUDENTS

Identifying and Ensuring Professional Development for Students with Special Needs

The leadership team will collaborate with OUSD’s Programs for Exceptional Children (PEC) staff and counselors to run Special Education Information System (SEIS) queries in order to identify PEC students. In addition, the PEC lead staff member will coordinate with the Enrollment Office to ensure incoming students are placed appropriately. The site’s PEC lead staff (Instructional Lead Team member) will take the lead to rectify any missing or outdated information.

The site will coordinate with PEC to align PD opportunities. PEC staff will participate in Central PD and conferences. Site PD will be two-pronged: 1) The role of the site’s PEC team (RSP, SDC, IEPs) and 2) Best meeting the diverse needs for support (accommodations/modifications). The majority of this PD will take place in the summer, but each quarter PEC will provide specific /benchmark themed sessions.

ACADEMIC ACCELERATION

Assessment for Acceleration

Each marking period, students will work with their mentors to demonstrate progress towards their college/career indicators and portfolio: GPA, Grades, attendance, service hours, scholarships, internships, field trips, etc. will be noted. Students who fall below the set benchmarks/indicators will be placed into RtI Tiers 2 and 3 during their PLT. If appropriate, an SST will be held to determine the most appropriate response: extended learning, tutoring, SEL support, etc. The intensive, individualized emphasis of the Futures Personalized Pathway Model lends itself well to close monitoring of student strengths and needs and identification of acceleration approaches, appropriate to those strengths and needs.

Interventions to Close Achievement Gap

To help close achievement gaps, we will offer the following interventions: tutoring, peer-tutoring, summer boot camp, extended school day/semester, differentiated instruction, blended learning, personalized learning time.

In many cases an “achievement gap” began long before high school. In addition, many of the root causes are not in our control. With that said, we must employ systematic, pedagogical, and cultural shifts and supports that are sustainable and that will norm the “opportunity to learn.” Specifically, we will intentionally implement and evaluate:

1. Small class sizes
2. PLT-assigned tutors, mentors, and counselors
3. Personalized Pathways—created and monitored by student, teachers and mentors
4. Embedded content remediation
5. Critical reading and literacy across the curriculum
6. PBIS-cultural responsiveness
7. Concurrent enrollment
8. Middle School bridge
9. Rubrics/indicators illustrating quality of work
10. Travel-field trips, internships, tours, study abroad, exchange programs, etc.
11. Highly qualified, committed teacher-leaders

We will develop ‘extended day’ courses that provide additional support for students. Staff will design and lead courses for acceleration and remediation for the extended day program, which will require modification of OUSD curriculum and supplementing it with additional content in English, math, and presentation skills. Students who need remediation in these subjects will attend an additional course period during the day during which they may delve deeper into areas of the curriculum where they are getting stuck. We will also continue to offer summer school for remediation and acceleration.

GIFTED AND TALENTED STUDENTS

Identification of Gifted and Talented

We believe that all students have gifts and talents, and that through a the personalized plans these will be revealed for students irrespective of their past academic achievement level. That said, some students may need specialized opportunity. Students will be identified according to the incoming student database/tracker. We will follow OUSD policy to determine exceptional ability. In addition, we will utilize SRI and standardized testing to evaluate potential. The counselors and ILT will be accountable for identifying these students. We propose to allow for acceleration of all students through grades 9-12 by allowing students to receive high school credit for courses taken in 8th grade that corresponded to high school level content. Currently, students who demonstrate advanced proficiency in mathematics and English can take high school courses, but do not receive credit for them and therefore must retake them in high school to meet graduation requirements. We would like to allow those students to receive the high school credit while in middle school so that they can accelerate their progress once they are in high school, allowing them to take more college-level courses as upper-classmen. Students who will be enrolled in these courses will be assigned a mentor who will monitor their progress and ensure that they have the necessary academic supports necessary to succeed in the advanced courses, such as tutoring or peer-mentoring. Students will have the option and be encouraged to complete their high school requirements early to allow more opportunity to take college level courses in their junior and senior years.

All students will have the option to include college preparation courses, as well as CTE seminars. In addition to AP courses in English, English Literature, World History, US History, Chemistry, Biology, Calculus, Spanish and Government, the following course offerings will be available to McClymonds students through Peralta Community College District:

- | | |
|---|---|
| ○ POSCI 11 COMPARATIVE SOCIAL MOVEMENTS SINCE THE 1960S | ○ FREN 1A ELEMENTARY FRENCH |
| ○ PSYCH 6 SOCIAL PSYCHOLOGY | ○ GRART 115 WEBSITE DESIGN |
| ○ SOC 6 COMPARATIVE SOCIAL MOVEMENTS SINCE THE 1960S | ○ JOURN 65 SOCIAL MEDIA FOR JOURNALISTS |
| ○ "AFRAM 19 RACISM IN THE UNITED STATES | ○ MUSIC 10 MUSIC APPRECIATION |
| ○ ART 142A BEGINNING DIGITAL ART | ○ PHOTO 20 PHOTO JOURNALISM |
| ○ BUS 10 INTRO TO BUSINESS | ○ SOC1 INTRO TO SOCIOLOGY |
| ○ COMM 20 INTERPERSONAL COMMUNICATION SKILLS | |

Research-Based Instructional Programs and Strategies for Gifted Students

The following strategies will be used to meet the needs of gifted students:

- Curriculum Compacting: The regular curriculum of any or all subjects is tailored to the specific gaps, deficiencies, and strengths of an individual student. The learner tests out or bypasses previously mastered skills and content, focusing only on mastery of deficient areas, thus moving more rapidly through the curriculum. [no special materials required]
- Grade telescoping--A student's progress is reorganized and shortened by one year; therefore, high school may require three years instead of four. [no special materials required]
- Concurrent enrollment--A student attends classes in more than one building level during the school year—for example, high school for part of the day and college the remainder. [college-level texts required]
- Independent Study with Mentorship-- A student is placed with a subject matter expert or professional to further a specific interest or proficiency. [mentorship protocol required]
- AP courses-- A student takes courses with advanced or accelerated content. [AP materials required]

Grade telescoping has been found to increase achievement by a factor of .83. Concurrent enrollment also shows increased achievement, as does enrollment in AP courses (by a factor of .22). Mentorship has been found to increase academic achievement by a factor of .57, to improve socialization by a factor of .47, and to improve self-esteem by a factor of .42. Early admission to college and permitting college credit by examination (e.g., AP test passage) both show improved college outcomes.

SUPPLEMENTAL PROGRAMMING

Supplementary Programs for Students and Families for Mental, Emotional and Physical Health

COST (Coordination of Services Team): COST is the learning support umbrella structure that brings together all support service providers at a school site. The COST develops and monitors programs and resources that enhance prevention and intervention efforts contributing to student success. The COST focuses on referred students, and coordinate respective programs and services to promote their academic success (Student, Teacher, Counselor, Nurse, Social Worker, Administrator, Staff, City & Community Stakeholders, or Parent Advocates). Participation in supports resulting from COST will be optional.

SST (Student Success Team): SST is a problem-solving and coordinating structure that assists individual students, families and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time, and invites the parent/caregiver and the student to participate

in finding solutions. (Student, Teacher, Parent, Caregiver, Administrator, Counselor, Psychologist, COST Coordinator, School Nurse, Social Worker, School Psychologist, Nurse, or Behaviorist is invited to assist as a consultant, if and when available). Participation in resulting supports will be optional.

Additionally, various health, social, and emotional supports will be offered through our partners, listed in the Community School: Ongoing Family/Guardian Involvement & Satisfaction subsection of this proposal – participation in these programs, services, and supports will be optional.

Co-Curricular Programming

All students will be offered the opportunity to participate in myriad extra or co-curricular activities and programming. We will offer a range of sports (junior varsity and varsity) including baseball, softball, basketball, football and swimming to all students. Coaches will be paid a stipend by McClymonds. Students will compete in the Oakland Athletic League (OAL). We will also offer Cheerleading, in which all students will have the opportunity to participate. Coach(es) will be paid a stipend by McClymonds. Students will cheer at OAL events.

Other activities will include the following: SPAAT- Student Program for Academic & Athletic Transitioning, available to all student athletes, to provide generalized and academic support; Clubs (YOLO, E-Team, Culture Keepers, FLY) – these clubs meet as per individual charters or group agreements and are sponsored by a faculty member; Debate- Students will have the opportunity to participate in the Bay Area Urban Debate League. Leaders and advisors will be paid a stipend by McClymonds. Additional campus student groups include: Student Government/Student Voice Committee, African American Male Achievement Program, Black Women Code, Young Gifted Women (YGA), Music Club, Young Artist Program, Journalism, GSA (Gay Straight Alliance), NASBE, Young Life, Young Mo, Fly Girls, Fly Boys, Code.Org, and Yearbook.

Summer School

Summer school will have a tiered approach:

1. 50 rising 8th grade students who will receive orientation, assessment, and peer supports to transition into the Mack Way.
2. 40 students who will engage in Pre-AP curriculum and support in order to build rhetorical skills and knowledge. Students are whose SRI scores are at least 1250, and those recommended by teachers will participate in this summer school program.
3. Any 10th grade student who did not pass a section of the CAHSEE will receive tutorals and test-taking strategies during summer.

SECTION IV: TEACHING

TEACHER COACHING

The overarching goal for teacher coaching is to build the capacity of our teachers to improve student outcomes/achievement by:

- Developing a repertoire of high-yield instructional strategies,
- Becoming reflective practitioners in planning, delivering and assessing instruction (cognitive coaching),
- Supporting teachers to become facilitators of student learning,
- Emphasizing a growth mindset for staff and students (equality, choice, voice, dialogue, reflection, praxis, and reciprocity) (Knight and Cornett), and
- Increasing teacher retention.

Research indicates that teachers who are coached on a specific instructional strategy will be more likely to implement the strategy, more effective in implementing the strategy, and more likely to try new strategies in the future even after coaching has stopped (Knight, Conclusion, University of Kansas).

Coaching Plan

The school's coaching plan will be designed to provide:

- Differentiated support to teachers in curriculum planning (i.e. lesson planning),
- Implementing school-wide instructional strategies (i.e. literacy across the curriculum) and high-leverage classroom instructional strategies to address the diverse learning needs of students,
- Designing and implementing applied learning strategies (i.e. project-based learning), and
- Developing and/or using formative assessments, and classroom environment.

The principal, an instructional coach, and content-specific instructional coaches, including members of the Instructional Leadership Team (ILT) will oversee teacher coaching. This team will manage the process for hiring the coaches. The primary role of the principal in the coaching process is that of administrative support. Based on data, the principal will determine tiers for teacher coaching and share data with coaches. The principal will debrief teachers' progress with coaches and monitors classroom instruction and assessment to ensure the coaching plan is implemented with fidelity.

"The Mentoring Guide for Principals" (2013-2014) illustrates that, "New York City Public Schools offer school-based mentoring that enables principals to shape how mentoring will be provided. Recent studies have found 50% of the new teachers in large urban districts leave the profession within 5 years...Mentoring is one critical support for new teachers" (page 4). Mentoring or coaching is crucial for instructional planning. The coaching tiers will be as follows:

Tier 1 Coaches: These coaches will focus on mentoring novice teachers (new to the profession and new to Mack). The criteria for a tier 1 coach are as follows: the coach must have taught at McClymonds High School for 5 years or more. If the coach has not taught at Mack for 5 years or more then the coach must have experience with teacher coaching/mentoring for 5 years or more in an urban school district. Since tier 1 coaches will be supporting only novice teachers, the focus for each coaching segment will be on classroom management and instructional planning. The teaching committee and administration from Mack must approve all coaches.

Tier 2 Coaches: These coaches will focus on mentoring developing teachers (teaching for 1 year or more, but are new to Mack). The criteria for a tier 2 coach are as follows: The coach must have taught at Mack for two years or more. Tier 2 coaches are mentoring teachers who have been in the classroom with some experience, so tier 2 coaches are focusing more on classroom management issues as compared to instructional planning. Once again, the teaching committee and administration from Mack must approve all coaches.

Tier 3 Coaches: These coaches will focus on mentoring emerging teachers (teaching for 2-5 years at McClymonds). The criteria for a tier 3 coach are as follows: The coach must have teaching experience (5 years or more) in the same content taught by the retained teacher and be considered a proficient teacher. These coaching sessions will focus on higher level instructional planning and not classroom management issues. Higher level instructional planning will consist of project based learning, differentiated instruction, content aligned unit plans, data analysis, etc. Once again, the teaching committee and administration from Mack must approve all coaches.

Research Basis

We use research that supports cognitive coaching and reflective teaching, a constructivist approach to teaching and problem-solving (Art Costa and Robert Garmston), and Charlotte Danielson's Framework for Teaching to select and/or refine research-based observation tools. Cognitive coaching will help to engage teachers in cycles of inquiry that require reflection and promote a "growth" mindset. Danielson's Framework includes four domains: 1- Planning and Preparation, 2 - Classroom Environment, 3 - Instruction and 4- Professional Responsibilities (which will include reflecting on practice and growing professionally). "The Mentoring Guide for Principals" (2013-2014) for New York City Public Schools notes that offer school-based mentoring is one critical support for new teachers" (page 4). Mentoring or coaching is crucial for instructional planning.

Teacher Coach Methodologies

Teacher coaches will be expected to use the following research-based practices <http://instructionalcoach.org/research/tools/paper-studying-the-impact-of-instructional-coaching>

- Equality: Coaches must also be seen as learners who can benefit from the coaching relationship (which is why it is ideal for them to also be teachers/peers/colleagues, not evaluators)
- Choice: Teachers should have a choice in where they are pushing their practice while being challenged by their coach
- Voice: Teachers and coaches both ought to feel heard in their conversations rather than the process being punitive or evaluative
- Dialogue: Regular conversations and mutually agreed upon goals ought to be at the forefront of the coaching relationship
- Reflection: Reflecting on feedback and lessons to improve a specific strategy (Research shows it takes about 6 hours of implementation for a teacher to master a specific strategy)
- Praxis: Practicing of instructional strategies in 3 main ways, (1) during PD, (2) coach demonstrating in class, (3) teacher trying.
- Reciprocity: Coaches should expect to receive something from the relationship in terms of their own learning and practice

Coaching and Feedback on Instructional Planning

The caseload for coaches/experienced teachers will be a maximum of two new/inexperienced teachers. Weekly meetings will be mandated, which will be accompanied by a sign-in sheet, objective, and agenda. The one-on-one meetings will consist of benchmarks, planning time for current or future units, align-

ing common core standards, implementation of backwards design, creating formative and summative assessments, examining student data, and finally unit design templates Buck Institute for Education (BIE).

The coaching cycle/protocol will include the following components:

- Pre-conference (discuss identified needs),
- Modeling (coach may model lesson/strategies while teacher observes),
- Debrief and Plan (debrief and plan with teacher),
- Collaborative Teaching (type of collaboration depends on level of support needed; i.e. co-teaching),
- Observation (coach observes teacher using approved/appropriate observation protocol), and
- Feedback (coach meets with teacher to discuss feedback and identify next steps).

Coaching observations will be conducted by trained non-supervisory staff. Observations are non-evaluative and are solely conducted to provide support for improving teacher practice. Observation protocols will be standardized using criteria that align with standards and high-leverage instructional strategies, including specific school-wide strategies and classroom practices that provide a supportive, student-centered environment. It is important that the tools we select and/or refine provide consistency across the school and are reliable and valid.

Some specific areas of focus for coaching include: literacy strategies, planning instruction, reflective teaching, formative assessments, differentiated instruction, blended learning, classroom environment, using data to inform instruction.

PROFESSIONAL DEVELOPMENT

Professional Development Standards and Opportunities

We propose a new position at McClymonds: Instructional Coordinator/Coach. This person would be responsible for developing professional development sessions and facilitating professional development sessions. In addition, s/he would be the keeper of resources regarding instructional strategies to develop teachers around the school foci. This person would observe and provide feedback regarding the implementation of specific instructional strategies taught in professional development sessions. This person would also analyze data from surveys at professional development sessions.

Whole staff PD will be required every week. Each month there will be different topic areas (e.g. close reading, academic discussion, etc.) and each week a different strategy would be rolled out. The PD calendar will be the responsibility of the Instructional Coordinator/Coach. In the case of this position being unavailable, we are requesting funds so that current teachers and leaders can be adequately compensated to create that calendar themselves.

We will develop our PD plan according to the following research-based characteristics of high quality teacher PD:

- Extended – Extended development experiences allow for more substantive engagement with subject matter, more opportunities for active learning, and the development of connections to teachers' daily work. This work should occur over time and be ongoing.
- Content-focused – Bland, generally-focused content becomes hard for teachers to connect to their practice. Work more in alignment with the teacher's content area allows for more real development to take place.

- Collaborative – Teacher learning is most likely to be effective when they are collaborating with professional peers, both within and outside of their schools, and when they gain further expertise through access to external researchers and program developers.
- Coaching – As described above. Integrated with professional development
- On-going – Professional development should be continuous, not episodic, and include follow-up and support for further learning.
- Coherent and Integrated - Professional development should incorporate experiences that are consistent with teachers' goals; aligned with standards, assessments, and other reform initiatives; and informed by the best available research evidence.
- Inquiry-based - Professional development should promote continuous inquiry and reflection through active learning which has the effect of encouraging teachers to become engaged in meaningful discussion, planning and practice as part of the professional development activity.
- Self-evaluation - Professional development should include procedures for self-evaluation to guide teachers in their ongoing efforts to improve.
- Part of Daily Work - Professional development should be largely school-based and incorporated into the day-to-day work of teachers. Professional development is modeled by facilitator (instructional strategies, etc.).

Teacher-driven - Professional development should respond to teachers' self-identified needs and interests in order to support individual and organizational growth. Professional development is more meaningful to teachers when they exercise ownership of its content and process. In addition to PD in which we will participate as part of district-led initiatives such as PBIS and RJ, some potential PD areas are:

- Analysis of student work
- Analysis of observations
- Analysis of lessons
- New instructional strategies
- Developing a ToolKit
- Role of a coach
- Vertical alignment creation/refinement
- Common Core Standards
- Mastery of competency
- Blended learning

Cultural Responsiveness of Professional Development

Professional development opportunities will support staff in cultural responsiveness and differentiating instruction by:

- Acknowledging the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- Building bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- Using a wide variety of instructional strategies that are connected to different learning styles.
- Teaching students to know and praise their own and each other's cultural heritages.
- Incorporating multicultural information, resources, and materials in all the subjects and skills routinely taught in schools
- Re-engaging E3 organization for cultural responsiveness training

- Student-teacher/Teacher-student relationship building
- Professional development will have differentiated and scaffolded approaches for each instructional strategy taught. The goal will be for each instructional strategy to address GATE, SpEd, and ELL students.

Explain how the professional development program will be evaluated to assess its effectiveness and success.

- The professional development program will be evaluated through surveys and observations. Surveys will be conducted by teachers who were present for each PD. We will use commonly accepted rubrics/surveys for PD (for example: http://www.del.wa.gov/publications/PD/docs/Scoring_Rubric.pdf)
- Surveys will be analyzed to ascertain the effectiveness of each PD.
- Teachers who have completed any type of professional development will be formally observed by a department chair or admin for each marking period.
- Formal observations will rate the effectiveness of each teacher's performance after undergoing professional development.
- Teachers will have their students complete surveys that rate their effectiveness of implementing an instructional strategy learned at PD.
- Each student survey will be conducted at the end of each month to correlate with the different instructional foci from PD.
- Research from the article, "Improvement of instruction and teacher effectiveness: are student ratings reliable and valid?" shows that, "the use of student ratings leads to the improvement of instruction" (Arubayi, abstract).

SECTION V: FACILITIES

FACILITY MODIFICATIONS / IMPROVEMENTS

In order to create a professional, safe environment the following issues must be addressed regarding facility improvements:

1. The entire premises must be fumigated to rid buildings of ALL rodents.
2. The main floors must be allocated for all McClymonds school programming.
3. The auditorium should be modified accordingly: New seating, new lighting to brighten the space, the stage floor needs to be replaced, all electrical sockets upgraded, backstage controls upgraded, bluetooth sound system, upgraded spot light, projector/screen
4. Clean basement for storage
5. Windows need to be replaced to account for upgraded blinds and ventilation.
6. Door should be upgraded to account for safety locks.
7. Emergency exit doors with alarm.
8. Collaborative desks
9. Picnic seating in the Plaza of Peace with charging docks
10. Wifi in cafeteria/ Plaza of Peace
11. Cafe seating and vending machines in cafeteria
12. The library must be renovated to function as a research-media space: new furniture, painting, new flooring, and adequate storage/study spaces.
13. Updated student store space
14. Upgraded surveillance cameras inclusive of auditorium/cafeteria/gym.

Capital Improvements to Accommodate Proposed Program

- The site needs central air
- The site needs two digital marquees for both inside and outside
- Science rooms need chemical hoods/vents and lab counters/stools
- Opposing stadium seating at the field
- The library needs security system for entry point, additional electrical sockets, charging docks, projector/sound system, flat screen television, a smartboard, emergency exit door, cafe furniture space, chromebook cart (30), 6 computers, high speed wireless printer/copier/scanner, printer for circulation desk, 3-D printer
- Two-story gym for both site and community use (basketball, volleyball, racquetball, shower/locker room)
- Upgraded cafeteria (sound system, projector, windows, and doors)
- Baseball field within ½ mile from school and batting cage where current tennis courts are located
- Swimming pool seating area
- Parking lot lights
- Updated secured gate 28th Street entrance to the parking lot
- Technology labs to support Personalized Pathway Plans/programs and STEM curriculum

Use of Outdoor Space to Facilitate Learning and Programming

Outdoor space on campus will be utilized to enhance the learning and teaching opportunities and expand the traditional understanding of what constitutes a “classroom”. As we work to redesign the

learning space of the school, construction and upgrades will take place to include electronic and technology accessibility outdoors. These additions will enhance students' engagement in STEAM related lessons and activities. Some of the ways that outdoor space will be used in an academic capacity are:

- The McClymonds Community Garden and greenhouses will be used to facilitate lessons and research in biological sciences.
- Collaborative seating will allow students to use computers and work together in an outdoor setting.
- An automotive shop will be built to support a automotive engineering curriculum
- A course for Driver's Education
- The campus swimming pool will be opened to expand the P.E curriculum and to provide classes and certification on swimming technique and safety.
- Space for an outdoor theater to support the arts program
- Provide authentic learning experiences in environmental studies and issues