

## Oakland High School

### PROGRESS TOWARD PREVIOUS YEAR'S GOALS 2009-10

Our students' progress in the area of reading, as measured by the High School Proficiency Exam (HSPE), demonstrated overall that our students are improving over the course of the past five years (four years, WASL; one year, HSPE). OHS has moved from 18.2% to 54.5% in reading success during those five years (2006 through 2010). While we are successful in participation rates for purposes of AYP in the spring of 2010 for reading, writing, and math, we have less than the required number of students testing for purposes of AYP in all three standard areas. Students in grade ten performed with 54.5% of students meeting standard in Reading. While this progress represented growth in our tenth grade scores, we did not achieve the expected results as measured by our tenth grade students as measured on the 2009 WASL (73.3%). We are not satisfied with our current indicators of growth on the HSPE and are therefore intentionally focusing our efforts to significantly improve our students' achievements in this area. We look to higher achievement as measured by the 2011 HSPE.

In the area of mathematics, we see a significant area of improvement needed. Our students' performance as measured by the 2010 HSPE did not meet our established targets. Over the past five years, there has been minimal growth as demonstrated by 2.4% meeting standard on the 2006 WASL and 9.3% meeting standards on the 2010 math HSPE. A significant emphasis on mathematics, along with many layers of support across our school district and within our school, in order to effectively address the concerns in this area, are needed if we are to see a significant increase in the level of student performance in mathematics as measured throughout the school year with formative assessments and in a summative manner on the 2011 HSPE.

In writing, we have seen strong growth, but we have a long way to go. From 2006 through 2010, OHS has moved from 40% in writing to 76%. A significant emphasis on writing exists at OHS; the emphasis is focused in not only English classes, but by using the same writing format throughout the building in all content areas. As with reading and math, we are focusing our efforts in writing to include an intentional twice-weekly emphasis throughout the building in an intentional manner.

### OVERVIEW OF SCHOOL IMPROVEMENT 2010-11

#### **Continuous Improvement Process and Stakeholder Participation**

The content of this plan represents the ongoing work and goals established within our school for the 2010-2011 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within departments and as a part of whole-staff work sessions. The specifics of our attached Action Plan set forth our school-wide reform efforts and are a result of our staff's review of student assessment data, the prioritization of staff and team goals, and the articulation of specific next steps in our work toward student achievement.

One change that we are piloting this year is the weekly assignment sheet for students and parents. Every Friday, students are sent home with the following week's learning targets and activities. On Fridays,

every teacher in every class goes through this information with students so that they are prepared for the ensuing week's learning.

Another change this year are the "Grammar Goodies" and "Math Minutes" protocols. Every Tuesday and Thursday, all students, with teacher support and assistance, weave through a brief exploration and problem-solving activity with math and literacy skills. Not all students are currently taking a math class, so this activity keeps them current with "math thinking" and provides an opportunity for all students to be engaged in that math thinking at least twice a week.

Likewise with literacy, not all of our students are taking an English class every quarter. As with the "math minutes," the "Grammar Goodies" activity intentionally engages students in problem-solving and skill building in literacy. We believe that these changes will have a positive impact on our students reaching standard in these areas.

The establishment of goal and focus areas for our school's work is also established in partnership with our SCDM. Our SCDM functions as the SIP team as well. Given the size of our school, the SCDM includes all certificated, classified, and administrative staff members.

Additionally, OHS uses a Students of Concern protocol that structures awareness of students' needs followed up by interventions tailored to an individual student's needs. Every Tuesday, staff communicate with each other about what works and doesn't work with individual students. Teacher approaches and strategies are adjusted for meaningful intervention to help students succeed in school.

### **Review of Data to Establish Improvement**

#### **Achievement**

Spring Data (expressed as a percentage of students meeting standard)

<b>Grade 10</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Reading</b>	18.2	30.1	57.1	73.3	54.5
<b>Mathematics</b>	2.4	3.7	5.7	10.0	9.3
<b>Writing</b>	40.0	34.6	57.1	90.0	76
<b>Science</b>	2.3	2.0	0.0	0.0	14.6

The school-wide data from the 2010 HSPE indicates marginal strength in reading performance. This data matches the progress as measured in our primary classrooms using district and classroom-based assessments. Our work in this area continues to be a focus of identifying students who read below grade level and placing them in the Read 180 class until they reach grade level. Our IEP students who have reading goals also achieve those goals through Read 180; and the data-driven protocols in that class assist them and all of our below-grade level readers.

In the area of Mathematics, our students' performance did not meet the state standard. In fact, we are far from meeting standard. Our instructional focus in this area will be the implementation of enrolling all of our students in Algebra I classes or higher to increase the level of academic success in mathematics. Many of our students come to OHS because they have minimal math skills, an extraordinary lack of confidence, and a history of failure. The District's support of our work with the infusion of professional development for teachers and principals (Teachers Development Group), combined with our school's building level collaboration with "Math Minutes", support our students' learning and increased chances for success. The development of intervention and enrichment plans to respond to student achievement will all contribute to the work designed to significantly and positively influence our students' achievement. (See action plan for specific intervention strategies.)

## Attendance

(Average daily attendance)

2007-08	2008-09	2009-10
	91.1%	89.3%

## Dropout

2006-07	2007-08	2008-09
45.6%	43.3%	42.6

## Graduation

	2006-07	2007-08	2008-09
<b>On-time</b>	1.6%	N/A	4.2
<b>Extended</b>	4.9%	N/A	20.9

## College

	2003-04	2004-05	2005-06	2006-07	2007-08
<b>College Direct</b>	23%	25%	13%		
<b>College Direct 2-year</b>	23%	23%	6%		
<b>College Direct – 4 year</b>	0%	3%	6%		
<b>Persistence Rate</b>	64%	70%	100%		

### Planning for Transitions (from high school to post-secondary learning, work, career, or military)

Research tells us that students who struggle with school are most likely to “fall through the cracks” when transitioning from one learning level to the next. At Oakland, many of our students do not envision themselves going to college nor do they believe they can go. Knowing this, as part of our counselor’s guidance activities, students work closely and directly with the guidance counselor and their Senior English teacher/Advisor to develop a clear understanding of their transcripts, graduation requirements, and post-secondary planning. Due to our efforts, OHS students are taking the SATs (first time in awhile that this has happened at OHS). In early October, juniors and seniors meet in their respective grade level groups with the school counselor and their Senior English teacher/Advisor to learn where they are with graduation requirements, develop a plan for next steps, and then implement that plan through course selection, portfolio development, and college/career awareness research and investigation. We work closely with each student so he or she is aware of his or her credit and grade level status plus educational options. Often, students come to us with very few credits and many years of unsuccessful schooling. Our main goal is to help these teens learn to become students and then apply those skills in the classroom as well as outside the classroom (for example, punctuality, demeanor, proper dress, language, etc.).

### Characteristics of High Performing Schools

At OHS, the BERCC data (taken in the fall of 2009) reflects a number of strengths plus areas where growth is needed. OHS will continue to build on its strengths in the areas of **Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development, and Supportive Learning Environment**. Areas which are emerging as strengths, but where continued work needs to be

done are **Effective School Leadership, Frequent Monitoring of Teaching and Learning, Alternative School Best Practices, and Curriculum, Assessments, and Instruction Aligned with State Standards.** Moreover, each day every teacher posts The Learning Target for that class. The four questions which make up the Learning Target are: 1) What Are We Learning Today, 2) Why Are We Doing This, 3) How Will I Know I Have Learned It, and 4) How Will I Use This In The Future. As guests and OHS administrators walk through each classroom, the students are able to answer those four questions. So, the areas where growth is needed (scores of primarily 2's ) include: **High Levels of Family and Community Involvement, and High Levels of Collaboration and Communication.**

OHS staff, through the SCDM process, determined that the following areas will be targeted for improvement for the 2010-2011 school year:

1. **High Levels of Collaboration and Communication**  
Collaboration  
Communication
2. **High Standards and Expectations for All Students**  
Rigorous Teaching and Learning

### **Professional Development Opportunities**

A great deal of the teacher professional development/learning at Oakland is a result of our twice-monthly staff meetings which are focused on areas of teaching and learning. Focused areas of discussion and learning have and will continue to include: questioning techniques, classroom management, peer walk-throughs, Bloom's taxonomy, effective classroom practices, student engagement, and development of common building language and protocols focused on student learning. Weekly Principal Memos are sent to all staff. These Memos are several pages long and reinforce the focus areas as reminders from staff meeting professional development activities, in addition to links to supplementary professional articles and activities. In the 2009 – 2010 school year, staff did Professional Development in the form of a book study, a book called Classroom Assessment for Student Learning by Rick Stiggins, et al. Standards based classroom instruction, summative and formative grading, as well as a standards based grade book was discussed during the study and was agreed by all to be something the staff would like to undertake. This book study will continue this year as new staff come into the building. Continued formal professional development from the District will develop further our practices in math. Formal professional development from the District will also enhance our ability to engage students in all content areas in a meaningful way so that students will reengage with their learning and their futures. Our principal will continue to lead the work in implementing the elements of the 5 Dimensions of Teaching and Learning ensuring the appropriate use of Learning Targets and Student Engagement.

### **Highly Qualified Teachers**

**Leave Blank for CAB Title I staff to complete.**

### **Recognition of Non-Academic Learning**

At Oakland High School, we believe in teaching teens how to be productive students and how to transfer learning so that it is valuable and relevant. This belief is exemplified by a strong emphasis on creating a focused, structured, and caring environment with clear boundaries. We look for opportunities to recognize and promote attendance, as that is the heart of the matter for us. If students don't attend, they

cannot learn. Students are provided opportunities to come to school, and if they fail to do so on a regular basis, we work on teaching the organizational and time management skills that will get them there. Teachers and office staff call when students are absent to encourage attendance and to work with parents to get their students to school. Oakland students are offered unique experiences such as a later start time, a college-like schedule (three 95 minute classes per quarter), and smaller class sizes. Overall, we work to promote the values of accepting others, understanding the value of community, and the building of a collaborative work culture.

### **Safe and Supportive Learning Environment**

The Oakland High School staff is purposeful and intentional in its work to create a safe and supportive environment. Built upon the expectation of: *If you cannot say it, wear it, or do it in court or a house of worship, you cannot say it, wear it or do it here*, our staff believes in direct instruction, in modeling, and in the ongoing practice of expecting specific behaviors and attitudes for learning within our school. Our no-tolerance approach to behaviors that violate safety, acceptance, and respect is combined with a supportive safety net of communication, clear expectations, second chances and grace. Additionally, there is the expectation of change. Students are expected to make positive change, yet OHS understands that change does not happen quickly. We use communication and conversation with students, building/district consequences, classroom management expectations, and leadership in the building for discipline as well as a comprehensive counseling program that embraces close work with families and students. Working together, we actively and explicitly promote a safe and supportive learning environment for all students.

### **Equity Issues**

The District's focus on cultural competency and the Action Plan for closing the achievement gap will complement our school's efforts this year. Our performance data trends on the WASL, and now HSPE, show that our greatest gap is between our white student population and the African American and Latino males in both math and reading. Our professional development in math (Teachers Development Group) will address culturally competent teaching strategies that can be applied to all subject areas. Intervention activities that include additional time for struggling students is built into our communication with parents and each other as staff members to find strategies and approaches that work with individual students. Because many of our students are on free or reduced lunch, we acknowledge that their learning needs cannot be met if their basic needs at home go unmet; therefore, our administration and counselor will continue to work with the McKinney-Vento liaison, the Communities-in-Schools coordinator, and our career counselor to help students find their ways to being independent learners.

### **Technology**

Oakland High School continues to build upon the use of technology in a variety of ways to enhance student learning. Technology within the classroom includes regular access to document cameras and our career center. Our CTE teachers have the opportunity to use Smart Board technology. For project based learning, our career center offers internet research.

### **Parent, Family and Community Involvement**

We believe strongly in the power of parent and family involvement in our school and have worked hard over the years to communicate with parents in proactive ways. Besides staff personally calling parents, Oakland uses the District's Connect Ed service to remind parents and students how important it is to come to school. Last year and this year, Communities in Schools has been an important partner with OHS, and we find that their involvement with us, our students, and our families has helped students connect to their learning. Given the extreme mobile and transient nature of our population, a PTA has not been a viable option. However, we do talk with parents regularly about their students' progress, their

concerns, and of course, the principal and staff make the effort to make “good news” calls as well. Beyond working with families, we regularly seek ways to partner with our greater community through such strategies as providing mentors through Communities in Schools, college and career fair participation, career opportunities, job shadowing, internships, military awareness opportunities, as well as food drives to support disaster victims and a blood drive to support our community.

**Coordination of Fiscal Services**

Nearly all of what we are able to do to support student learning comes from our basic ed budget. Communities in Schools has been extremely generous with time and resources; and we appreciate and look forward to our continued partnership with them on providing learning and community services and resources to our students.