Project Name
John O’Connell & International Studies Academy Programmatic Update

Board of Education
April 5, 2016
Agenda

Framing

Merger of Academic Programs
• SLOs and Connection to Vision 2025, OC Theory of Change
• Measures of Success
• Process of Merging Academic Programs
• Upper Division Integrations & Work Based Learning
• Lower Division Houses & SEL Focus

Next Steps
• Gantt Chart & Project Progress
• Enrollment Projections
• Family Outreach
• Key Points to Share Broadly
O’Connell Theory of Change

SLOs Framework:
A Pyramid of Support, A Social Compact

- What 21st Century skills, core academic, and technical content are most important for our students to master to demonstrate college AND career readiness?

Student Learning Behaviors
- What learning behaviors should we expect to see students regularly exhibiting to demonstrate they are working toward our SLOs? What does it look like?

Adult Teaching & Support Behaviors
- What should we see from teachers and other adults that shows they are supporting student learning behaviors and mastery of SLOs?

Structures & Conditions
- What structures, systems, practices need to be put in place to support the necessary learning and teaching behaviors? (master schedule, bell schedule, adult collaboration time, prof. dev., use of time and space for deeper learning?)

Leadership Practices & Policies
- What role can school, district, student, parent, community, business, and civic leaders play in supporting the necessary structures and conditions?
Priorities for Merging Academic Programs

• Alignment to Vision 2025
• College & Career Outcomes, Partnerships & Alignment
• PBL
• Literacy Integration

• Course Integration
• Mastery
• Rigor
• Targeted Support
# Measures of Success

<table>
<thead>
<tr>
<th>Course Integration</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Emerging (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Has all Proficient indicators.</strong> In addition,</td>
<td>The 2-3 course subjects are fully integrated into 1 course:</td>
<td>The 2-3 course subjects are aligned, but not fully integrated into one course:</td>
<td>The 2-3 course subjects are superficially integrated, not aligned, or fully integrated one course, or not at all:</td>
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<td></td>
<td>Students view teachers as supportive/capable in all team content areas</td>
<td>• Driving questions are relevant and meaningful to both courses.</td>
<td>• Sometimes driving questions are relevant and meaningful to both courses.</td>
<td>• Often, driving questions are and meaningful to only 1 course.</td>
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<td>Rigor</td>
<td>Content teachers add value to other team members’ content areas in planning and implementation</td>
<td>• Authentic work products demonstrate knowledge of both/all content standards</td>
<td>• Authentic work products demonstrate knowledge of both/all content standards to varying degrees.</td>
<td>• Work products demonstrat of only some content standards.</td>
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<td><strong>Content is almost always:</strong></td>
<td>Students are able to make clear connections between the content areas</td>
<td>Students are able to make connections between the content areas.</td>
<td>Students struggle to see connections between the content areas.</td>
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<td>complex (overlapping paradoxical ideas),</td>
<td>A variety of co-teaching strategies are used consistently to promote student learning and course content integration.</td>
<td>At least 2 co-teaching strategies are used during each unit to promote student learning and course content integration.</td>
<td>Co-teaching strategies are ineffective.</td>
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<td>ambiguous (multiple levels of meaning),</td>
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<td>provocative (dilemmas, inquiry, real-world problems),</td>
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<td>provocative, or personally or emotionally challenging (dilemmas, inquiry, real-world problems, requiring the student to understand/express a different perspective).</td>
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<td><strong>Content requires:</strong></td>
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<td>critical thinking and reasoning skills</td>
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<td>problem-solving skills</td>
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<td>students to analyze, evaluate, critique, synthesize, communicate and create new knowledge</td>
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<td>students to manage and direct their own learning</td>
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**Note:** This table outlines the measures of success for an instructional program rubric in the context of a Team Self-Assessment for Spring 2016 at O’Connell High School & International Studies Academy.
Process of Merging Academic Programs

- Scheduling Sessions
- Leadership Retreat
- User Feedback Loop
- Joint ILT Meetings
- Master Schedule Working Group
6 Period Model: Upper Division Student Experience

- Chemistry / Physics / Biotech
- Geometry / Algebra 2 / Prob & Stats / AP Calc
- Spanish (AP) / AVID Credit Recovery / CCSF
- Entrepreneurship & Culinary Lab
  - English 11/12 + AmDem Econ + Culinary (w/ Business Management lens)
- Health & Behavioral Sciences Lab
  - English 11/12 + Chemistry + CTE Health Science (w/ Biotech lens)
- US History / Am Dem Econ
- Geometry / Algebra 2 / Prob & Stats / AP Calc
- Spanish (AP) / AVID Credit Recovery / CCSF
- Global Development & Construction Lab
  - English 11/12 + US History + Building & Construction (w/ Engineering & Ethnic Studies)
- Environmental Technology Lab
  - English 11/12 + Biotech + Energy & Utilities (w/ Engineering lens)
- Chemistry / Physics / Biotech
- Geometry / Algebra 2 / Prob & Stats / AP Calc
- Spanish (AP) / AVID Credit Recovery / CCSF
6 Period Model: 9th Grade by House

**Humanities Social Justice House**
- English 9 + SS Coach + Ethnic Studies
- Whole Health & Self (PE + Health (w/ Wed time))
- Algebra 1 + SS Coach
- Conceptual Physics by Design
  - Conceptual Physics + Art

**Environment House**
- English 9 + SS Coach + Conceptual Physics
- Whole Health & Self (PE + Health (w/ Wed time))
- Algebra 1 + SS Coach
- Ethnic Studies by Design
  - Ethnic Studies + Art

**Dual Immersion House**
- AP Spanish + Ethnic Studies
- Whole Health & Self (PE + Health (w/ Wed time))
- Algebra 1 + SS Coach
- Environment House
  - English 9 + SS Coach + Conceptual Physics
## Project Progress

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<th></th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
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<th>Aug</th>
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<td>Master Schedule Design</td>
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<td>Staffing &amp; Teaming</td>
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<td>Student Culture Building</td>
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## Enrollment Progress

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<tr>
<th>GR</th>
<th>NEW STUDENTS ASSIGNED</th>
<th>RETURNING STUDENTS</th>
<th>TOTAL NUMBER 2016-2017</th>
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<tr>
<td>9</td>
<td>309</td>
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<td>10</td>
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<td>11</td>
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<td>6</td>
<td>55</td>
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<td>378</td>
<td>210</td>
<td>587</td>
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Student & Family Engagement Process

You Are Invited!

Spring Family Open House and Barbecue

5:30 to 7:30 p.m.
Wednesday, April 6, 2016

John O’Connell High School
2355 Folsom Street
San Francisco, CA 94110
jochs-sfusd-ca.schoolloop.com
Key Points to Share Broadly

1. Seizing the opportunity of a Merger of Academic Programs to widen our scope and develop Global Citizenship & Social Justice lens at O’Connell

2. Students will achieve Vision 2025 at O’Connell
   - Project Based Learning - Problem Solving & Critical Thinking
   - Literacy & Communication
   - Collaboration
   - Reflection & Growth Mindset
   - Commitment to Self & Community
   - Global Citizenship - Spanish Immersion Pathway

3. Students take control of their futures
   - Prepare for specific careers
     • Integrated Courses & Upper Division Labs
     • Work Based Learning for all Seniors
     • Summer Internships available for Sophomores
   - Develop a strong foundation for college

4. Any student can request O’Connell for 2016-17 (2nd enrollment deadline)