URBAN PROMISE ACADEMY

# SCHOOL DESIGN
# BLUEPRINT

**FEBRUARY 7, 2016**

**AUTHORED BY:**
CLAIRE FISHER, JULIA LEHMAN, DAVID RAMIREZ, JESSICA BAER,
KRISTI LEUNIG, AND TIERRE MESA

# TABLE OF CONTENTS

# FOREWORD

In spring 2015, the Rogers Family Foundation (RFF), in partnership with national and local funders, awarded 10 Oakland public schools planning grants as part of the Next Generation Learning Challenges (NGLC) Regional Fund initiative to usher in a new wave of breakthrough schools. The goal of the grant was to give schools the time, money, and support to reimagine their schools for the 21st century and develop transformational visions for preparing all students for college and career success.

In addition to $720,000 in combined grants for schools, the planning cohort received a diverse array of professional development services. RFF partnered with Mastery Design Collaborative (MDC), a local nonprofit, to provide all 10 planning grant winners an 8-month professional development program to train and support each school in a) designing personalized learning prototypes and b) developing a long-term plan for launching a breakthrough school over three years. The template for this long-term plan, called the School Design Blueprint, was created by MDC in partnership with RFF and OUSD project managers. Four-to-five member design teams from each school worked together to complete their School Design Blueprint, and each team solicited input from the rest of their staff to accurately reflect the interests of their entire school.

The School Design Blueprint is a design document that outlines the school's plan for transforming its current school model to one that better serves the unique needs of every student. The blueprint is structured to answer four main design questions:

1. What is our theory of action for solving our greatest systemic challenges?

2. What will the future student experience look like when we succeed?

3. What will we implement next year that gets us closer to our long-term vision?

4. How will we continuously roll out new features of our model and engage stakeholders in the work over time?

Once complete, each school will use their blueprint as a guide for collaborating with staff on implementing pieces of their new instructional model. Schools will also share their blueprints with their community stakeholders and update their blueprint with the feedback they receive. The blueprint may even serve as a recruiting and onboarding tool for prospective staff members. Most importantly, the blueprint will provide a roadmap for the next two-to-three years that students, staff, and leaders can follow to gauge the progress each school is making in adopting a comprehensive, next generation instructional model.

Enjoy!

 - *Rogers Family Foundation and Mastery Design Collaborative*

# SCHOOL HISTORY

Like many innovative schools, Urban Promise Academy was born out of a collaboration among like-minded community members looking for a better opportunity for our students.

The journey of UPA started in an unsuccessful middle school in the Fruitvale district of Oakland. Some of the families, staff, and teachers knew our students deserved a better school. They started meeting in people's kitchens and living rooms to share their hopes and dreams of what this new place should look and feel like.

This original super group wrote a proposal to form a small school. After intensive community engagement, Urban Promise Academy was granted permission to be its own school. Since our beginning, we have strived for high academic achievement and growth, social emotional well-being for all school members, and strong community collaboration.

**Fast Facts about UPA 2015-2016:**
21 teachers and 12 classrooms
2 Special Education,
2 English Language Development classes,
2 elective teachers
375 students in grades 6, 7, and 8.
28 RSP students, 12 inclusion students, and 30 newcomers.

UPA started the journey in 2004 with only 8% of students scoring proficient in ELA and 9% in math according to the California State Test (CST). By 2013, the last year UPA took the CST, 48% of our students were proficient in ELA and 61% were proficient in math, which was the highest rate of math proficiency in all of Oakland Unified Schools. Currently UPA holds the high-est re-designation rate for English Language Learners at 44%, and the highest growth rate on the Scholastic Reading Inventory (SRI) in all OUSD middle schools.

This year, UPA piloted two comprehensive programs that met students' academic and social emotional needs in a personalized way. Through a revamped crew (advisory) curriculum, students now receive instruction on the Habits of Success and academic and socioemotional learning (SEL) goal setting. Personalized learning became paramount this year as UPA's 6th graders and teachers participated in the first cohort to adopt the Summit Basecamp model. This model provides an online platform for students to create personalized learning plans through two modalities: project-based instruction and self-driven learning. Project-based learning teaches and reinforces cognitive skills while self-driven learning is specific to its content. Teachers act as mentors and guides along the way, allowing for comprehensive small group instruction and intervention. UPA's 7th grade will adopt the Summit model in the 2016-2017 school year.

From its inception until now, Urban Promise Academy has always strived for excellence. Our next generation school vision and model will only further the dream of a high quality, full-service education for all students. With this grant, we hope to scale our personalization model thoughtfully throughout our whole school as we believe it allows us to fully engage students and meet all needs.
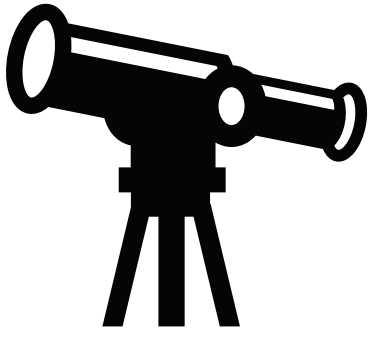
# THEORY
# OF ACTION

## School Challenges: What challenges drive our work?

While we are pleased by the successes we have had to date, our school still faces several systemic challenges that we hope to address in the launch of our next generation school vision and model. With students coming from all over the district and world, UPA serves an ever-diversifying constituency of students. Within an Inclusion model, UPA hosts a newcomer cohort (children new to the country with little to no English), and an Intensive Counseling Enriched program for students with emotional disturbance. Classes include learners with a wide range of experiences and academic skills, spanning from multiple years below to multiple years above their grade level. Supporting this diverse range of student needs within a traditional school model is incredibly demanding for our staff. While we strive to provide each student with consistent needs-based instruction, we continue to explore instructional models that are both effective and sustainable in not only meeting each student at his/her level, but also accelerating his/her growth.

At the same time, the ever increasing rigor of national standards and the growing demand for 21st century skills challenges us to provide students with agency and resources to drive their own learning. All of our students are from historically underserved populations in need of equitable access to a high-quality education. Our current school model primarily relies on teacher-directed learning. While this has produced some steady academic gains, it has not enabled our students to thrive in environments that are less structured. To date, many UPA alumni have reported difficulty with independence and self-efficacy in high school and beyond. There have been several accounts of our highest-needs students who were able to succeed at UPA, but struggled significantly after promotion. As a result, there is an urgent need to teach our students how to reflect on their gaps, self-advocate, make decisions, and access resources to accelerate and drive their own learning. Ultimately, UPA's biggest challenge

is ensuring that every student feels empowered to be the captain of his/her own destiny.

## School Vision: What future do we want for our students?

At Urban Promise Academy, we prepare our diverse student body to meet the challenging demands of 21st century college, career, and community readiness. We achieve these goals through an innovative, personalized approach that emphasizes student-driven acceleration, project-based learning, and social emotional learning. UPA's personalized model is key to addressing the challenges of supporting our diverse group of learners who represent a wide range of academic, emotional, language, and literacy skills. Student learning is accelerated through the strategic use of data to drive instruction, intentional integration of technology, and a focus on the Habits of Success. Teachers develop engaging, project-based learning units that foster inquiry, mastery of cognitive skills, and real world application. Upon leaving UPA, students are critical thinkers who effectively drive their own learning through goal setting and reflection; lifelong learners who actively seek knowledge and possess technological competence and collaborative skills; and social justice-minded citizens who serve as advocates and leaders in their communities.

## Core Values: What values unite us?

Our well-established values, dating back to the school's origins, have laid an integral foundation for our innovative, student-centered practices. In 2001, a small group of teachers, administrators, and families who were dissatisfied with the conditions and services they saw at their current sites decided to take on the challenge of creating a school that would soar above the status quo. They came together to form the collaborative dream of Urban Promise Academy, a full-service community school. The roots of this dream laid in the prioritization of fostering positive relationships, holding

a safe and caring learning environment, and promoting family resources and engagement. In its 14 years of operation, UPA has housed many talented teachers, students, families, and service providers who have all come to exemplify the UPA way.



Figure 1: UPA's Community Agreements



Figure 2: UPA's Core Values

## Learner Centered Strategies: What core strategies will help us achieve our vision?

In order for us to actualize our long-term vision, we have decided to focus on these three, high-leverage strategies to achieve our 21st century-aligned instructional program:

**Social Emotional Learning** prepares students to be self-reflective, emotionally intelligent stewards of their community, build strong relationships, and be able to accelerate and drive their own learning in two ways.

First, students have daily Crew classes designed to help students expand their self-knowledge, growth mindset and relational skills through the habits of success and goal-setting. Secondly, the academic curriculum is designed so that learning is directly linked to these habits and goals.

**Personalized Instruction** provides structures and resources for students to be self-sufficient learners capable of passing rigorous assessments. It allows them to deeply understand their own data and use it to target areas of growth, self-pace and set goals. While all grade-level teams are working towards personalized learning, 6th grade Summit Basecamp has set precedence for exploring what it truly means to be personalized. Through this platform, students work at their own pace through a series of content skills. They can take tests when they are ready and use a variety of provided resources to self-teach. Teachers analyze the data to pull small groups to target specific skills, allowing each student to receive tailored, timely instruction.
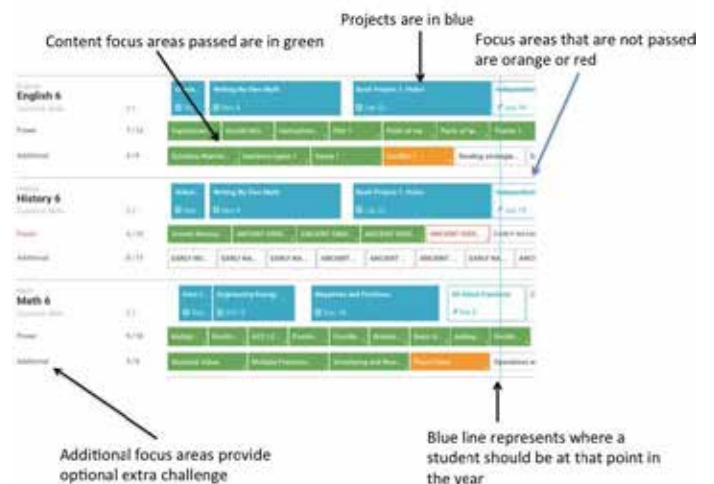


Figure 3: A sixth-grade personalized learning platform from the Summit Program

**Project-Based Learning** emphasizes mastery of cognitive skills, hands-on experiences of academic content, collaboration, and relational skills. Projects pose real-world challenges and inquiry, connecting students' academic experience to their local and global communities. Through projects, students are able to truly engage in a deep exploration of content application and real-world skills.

These strategies work in conjunction to create the empowered student. Social emotional learning is foundational to students becoming powerful activists and self-advocates while personalized and project-based instruction are the modalities for an engaging, self-driven, and rigorous curriculum.

## Expected Outcomes: If successful, what outcomes will students achieve?

Our personalized approach to student-driven learning will be based in continuous use of data. This data will build teachers' capacity to provide highly strategic instruction while allowing students to have ownership over their own goals, pace, and academic growth. Expected outcomes for our next generation model include assessments based on both teacher and student results.

### Teacher Outcomes
- 80% or more teachers will score effective or higher on the OETF framework for: "Assessing student learning and reflecting on student outcomes to assess effectiveness and determine next steps." Strong school-wide assessment is essential for targeting instruction and communicating data that students can use for meaningful goal-setting and self-acceleration.

- 80% or more teachers will score effective or higher on the OETF framework for: "Planning for meaningful and equitable Instruction and assessing student learning." As we work to make our classrooms more student-directed and less teacher-led, we will be able to accelerate diverse learners towards grade-level proficiency on SBAC-aligned performance tasks.

- 80% or more teachers will score effective or higher on the the OETF framework for "Building a growth mindset-focused learning environment." With current alumni struggling to succeed outside their UPA tenure, it is imperative that students learn to self-sustain, accelerate and be metacognitive about their academic and emotional growth.

### Student Outcomes
- 80% or more students will demonstrate more than one grade level of growth on the SRI.

- 80% or more students will demonstrate more than one grade level of growth on the SMI.

- 30% or more of our students will demonstrate proficiency on the SBAC, a 15% improvement from our current results.

- 80% or more students will be able to independently write SMARTe goals to drive their own learning.
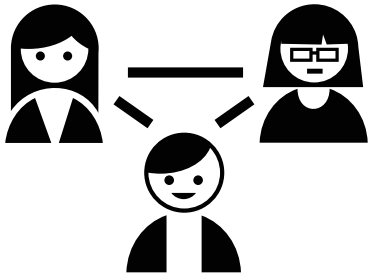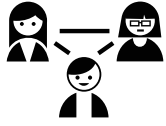
# THE URBAN PROMISE ACADEMY EXPERIENCE
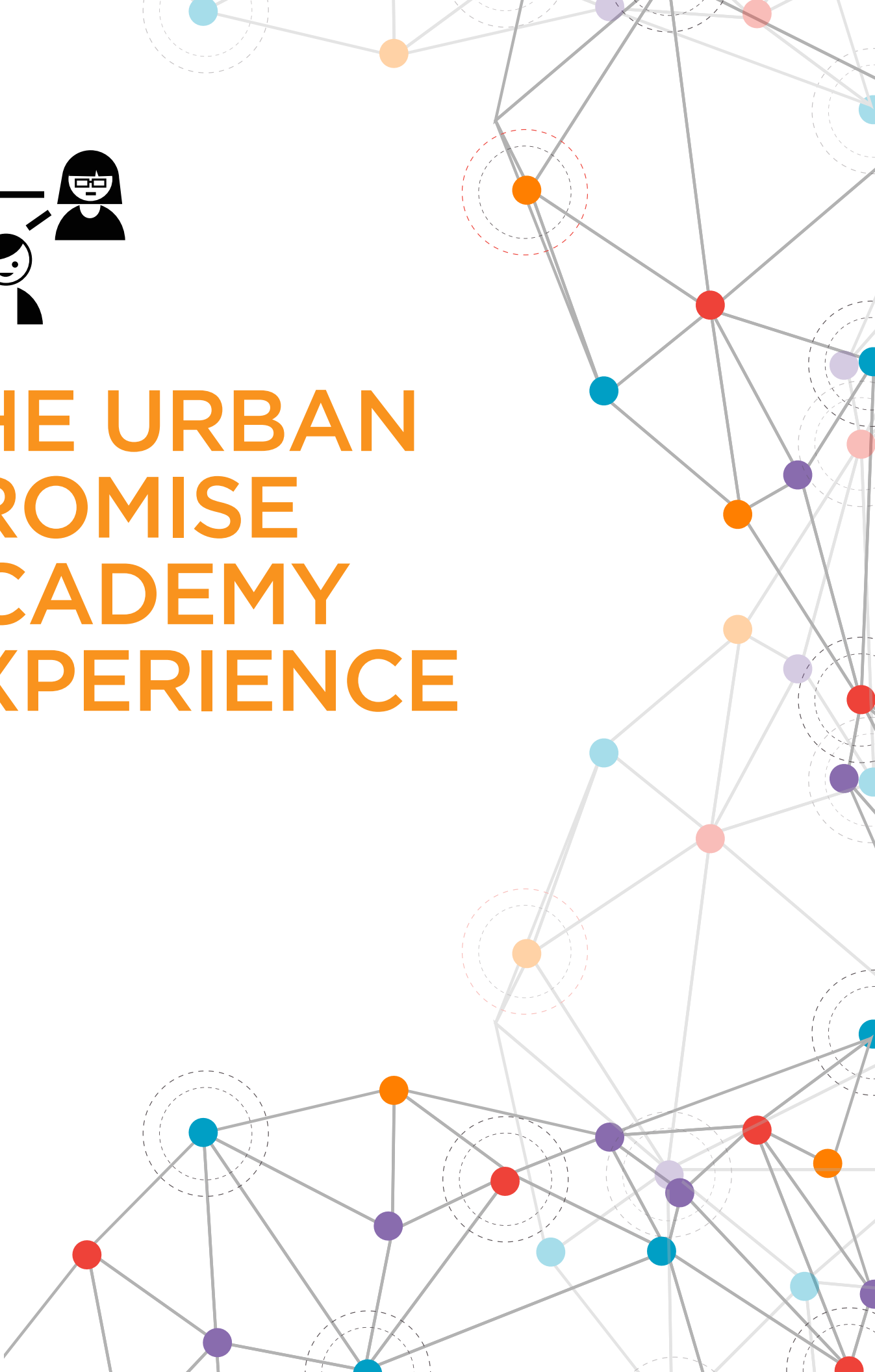
In three years, when our school has fully and thoughtfully implemented all instructional and systematic changes, we will be a truly student-centered, personalized model that meets the needs of all students, such as Juan.

## A Day in the Life of UPA 2019:

Juan arrives at UPA ready to learn! He heads to his zero period, Boost class, where he is working on mastering his basic math skills. He has moved up a level in his skills so he has changed classes to be with Ms. Lehman. In his class, he uses academic language to get to know his classmates though an icebreaker game, implements a conversation protocol with his partner to practice adding decimals, receives a 10-minute mini-lesson that helps him figure out how to stop making a common mistake, and reflects on his progress towards graduating out of Boost. He says goodbye to Ms. Lehman and heads to Crew.

In Crew class, Juan is warmly welcomed by his Crew teacher, Ms. Fisher. He casually says "Hi" to his crew classmates, who he knows well, and settles in by eating and getting out his planner. Ms. Fisher checks his planner, reads the announcements and then leads the students in a reflection on *Shifting Strategies*, a habit of success. Students brainstorm strategies to improve sleep habits, play a quick game, give appreciations, and head off to intersession.

Juan chose an advanced art class for his intercession and is working on teaching himself portrait drawing. Ms. Crystal has briefly modeled a few techniques and given him resources. He practices three-dimensional shading and refines his work by asking his table for feedback. He's excited to use this skill for a poster that he will do in English class.

Off to his Humanities class where he jumps onto his computer to set some action items for the day. He sees that he has to master a few focus areas including one

based on a recent diagnostic he took, which indicated that he needed more input and support before taking a summative assessment. He completes his action item sheet with 2 tasks: 1.) Review vocabulary for point of view by practicing his flashcards 2.) Write study notes on a video about plot diagram. He's able to complete the first action item on his own but is still struggling with plot diagrams. He decides to sign up for tutoring and soon enough Isiss comes to him to help him figure out how to diagram a plot chart correctly. He is happy that he is practicing the habit of "seeking help appropriately" since his mentor, Ms. Cory, has been coaching him.

After lunch, he heads to his math class to start the work on a project he loves. The class is challenged to build a bookshelf that they will actually use in the class. He starts measuring the books with his team focusing on the cognitive skill of precision: using a ruler accurately. Ms. Lehman comes to monitor their progress and asks Juan questions about his strategy when adding fractions because he keeps mixing up his denominators. Juan uses his notes from PLT to help him remember the rule and his team coaches him to the right answer. The work is hard but he's excited to start modeling.
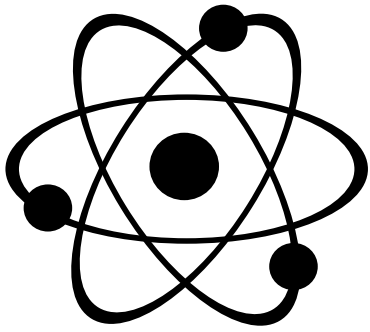
# LAUNCH YEAR SCHOOL MODEL: 2016-2017
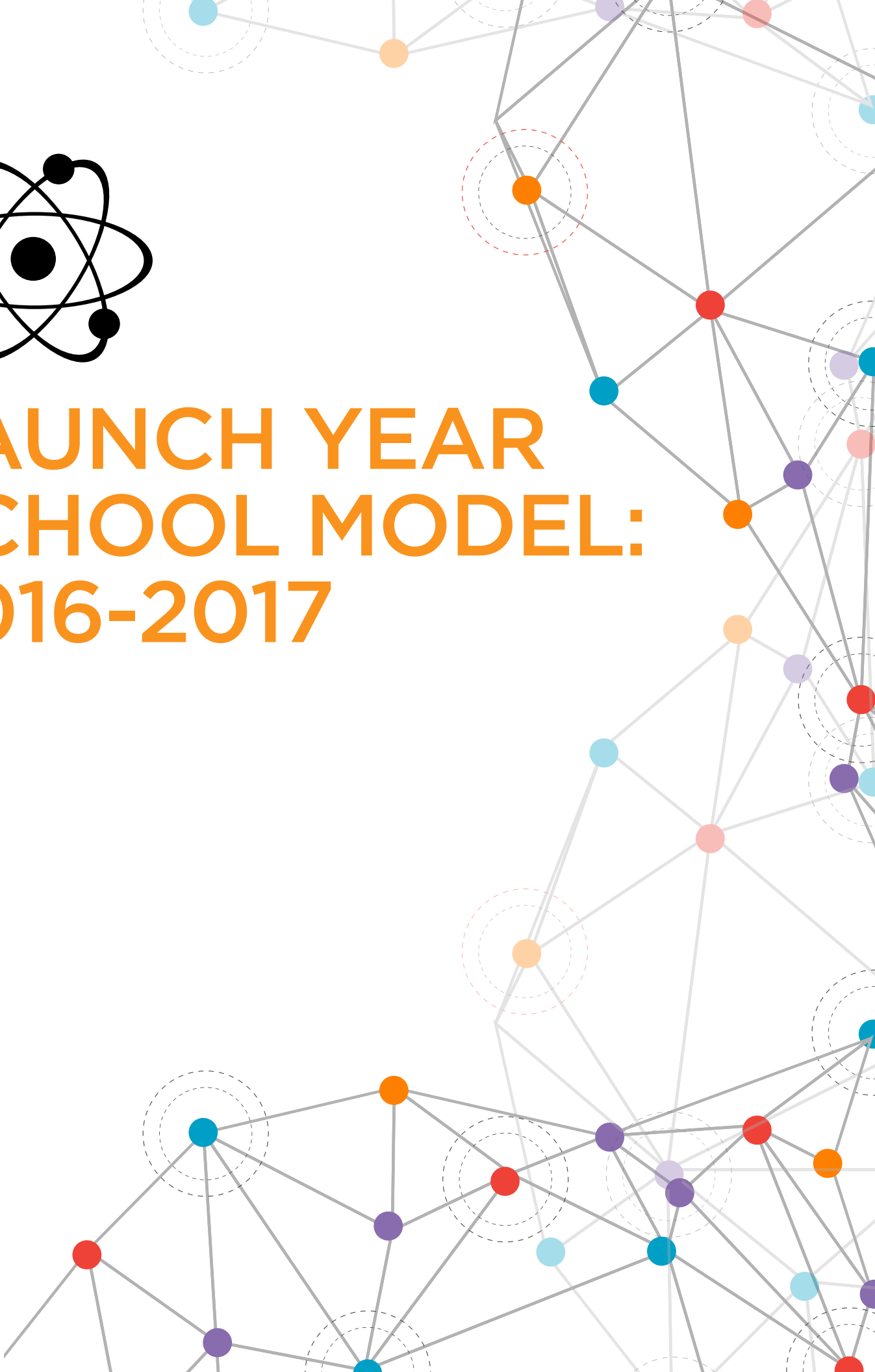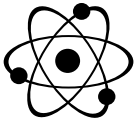
During our launch year, we will prioritize establishing the systems and structures necessary to create the schoolwide personalized environment that we are building for all students.

## Data and Assessment: What assessment data will we use to personalize learning?

Routine analysis of assessment data will be the guiding force behind instruction and will support teachers in personalizing learning for all students. Teachers will use a variety of both summative and formative assessment data, including state, district and unit-embedded assessments. We will utilize an online platform that will display data from all subjects, student goal setting, and elements of the curriculum. This online personalized learning platform will allow teachers to track daily performance data for students on class content, and provide overall class, grade-level and school data on acceleration and student performance. In math, rigorous benchmark tests will be given twice a year and the interim SBAC assessment will be given at the mid-year mark to provide formative assessment data about how instruction is preparing students for Common Core and NGSS standards. In addition, we will use our basic skills test to measure students' ability on 3rd through 5th grade math skills and teach our intervention Boost classes to address those skill gaps. In English, SRI and performance writing tasks will be administered 4 times a year as a benchmark for reading level acceleration. Finally, SBAC results will be our summative measure of success and results will be deeply analyzed as we plan for coming years.

During year 1, all teachers at UPA will grade students based on mastery of cognitive skills. Using the Common-Core aligned Cognitive Skills rubric designed by Stanford for Summit Public Schools, grades will accurately reflect student skill as partner teachers align gradebooks and build consistency across assessments and grade levels (see **Appendix A**). Students will be assessed on the same skills and rubric through-

out their tenure at UPA, providing real consistency and measurement of growth as students progress. This accuracy and consistency will allow teachers to plan strategically for small group instruction, identify individual strengths and areas of growth, and develop meaningful interventions. Similarly, students will use this data to develop action plans for their learning. reflect on areas of growth, create goals and have ongoing dialogue with the cognitive skills as they are taught across content and grade level.

This data will be accessible to parents, teachers, and students via an internet- based personalized learning platform. Through conferences, professional development, grade-level meetings, weekly mentorship and goal-setting sessions parents, teachers, and students will have frequent opportunities to reflect on assessment results and deeply understand what they mean.

As part of data collection for year one, we will pilot the administration of the Ten Survey to empower all stakeholders to have a voice in the direction of the school. The purpose of the pilot is to gather information about how the direct involvement of student voice in classroom direction and culture influences motivation and student buy-in. We want to be mindful of the scale of this pilot since there are many other feedback systems also starting in year one.

## Student Agency: How will we empower students to own their own learning?

Empowered students are successful students. On the path to college and career readiness, it is imperative that UPA students are able take control of their own learning. The first step towards student-driven learning is students truly and deeply understanding their own data. In the beginning of year one, students will explore their current levels of content mastery in order to understand how to use and read assessment data for meaning. This process will take place in both Crew and core classes where students will learn how to use

individual data to begin developing strong goals. The goal-setting process will empower students to have more ownership over their learning through deep reflection (see **Appendix B**).

We also believe that empowered students are able to reflect on their own current levels and set strong goals to guide their learning. Teachers will facilitate reflection and provide mentorship on progress and goal setting. The goals will be captured electronically through internet database programs for easy access. These databases will include goal setting, progress on goals, assessment data, and resources. Students will reflect and write about their progress in Crew, core classes, and family conferences 3 times a year. In these reflection times, students will become empowered to advocate for their learning needs.

Through online personalized learning platforms, students will be able to self-pace and self-teach through the curriculum. Every day they will have an opportunity to set an action item, work towards it, and reflect on their progress. Students will become empowered to be leaders in their own path towards mastery as well as helping others in collaborative structures.

We believe in developing our students' agency through explicitly teaching the Habits of Success (see **Appendix C**). These include: Perseverance, Dealing with Setbacks, Shifting Strategy, Self Control, Challenge Seeking and Appropriate Help Seeking. These skills will be taught in Crew class and practiced in core classes. A student will use these skills to constantly reflect on their progress while teachers will use them consistently to coach students to accelerate themselves. Additionally, teachers and families will hold students to high expectations for completing these goals by facilitating the cycle of goal-setting.

### Core Curricula, Content, & Pathways: What curriculum pathways will support college and career readiness?

UPA will offer four main subject areas of Math, Science, English and History, as well as sheltered English classes for our English Language Learners. In addition, we offer Physical Movement, Art, Music and Health classes. We also have small intervention "Morning Boost" classes for students needing extra support in math, reading and English as well as an advanced STEM class.

UPA strongly believes that teachers should be able to create curriculum that is Common-Core aligned, relevant to our students' lives and based on assessment data. To that end, while we start with curriculum from a variety of sources, we change and add as necessary to better support our students in reaching rigorous Common Core standards. Sixth grade classes at UPA use curriculum from Summit Public Schools and iterate using resources from EngageNY, the OUSD core curriculum, and teacher-created materials. Next year, 7th grade will begin this process of using and modifying Summit curriculum. 8th grade classes' curriculum will depend on their decision to either move forward with Summit or to wait a year before adopting new curriculum.

UPA curriculum, whether being adapted or created, is always made through a backwards design process with alignment to Common Core or NGSS standards. Through our Summit Basecamp pilot, curriculum is delivered through two modalities: personalized learning that is based on content skills, and collaborative project-based learning that is based on cognitive skills. While this is only explicit in the sixth grade, 7th and 8th grade teachers have already moved in this direction through school-wide focus on personalization.

All UPA units will be focused on essential questions and designed around measurable learning objectives. All units will include small group instruction to target specific student needs with an emphasis on literacy and reading strategies as well as project-based learning. Online learning programs such as Khan Academy, IXL, NewsELA and NoRedInk help enhance personalized learning by providing targeted instruction.

### Instructional Delivery: How will students receive needs-based instructional support?

UPA students will receive instruction under two umbrellas: Project-Based Learning and Personalized Learning. In year one, teachers will pilot 1-2 project-based learning units that will provide students context to their learning, expert feedback, relevant field trip experience and result in summative assessments presented to an authentic audience. Teachers will use backwards planning and design to develop units that include a small group instruction calendar, mentorship, whole class facilitation, group work, and project deadlines. This comprehensive instructional model will increase meta-

cognition and teach students to develop key habits of success to drive their own learning.

Delivery of personalized learning will largely rely on small group instruction and technology (see **Appendix D**). Students will receive direct instruction on cognitive skills in targeted small groups. Teachers will design small group lessons to address their students' current academic skills. Frequent formative assessments will enable students, teachers, and parents to accurately determine areas of growth. Using technology, students will be able to self-guide through teacher-provided resources, take online assessments, practice effective study habits, learn how to manage time and use data to target their area of study. Through mentorship, goal setting and explicit instruction on habits of success, students will increase their ability to be independent self-advocates for their learning. This format of personalized learning allows students to accelerate their mastery levels at a faster rate than a traditional model because students are getting exactly what they need when they need it.

## Learning Spaces: What types of spaces will be used to support all learners?

Students will be able to access a diversity of spaces to learn, collaborate, explore their interests and get support when needed. We will make space in classrooms more flexible and the library will be used as a space for all UPA students, especially our struggling readers and students within the Inclusion program.

Classrooms will be designed and arranged to allow students to move between small collaborative groups, independent work, and small group instruction. We will have tables that allow for easy collaboration among student groups, bean tables that allow for teachers to work with a small group of students and independent spaces for personalized learning. Every classroom will have a one-to-one ratio of students to computers. In addition, every classroom will be equipped with a leveled classroom library in order to support daily independent reading.

Learning will also take place outside of the school walls. Our goal is to have enriched personalized learning easily accessible online whether at school or at home, and to ensure that 100% of our families have access to the internet and a computer at home. Teachers will use field trips to support learning and utilize the community as a

learning space. Service learning projects, in collaboration with community organizations, will happen inside and outside of the classroom, supporting the goal that all students will experience using their strengths and interests to help others in their community.

## Scheduling: How will flexible learning time be used to support student needs?

Student time will be designed to allow for the full implementation of social emotional, personalized and project-based learning (see **Appendix E**). To support students' social emotional learning, fifteen-minute Crew (advisory) classes of no more than twenty students per teacher will be held four days a week, with a forty-minute block on Wednesday. Long Crew sessions will provide extension lessons to help students develop skills in grade-level themes of self-awareness (6th), solidarity (7th), and leadership (8th). Schedules will be re-designed to allow for longer periods so that teachers can implement small group instruction. In addition, students will have longer project blocks in which they work on collaborative tasks that develop cognitive skills. Wednesdays will be long mentorship blocks in which students have one-on-one meetings with a teacher to discuss their progress and more personalized learning time. The schedule will also have a zero period in which small Boost intervention classes will support struggling students in math and reading, English language development, and STEM acceleration. To support field trips, service days, and exploration of careers, time will be adjusted to accommodate school-wide events that expose students to real world occupations and global awareness.

The instructional leadership team will design sustainable structures for professional development, grade-level meetings, and extended contracts to give teachers ample and consistent time for planning and collaboration.

## Staff: How will staff work together in supporting student needs?

We intend on doing this work with the staff we currently have. We are a mix of multiple subject and single subject teachers who are specialists in targeted instructional areas. We hire staff using a community interview process that includes all stakeholders. In order to move to a personalized, student-led model, we will need to

support each other in changing our teaching strategies. Teachers will work to become facilitative teachers, providing feedback, targeted instruction, and mentorship.

In addition to our classroom teachers' evolving roles, we have a variety of support staff who help teachers to personalize learning. Our inclusion program has a therapist and a teacher who work to ensure that students with significant emotional challenges are able to succeed in the classroom. We have an RSP teacher who is deeply involved in both the online and project-based learning in the classroom. Newcomers are supported by their own English teachers and receive push-in support for math and science classes. Our Family Coordinator works intensely with families to help meet students' needs and to educate families about the online platform and ways they can support their students. The Family Center also provides classroom and event support to allow us to truly be a full-service community school. Our Restorative Justice Facilitator, Counselor and Dean work intensively with students on social emotional learning and developing habits of success. Finally our Instructional Facilitators help design professional development and support teachers in implementing this personalized and project-based program.

Additionally, teachers attend weekly or bi-weekly grade-level meetings and an annual August retreat, communicate needs and concerns through the instructional leadership team, and use practices such as Critical Friends Feedback Protocol and cycles of inquiry and goal-setting to support each other in reflection and problem solving.

## Professional Development: How will we support staff in executing our school model?

In this new model, the development of curriculum and the refinement of instruction to meet student needs is the most important work. This work takes time. We have half-days on Wednesdays to provide time for professional development (PD) and will dedicate the majority of this time to teachers working in Professional Learning Communities (PLC) to complete cycles of inquiry around this work. There will be two major outcomes of this professional development work. First, every teacher will design rigorous, Common-Core or NGSS-aligned project-based learning units. Second, every teacher will implement a personalized learning model in which students are working at their own pace and receiving targeted small-group instruction. Because our teachers are at many different places right now, PD will be personalized to meet individual teacher's strengths and needs.

In addition to our Wednesday PD, teachers will be provided with blocks of release time to facilitate the creation of curriculum. These days will support teachers in re-designing their curriculum to incorporate personalized and project-based learning. They will work with support staff to modify units for SPED and newcomers, and will use data to create these units and lessons thoughtfully. In addition to creating project-based curricula, teachers will use specific student data and analysis of student work to design intentional small group lessons to target students' needs.

Leadership will collect data on the success of the program, both quantitative and qualitative, by engaging in walkthroughs. We will continuously use observations to glean intimate knowledge of the quality of the program implementation. There will be a cycle of feedback in which these conclusions about the quality of implementation will be used to either drive coaching sessions for individuals, or professional development sessions, including how to use the technology effectively for bigger groups.
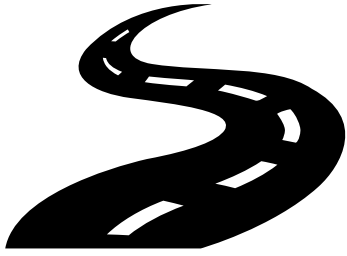
# SCHOOL DESIGN ROADMAP
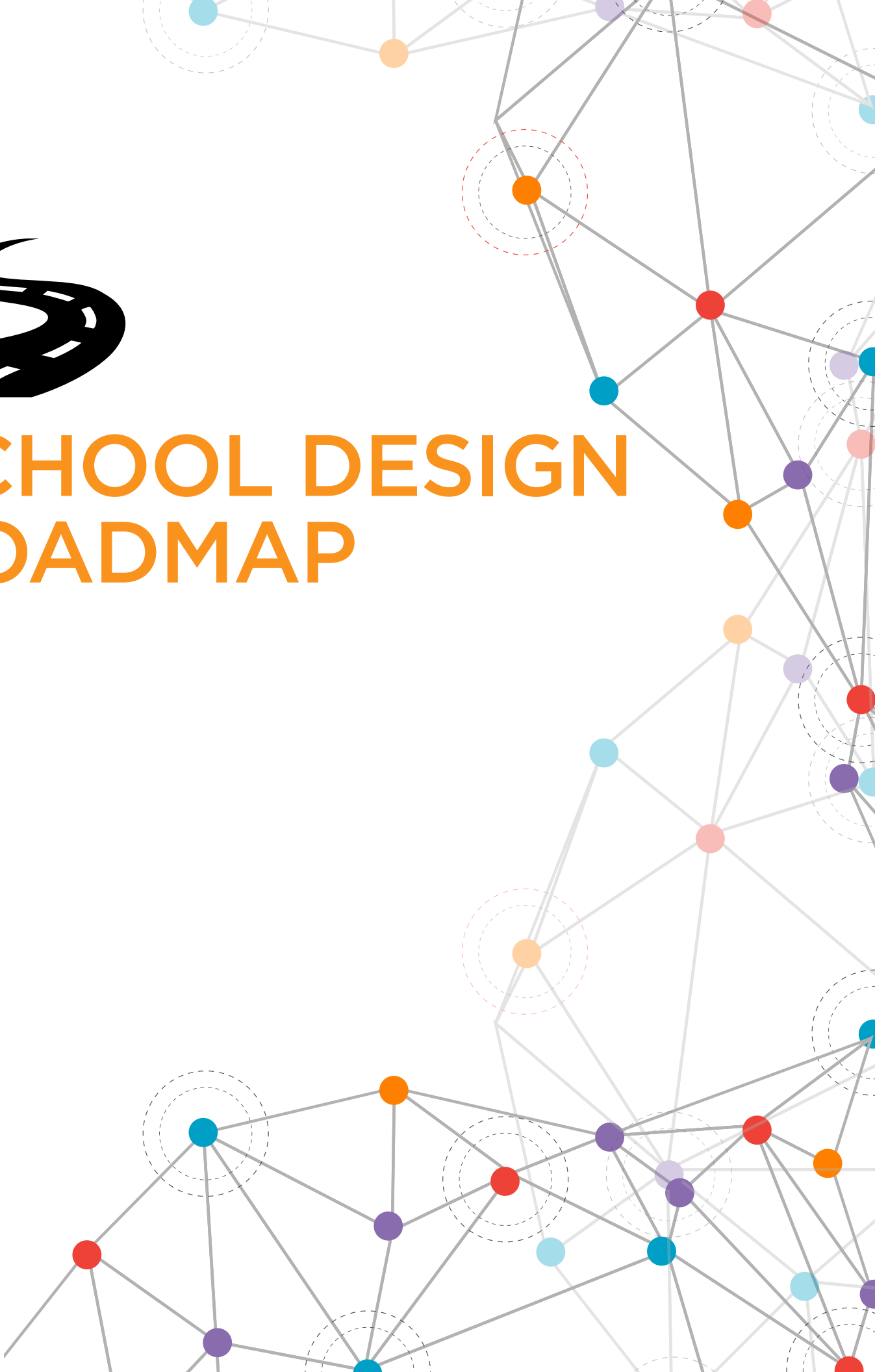
## Implementation Roadmap: How will we roll out our vision over 3 years?

| | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| **Social Emotional Learning** | • All students set meaningful academic and SEL goals and reflect on them multiple times throughout the year.<br>• Habits of Success are built into multiple units | • Students set meaningful goals and use the Habits of Success framework to reflect on how to improve | • Academic achievement data reflects high levels of metacognition across all grade levels.<br>• All units include deep SEL work that requires students to use the Habits of Success to reflect on their learning. |
| **Personalized Learning** | • 80% of teachers are implementing personalized learning (program or teacher created)<br>• 30% of students are proficient on SRI and SMI<br>• 30% of students are able to navigate their own learning and create meaningful goals | • 100% of teachers are implementing personalized learning (program or teacher- created)<br>• 50% of students are proficient on SRI and SMI<br>• 60% of students are able to navigate their own learning and create meaningful goals | • 80% of students are at grade level or above on SRI/ SMI and SBAC by 8th grade<br>• 100% of newcomers are showing accelerating growth<br>• All students are able to navigate their own learning and create meaningful goals |
| **Project-Based Learning** | • Every teacher teaches a minimum of 2 project-based units. One of them involves community engagement and authentic audience.<br>• There's at least 10% improvement each year on performance tasks in math tests, writing, and NGSS assessments<br>• In a survey, 10% more students than the previous year say the class content is connected to their lives and interesting<br>• Teachers enjoy and feel supported to plan and implement project-based learning resulting in 80% teacher retention | • Every teacher teaches a minimum of 4 project-based units; 2 of them involve community engagement and authentic audience<br>• There's at least 10% improvement each year on performance tasks in math tests, writing, and NGSS assessments<br>• In a survey, 10% more students than the previous year say the class content is connected to their lives and interesting<br>• Teachers enjoy and feel supported to plan and implement project-based learning resulting in 80% teacher retention | • At least 80% of a teacher's units are project-based. Half of them involve community engagement and authentic audience.<br>• There's at least 10% improvement each year on performance tasks in math tests, writing, and NGSS assessments<br>• In a survey, 10% more students than the previous year say the class content is connected to their lives and interesting<br>• Teachers enjoy and feel supported to plan and implement project-based learning resulting in 80% teacher retention |
| **Linked Learning** | • Content connections to partners: teachers form 1 partnership with an authentic outside stakeholder<br>• Fieldtrips: College for All, WILD, service day, career day are refined<br>• Guest speakers: teachers invite at least 1 guest speaker | • Content connections to partners: teachers form 3 partnership with an authentic outside stakeholder<br>• Fieldtrips: College for All, WILD, service day, career day are improved<br>• Guest speakers: teachers invite at least 3 guest speaker | • Content connections to partners: teachers form 5 partnership with an authentic outside stakeholder<br>• Fieldtrips: College for All, WILD, service day, career day are finalized<br>• Guest speakers: teachers invite at least 5 guest speaker |
| **Social Justice** | • Decision making: staff and student design inclusive decision-making process<br>• Qualitative data: Few teacher pilot qualitative cycles of inquiry<br>• Content connected to real life: 2 of projects are based on real life challenges<br>• Student voice: student leadership group implemented<br>• Adult culture: adults norm around social justice principles | • Decision making: staff and students refine inclusive decision-making process<br>• Qualitative data: Half of the teachers implement qualitative cycles of inquiry<br>• Content connected to real life: 4 of projects are based on real life challenges<br>• Student voice: student leadership group refined<br>• Adult culture: adults perform around social justice principles | • Decision making: staff and students finalize inclusive decision-making process<br>• Qualitative data: Most of the teachers implement qualitative cycles of inquiry<br>• Content connected to real life: 80% of projects are based on real life challenges<br>• Student voice: student leadership group finalized into decision making process<br>• Adult culture: adults perform and consistently reflect around social justice principles |

## Potential Barriers: How will we overcome potential obstacles?

In order to create a strong culture, we need to gain teacher buy-in and increase teacher retention. To overcome this barrier, we plan to have an inclusive and transparent process for key decisions so that all our current staff understand and support our plan. We will provide ample planning time and funds for extra contract time and resources. We need to build sustainable structures that are not dependent on people; this means that teachers are given enough time and support to make these changes within their own classrooms without relying on outside support or extra people in their rooms.

Another barrier is the district mandates, which include assessments, professional development, and report cards, which impede our ability to do innovative work. We are working on securing an innovative school waiver which would give us autonomy over some of those mandates so that our assessments and professional development can accurately match the work of our school, and we can transform our communication with families to be directly connected to the personalized and project-based learning.

Resources could be a barrier for our plan depending on external funding. Launching a fully personalized model in all grades will require some start-up funds that would need to be generated beyond our yearly budget. These funds would provide planning time, PD support, and extra staffing to make the vision happen.

## Stakeholder Engagement: How will we build staff and community investment in our vision?

Our blueprint was designed with significant stakeholder engagement and we believe that without continued intentional and consistent engagement of all stakeholders, this plan will not be successful. Key stakeholder groups for this plan include families, students, teachers and staff, district administration and outside stakeholders. We will work to engage all of these groups by making our planning work transparent, clear and responsive to feedback, holding space to discuss and receive that feedback, and maintaining our focus on this being a continuous and iterative process (see **Appendix F**).

This plan was created with multiple iterations of teacher feedback. Our site leadership team, which is made up of administration and teachers, together designed the backbone and received constant feedback from our staff. As we move forward, we will continue to gather input from teachers and improve on the plan as we implement. We will have intensive professional development, hold retreats, and provide release time to allow teachers to both learn and use personalized and project-based learning as well as to provide feedback on the implementation of the plan to make it stronger.

Our families and students will continue to be engaged through our advisory committee called the Super Group. In this weekly group, families and student are updated on the progress of our design and provide direct input towards instructional and programmatic decisions. In addition, we have a variety of parent organizations that consistently hold spaces for families to learn about programs at UPA and provide feedback. This plan is contingent on a deep family involvement and understanding of the program. Our Family Center will provide time and space for families to understand the personalized learning platform and the ways that students are being asked to learn so that they can support their own students and provide input into the direction of the school.

Finally, we will engage our district and others in the education community as we seek to spread the work that we are doing beyond our school. While we are applying for an innovative school waiver, we are committed to being a district school and hope that the changes we make can spread to other schools in OUSD. We want to open our doors to others who want to learn, and be resources for schools seeking to move towards a more 21st century-ready, personalized and project-based model. We will make our results and plans transparent to all community and district stakeholders and continue to partner with outside schools and support networks that are guiding our work. There is great potential through the Summit Basecamp model to be able to build a collaborative network of schools working very closely on iterating best practices of personalized learning. We would love to be at the forefront of engaging with other schools in this work.
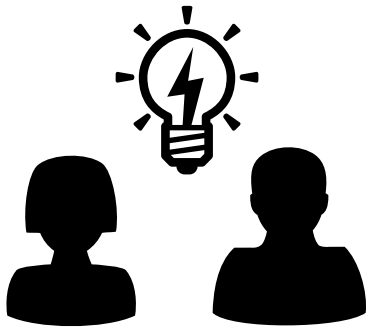
# APPENDICES
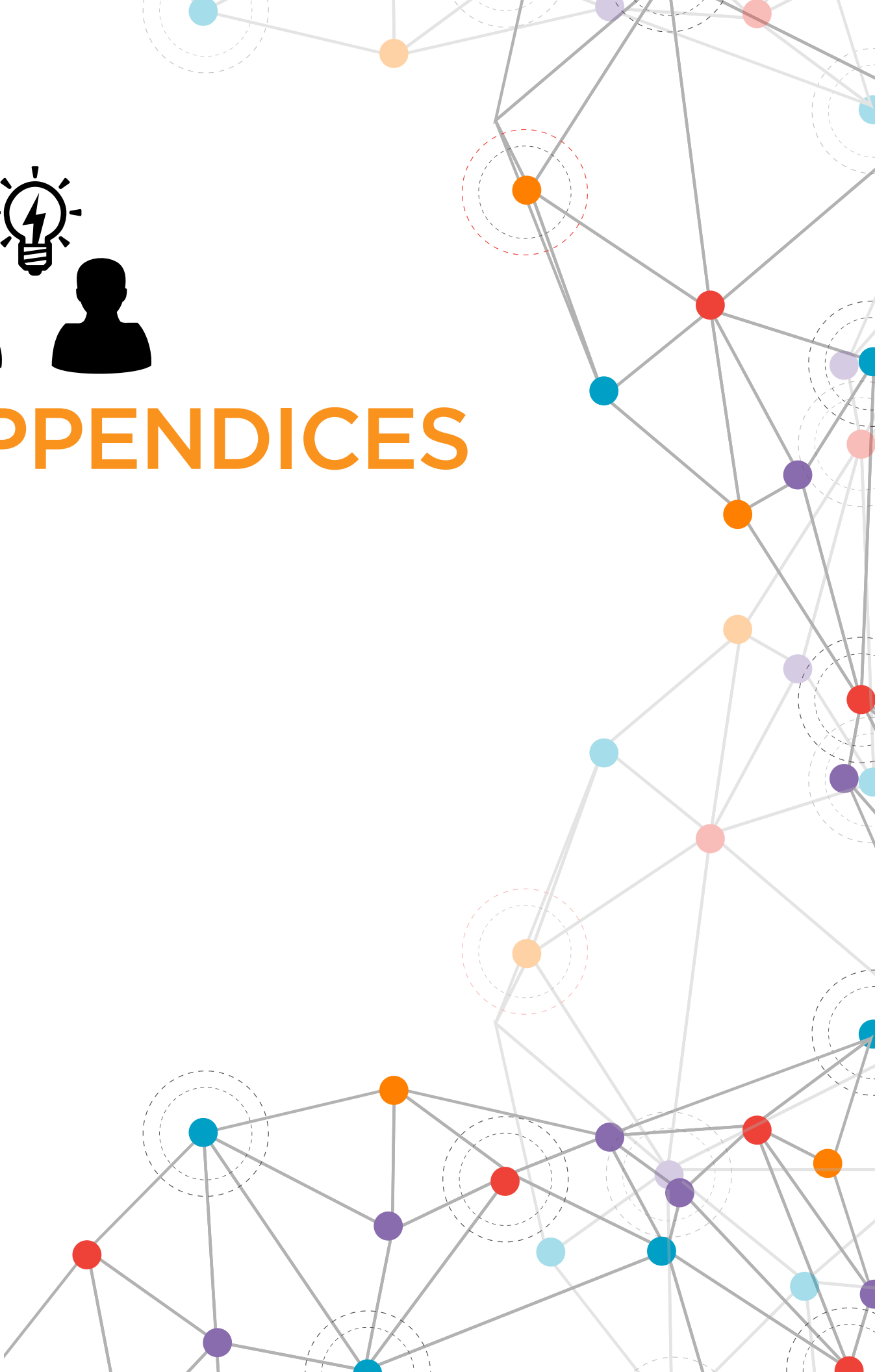
## Appendix A: Cognitive Skills Rubric

|  | High-level Description | References to Standards |
|---|---|---|
| Theme/Central Idea | Determining theme(s)/central idea(s) and explaining how they develop and interact in a text | CCSS.ELA-LITERACY.CCRA.R.2 |
| Point of View/Purpose | Understanding the point of view or purpose/ intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text | CCSS.ELA-LITERARY.CCRA.R.6 |
| Development | Analyzing the development of events, individuals, and ideas/concepts over the course of a text | CCSS.ELA-LITERACY.CCRA.RI.3 |
| Structure | Analyzing an author's structural writing choices and how they affect the clarity and effectiveness of arguments, explanations, or narratives | CCSS.ELA-LITERACY.CCRA.RI.5 |
| Word Choice | Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium | CCSS.ELA-LITERACY.CCRA.RI.4 |
| Selecting Relevant Sources | Selecting sources that support answering a particular research question with relevant, credible information | C3 Framework for Social Studies (D2.His.4-9) |
| Contextualizing Sources | Recognizing how a source is situated within the world of its origin (time period, location, culture, etc.) and explaining how the meaning of the source is shaped by those conditions | C3 Framework for Social Studies (D2.His.4-9) |
| Synthesizing Multiple Sources | Synthesizing information across multiple sources to support an argument or explanation |  |
| Asking questions | Developing focused, answerable inquiry and research questions | NGSS Science Practice 1: Asking Questions and Defining Problems. CCSS.ELA-LITERACY.CCRA.W.7 |
| Hypothesizing | Developing hypotheses and predictions | NGSS Science Practice 1: Asking Questions and 3: Planning and Carrying Out Investigations |
| Designing Processes and Procedures | Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations | NGSS Science Practice 3: Planning and Carrying Out Investigations |
| Identifying Patterns and Relationships | Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem | NGSS Science Practice 4: Analyzing and Interpreting Data |

| | | |
|---|---|---|
| Comparing/ Contrasting | Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation | |
| Modeling | Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions **"Concepts," in this dimension, refers to abstract situations/information, processes, and systems | NGSS Science Practices 2: Developing and Using Models. CCSS Math Practice 4: Model with Mathematics. |
| Interpreting Data/Info | Developing justifiable interpretations of data and/or information from sources | NGSS Science Practice 4: Analyzing and Interpreting Data. CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others. |
| Making Connections & Inferences | Connecting ideas and making inferences based on evidence or reasoning | CCSS.ELA-LITERACY.CCRA.R.1 |
| Critiquing the Reasoning of Others | Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps | CCSS.ELA-LITERACY.CCRA.R.8 and CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others |
| Justifying / Constructing an Explanation | Using logic and reasoning to justify a response or explain a phenomenon | NGSS Science Practice 6. Construction Explanations and Designing Solutions. CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others. |
| Argumentative Claim | Developing a strong argument through clear, well-sequenced claims in argumentative writing or speaking | CCSS.ELA-LITERACY.CCRA.W.1 |
| Informational/Explanatory Thesis | Constructing explanations or conveying ideas and information through clear, well-organized main and supporting ideas | CCSS.ELA-LITERACY.CCRA.W.2 |
| Narrative | Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined) | CCSS.ELA-LITERACY.CCRA.W.3, CCSS English Language Arts Appendix A, Definitions of the Standards' Three Text Types |
| Counterclaims | Acknowledging and developing alternate or opposing positions | CCSS.ELA-LITERACY.CCRA.W.1 |
| Selection of Evidence | Using relevant and sufficient evidence to support claims** **In this dimension, which can be applied to both argumentative and explanatory tasks, "claims and subclaims" may also refer to theses/main ideas and supporting ideas. | CCSS.ELA-LITERACY.CCRA.W.1 and 2 |
| Explanation of Evidence | Analyzing how the selected evidence supports the writer's statements (e.g., claims, subclaims, counterclaims, main ideas, supporting ideas, inferences) | CCSS English Language Arts Appendix A, Definitions of the Standards' Three Text Types |
| Integration of Evidence | Representing evidence objectively and accurately (via appropriate quotation, summary, and/or paraphrase) and integrating evidence smoothly and strategically to support an argument, explanation, or analysis | CCSS.ELA-LITERACY.CCRA.W.8 |

| | | |
|---|---|---|
| Organization (Transitions, Cohesion, Structure) | Using paragraph/section structure and transitions to communicate with clarity and coherence | CCSS.ELA-LITERACY.CCRA.W.4 |
| Introduction and Conclusion | Framing a composition with an effective introduction and conclusion, including using the concluding paragraph(s) to extend ideas | CCSS.ELA-LITERACY.CCRA.W.1 and 2 |
| Discussion / Contribution | Communicating ideas and contributing to discussion through questioning, connecting, and probing | CCSS.ELA-LITERACY.CCRA.SL.1 |
| Preparation | Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions | CCSS.ELA-LITERACY.CCRA.SL.1 |
| Norms / Active Listening | Using roles and norms to support collegial discussions and completion of group work | CCSS.ELA-LITERACY.CCRA.SL.1 |
| Style and Language (Tone, Academic Language, Syntax) | Using appropriate style in a written product, including academic language, tone, and syntax | CCSS.ELA-LITERACY.CCRA.L.3, CCSS.ELA-LITERACY.CCRA.L.6 |
| Oral Presentation | Using appropriate public speaking strategies to engage the audience and communicate points | |
| Multimedia in Written Production | Integrating technology to create high-quality written products | CCSS.ELA-LITERACY.CCRA.W.6 |
| Multimedia in Oral Presentation | Integrating technology to create high-quality spoken presentations | CCSS.ELA-LITERACY.CCRA.SL.5 |
| Conventions | Using discipline-appropriate conventions to support clear expression of ideas and information | CCSS.ELA-LITERACY.CCRA.L.1, CCSS.ELA-LITERACY.CCRA.L.2 |
| Precision | Expressing ideas and information with exactness, specificity, and refinement | CCSS Math Practice 6: Attend to Precision |

## Appendix B: Student Goal-Setting Form

My Career Goal (Mi meta en mi Carrera)

1) Now is the time to DREAM BIG.  What do you want to be doing as a career in 15 years? (Ahora es el tiempo para tener grandes suenos.  Cual carera quisieras tener en 15 anos?)

Almost all careers require college in order to be successful.  Your academic achievement in middle school is preparing you for success in college.  This will help you reach your dreams!!
La mayoria de las carreras requieren ir a la universidad para tener exito.  Tu preparacion academica en la secundaria es necesario para tener exito en la universidad.

My GPA Goal (Mi meta de puntuaje)

Grades are an important measurement of how you are mastering the learning targets in each class.
Calificaciones son importante para medir cuanto uno esta entendiendo las metas de aprendizaje para cada clase.
My GPA Goal for this marking period is a (Mi puntuaje para este periodo de marcacion es) Type your GPA goal here.

In order to accomplish my GPA goal, I will focus on improving my grade in my (para llegar a mi meta de puntuaje, me voy a enfocar en mejorando mi calificacion en _____academic classes_____ class to a (A, B or C).

Habits of Success I will need to use/ Actions I will need to take order to reach this goal are: (Please use the Habits of Success document)

Los Habitos de Exito que necesito para llegar a mi meta son:

|  | Habit of Success (Habitos de exito) | Action  (Exito) |
|---|---|---|
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

My SEL Goal/ Mi Meta de SEL (aprendizaje social y emocional)

Positive Social-Emotional Traits  / Caracteristicas positivas emocional y social)

| Caring | Honesty | Responsibility |
|---|---|---|
| Confidence | Courage | Patience |
| Generosity | Respect | |

Choose one of the above Social-Emotional Traits that you would like to work on improving.
Type your response here.
Habits of Success I will need to use/ Actions I will need to take order to reach this goal are: (Please use the Habits of Success document)

|  | Habit of Success | Action |
|---|---|---|
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

| My SRI Goal |
| --- |

My current SRI score is Type your SRI score here. 1258

My SRI goal is Type your SRI goal here.

Habits of Success I will need to use/ Actions I will need to take order to reach this goal are: (Please use the Habits of Success document)

|   | Habit of Success |   | Action |
| --- | --- | --- | --- |
| 1. |   |   |   |
| 2. |   |   |   |
| 3. |   |   |   |

## Appendix C: Habits of Success and Connected Actions

| Habit of Success | Actions that will help me master this Habit of Success |
|---|---|
| **Self Control**<br><br>*"Check yourself before you wreck yourself"* | I can be positive with my peers and teachers even when in conflict.<br><br>I can follow expectations, even when no one is looking.<br><br>I can calm myself down when I am angry.<br><br>I can keep my hands to myself and respect other's space.<br><br>I can ignore distractions and maintain focus on my goals/tasks.<br><br>I am aware of the importance of listening carefully and can stay focused on the lesson.<br><br>I can complete my homework before I turn on the TV or play video games. |
| **Challenge Seeking**<br><br>*Step Outside Your Comfort zone to try new and difficult things*<br><br>*" Live like you are dying"* | I know what is hard for me and I make goals to overcome these challenges.<br><br>I am kind and caring to people I do not get along with.<br><br>I can be positive about my ability to take on challenges.<br><br>I am aware of my bigger goals in life and find ways to go above the expectations.<br><br>I enjoy not knowing the answer right away and will take risks.<br><br>I am not afraid to try something new and fail because I know I can learn from this experience and try again. |
| **Shift Strategy**<br><br>*Make a Change in how you Normally Act*<br><br>*"Im Looking at the Man in the Mirror"* | I am open to feedback and understand that sometimes I need to make changes.<br><br>I can step back to hear the ideas of others.<br><br>I can step up and push myself to share my ideas.<br><br>I know my difficult behaviors and I am working changing them.<br><br>I will play new roles in group work and try new ways to complete work.<br><br>I can identify when a strategy isn't working for me and make a change. |
| **Persist & Persevere**<br><br>*"I know I can Be what I wanna be": Nas* | I am aware when I'm feeling stuck and can use my resources to help me figure out the answer.<br><br>I can try over and over again, knowing that sometimes it takes a while to accomplish a goal.<br><br>I can fail at something and continue to try again. |
| **Response to Setbacks**<br><br>**Remaining calm and positive** *when something doesn't go as planned.*<br><br>*" I get knocked down but I get up again"* | I can accept when I don't get what I want.<br><br>I can minimize harm to my peers and myself when there is a conflict.<br><br>I can reflect on mistakes I have made and can make a plan for how to try again.<br><br>I am resilient and will bounce back quickly from challenges and setbacks. |
| **Seek Help Appropriately**<br><br>*"Lean on Me"- Ask for support when you need it* | I can communicate my needs in a calm and respectful way.<br><br>I can go to an adult when I need help solving a conflict.<br><br>I persist in trying to take on challenges before asking for adult help.<br><br>I can ask for help from peers; at home, during peer tutoring, during class, etc. |

## Appendix D: UPA Small Group Instruction Rubric

GOAL: *Teachers should be implementing small group instruction at least two times a week

| | B | A | M | E |
|---|---|---|---|---|
| Routines and Procedures | Students do not know the routines, procedures or expectations of small group instruction time. Students are often off task. Transitions are chaotic or don't happen. | Students sometimes follow routines and procedures, but may be occasionally off task. Transitions happen, but are noisy, teacher-directed, and/or take too long. | Students follow procedures and routines with teacher assistance. Teacher-directed transitions happen quietly and smoothly. | Students follow routines and procedures seamlessly with minimal, if any, teacher facilitation. Transitions happen quickly and quietly. |
| Independent Work/ Stations<br><br>(may also include collaborative work) | Students are not directing their own learning at stations or during independent work.<br><br>Students cannot explain their work, or how it is helping them learn. Several teacher or peer interventions needed to keep students on task. | Students can somewhat direct their own learning at stations or during independent work. Students can somewhat explain their work, and how it is helping them learn. Students struggle to solve most issues on their own or with peer support. | Students mostly direct their own learning at stations or during independent work. Students can explain their work, and how it is helping them learn. Students solve most issues on their own or with peer support. | Students can direct their own learning at stations or during independent work. Students can clearly explain their work, how it is helping them learn, and what mastery looks like. Students can solve all issues on their own or with peer support. |
| Teacher Facilitation<br><br>also see teacher checklist to self- assess in this area | Teacher is in the front of the room delivering whole group instruction most of the time. Teacher implements some parts of small group instruction lesson, but is frequently interrupted. Teacher directs transitions, or no transitions happen. | Teacher is in the front of the room delivering instruction some of the time. Teacher implements parts of small group instruction lesson, but still moves around the room to manage stations/ independent work. Teacher directs all transitions. | Teacher is hardly ever in the front of the room delivering instruction. Teacher implements small group instruction lesson with minimal interruptions, and students direct transitions with minimal assistance needed. | Teacher is never in the front of the room. Teacher implements small group instruction lesson uninterrupted, and has student-led transitions. |
| Assessment | It is unclear how assessment data was used to group students. There is no evidence of students completing an assessment to show they met the learning objective. Students cannot explain what mastery looks like. | Students complete an assessment, but it does not match the learning objective. Students can somewhat explain what mastery looks like. | Students are clearly grouped based on assessment data. Students complete an assessment that is directly linked to learning objective. Students can explain what mastery looks like. | It is clear how assessment data was used to group students. Students complete an assessment that is directly linked to the learning objective. Students can explain what mastery looks like, and give examples of real world application. |

Urban Promise Academy School Design Blueprint

## Appendix E: 6th grade schedule

| Monday | Tuesday | Wednesday | Thursday | |
|---|---|---|---|---|
| 8:45 - 9:00<br>Crew | | 8:45 - 9:35<br>Crew | 8:45 - 9:00<br> Crew | |
| 9:03 - 10:03<br>Intersession | | | 9:03 - 10:03<br>Intersession | |
| 10:03 - 11:03<br>PLT (Humanities or math/sci)<br>63 min | 10:06 - 10:36<br>PLT (Humanities or math/sci)<br>30 min | 9:35 - 12:52<br>197 min<br>PLT/Check-ins with PLT teacher whole time | 10:06 - 11:09<br>PLT (Humanities or math/sci)<br>63 min | |
| 11:03 - 12:03<br>Project TIme (Humanities/ math/ sci)<br>60 min | 10:36 - 12:09<br>Project Time (Humanities or math/sci)<br>93 min | | 11:09 - 12:09<br>Project TIme (Humanities/ math/ sci)<br>60 min | |
| Lunch/Recess | | Possible workshops on habits of PLT time | Lunch/Recess | |
| 12:45 - 1:00<br>SSR | | | 12:45 -1:00<br>SSR | |
| 1:00 - 2:00<br>PLT (Humanities or math/sci)<br>60 min | 1:00 - 1:30<br>PLT (Humanities or math/sci)<br>30 min | | 1:00 - 2:00<br>PLT (Humanities or math/sci)<br>60 min | |
| 2:00 - 3:03<br>Project Time (Humanities or math /sci<br>63 min | 1:30 - 3:03<br>Project Time (Humanities or math/sci<br>93 min | | 2:00 - 3:03<br>Project Time (Humanities or math /sci<br>60 min | |

## Appendix F: Personalized Learning Theory of Action

**Personalized Learning: where we are, and where we want to be**

Current Situation according to Super Group, observation, and achievement data:

- Students are excited when they use computers for programs like IXL, Khan Academy and NewsELA. They appreciate the instant feedback.

- Students need to feel like the classes are meeting their needs, that they can make choices in their learning, and that they can measure their own growth.

- In 2015-16, UPA is going to have a more diverse population than ever due to a higher class size, 60 incoming ELD student s and 12 inclusion students.

- Current Boost classes that have small group instruction with differentiated materials have consistent success. Current reading boost class has 65% of students making 100 plus points of growth on SRI in less than 3 months.

- Families need to learn how to use technology to monitor their child's growth, find resources and reinforce learning at home.

| Focus | Inputs | Impact | Results |
|---|---|---|---|
| Personalized learning paths | Professional development:<br><br>Teachers will:<br>• Be released to observe quality differentiation in classrooms.<br>• Be given release time to plan units with differentiation and small-group, targeted instruction.<br>• Receive professional development on differentiation and competency-based progression.<br>• Learn how to use web based programs to manage data and practice formats.<br>• Assess students using web-based platforms and use data to target instruction | All teachers are using technology to differentiate instruction. All students are experiencing lessons that are adapted to their needs. ELL students are receiving curriculum at their levels. | For teachers:<br>Teachers create higher quality lessons based on the collaboration model. These lessons provide differentiation and lead to greater proficiency in reading, math, and writing.<br><br>For Students:<br>Students report on surveys that the lessons meet their individual needs, they have more confidence and are accelerating at a high rate.The adaptive technology is giving feedback on mastery status and growth. As a result, students accelerate and erase skill gaps in measurable ways. |
| Competency-based Progression | Unit planning and systems:<br><br>• Teachers create standards-based units with standards broken down to enhance reflection and growth.<br>• Teachers utilize web based tracking systems for goal setting and planning.<br>• Units are built with a clear architecture based on backwards mapping. There is consistent alignment of essential questions, standards, assessments, classwork, and homework.<br>• All units incorporate differentiation for students at multiple levels.<br>• Multiple opportunities for student choice incorporated into units.<br>• Students will be given individualized learning outcomes through the use of rubrics. | Differentiated lessons based on student needs.<br><br>Students clearly understand unit goals and progression.<br><br>Standards Based Grading in all subject areas.<br><br>All students, especially ELL, can name their current skill levels and goals for acceleration | For Teachers:<br>The differentiated system of tracking results and targeting instruction will allow teachers to focus on individual student needs and accelerate success.<br><br>For students:<br>Students' GPAs will increase. If they are not passing a class, they will have a clear path for how to accelerate. |

| | | | |
|---|---|---|---|
| Flexible Learning Environment | Assessment and RTI strategies:<br><br>• Teachers will implement diagnostics to assess students' initial levels and then continue to monitor progress and skill growth.<br>• Students will have consistent data conferences with teachers.<br>• Teacher instruction and student use of time will be continuously shifted based on feedback.<br>• Schedule will be flexible within classes and possibly between classes so students can spend time working on skills that are at their level and build up to what is expected within a unit. | Teachers will facilitate more small group and one on one instruction<br><br>Students accelerate more quickly, ELL students are mainstreamed into classes faster, and our reclassification rate is improved. (improved CALPs for ELD students). | For teachers:<br>The systems teachers build for differentiation, goal setting, reflection, and growth will have all students on an acceleration plan that will prepare them for high school, college, and beyond.<br><br>For Students:<br>Students will clearly understand their current skill levels and be able to articulate goals for improvement. |
| Family engagement | Family connection:<br><br>• Families will receive workshops on how to use technology to monitor their child's progress.<br>• Families will receive information on the different programs and strategies at UPA.<br>• Families will be supported in creating a plan for how to support their child's learning at home<br>• Teacher resident will work in partnership with families to support them in learning the school's programs and how to monitor their child's progress using technology<br>• The Family Resource Center will support more families in gaining access to technology through local resources: technology classes, free computers, and free internet. | Families will be empowered to be a partner in their child's progress towards success. They will model being a learner for their children. | Community:<br>The collaboration between the school, the students, and the families will support student academic success.<br><br>For Families:<br>Families will report that the knowledge they gained in how to support their child will benefit them now and in high school. |