



Schoolwide Priorities

2015-2016 EBIA Scorecard Update

Category	15/16 Targets Achieved	Trending at
Academics	7/13 TBD - 11	54%
Engagement and Culture	13/21	62%
EBIA Team	6/6	100%
Finance, Operations and Development	6/9 TBD - 1	67%
Student Enrollment and Retention	6/8 TBD - 1	75%

2015-2016 EBIA Scorecard Update

Category	Strengths	Growth Areas
Academics	Academic Growth Blended Learning Integration	Academic Proficiency Design Thinking Integration
Engagement and Culture	Safety Growth Mindset	Innovator Norms Care of Facilities
EBIA Team	PEP Goal Process Integration of SEL	Applicant Sourcing
Finance, Operations and Development	Balanced Budget Budget vs. Actuals	Development Shared Input in Spending
Student Enrollment and Retention	Student Retention Student Attendance	Applicants from Target Zip Codes

Mission

- To create classrooms that model rigorous, in-depth learning experiences and emphasize collaboration and peer support

Priority

- Improve upon the practice of PBL across all classrooms.
- Integrate the design thinking process into curriculum across all courses.
- Decrease the gap that exists in academic achievement across demographic groups.

Plan

- Focus professional development time on PBL and design thinking.
- Develop principles of practice for PBL at EBIA.
- Develop collaborative learning systems and procedures.
- Increase use of data analysis to track gap decrease over time.

Culture and Climate Priorities

Mission

- To create a school culture and climate wherein all students can authentically state that they and their peers live the innovator norms and understand their connection to college and career readiness.

Priority

- Improve upon the visibility of the innovator norms in daily practice.
- Create affirming, youth led leadership and collaboration opportunities.
- Ensure equitable access for all students to all school systems and support structures.

Plan

- Develop a peer leadership program that emphasizes collaboration.
- Continue to develop SEL focus on college and career readiness
- Redesign the PLP process to increase focus on priority areas.
- Clarify expectations for responses to student behavior and use of restorative practices.

Mission

- To create systems and processes that support long-term school growth and fiscal responsibility.

Priority

- Manage finances to support the growth of fiscal reserves.
- Increase recognition of EBIA as a leader in educational innovation.
- Build long-range plans that support operational growth.

Plan

- Reorganize resource allocation and spending to allow for shared input.
- Develop operations team communication and planning structures.
- Create a development strategy that supports operational need.
- Develop a long-range facilities plan.

Lower School Academics

2016-2017 Professional Development Calendar

2016					2017					
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August	September	October	November	December	January	February	March	April	May	June
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Curricular Planning and Instructional Practice

Scope and Sequence (Course, GLT and Dept.)	Goal-Based Coaching, Project Development Support, Formal Evaluation w/ individual teachers								Reflect on the year Year 4 Planning
	Department or GLT Specific PD - Learning from student work to inform project design, scaffolding, and instructional decisions					Capstone Planning, Execution and Reflection			

Model Implementation (PBL, BL, DT)

PBL Re-Fresh: Best practices and new ideas from NTN + EBIA	PBL: Rigor, Authenticity + Scaffolding Collaboration	Integrate Design Thinking into PBL and SELRubric / Innovator Norms				X-curricular project design	Student-Driven Learning environments	Reflect and revise the model
		Project Management and Self-Directed Learning Support						

Equity, Community and Inclusion

Team-building and Culture Setting	Advisory: Integrate Innovator Norms into PLPs	Culturally Relevant and Responsive Teaching (Identity Based Conversations)	Reflection and revision of practices based on student work and student outcomes
	ILT, Data Driven Instruction, and Differentiated scaffolding to reach underserved students (using DT cycle to guide improvement)		

Principles of Practice for PBL

Project Quality - NTN 6A's

Project Design - School-Wide shared Model, Tools, and Language

Rubrics - Shared across departments and grades

Engagement and Rigor - Increased use of authentic audience, community ties, and writing

Math - PBL + PrBL

Coaching Support - focused on PBL

Principles of Practice for PBL



NTN Project Quality Checklist

Elements to Include	Quality Assessment
<ul style="list-style-type: none"> <input type="checkbox"/> Driving question <input type="checkbox"/> Entry event, optional twists/additional memos, etc. <input type="checkbox"/> Rubric/s <input type="checkbox"/> Scaffolding of standards and outcomes <input type="checkbox"/> Project pathway*, with: <ul style="list-style-type: none"> <input type="checkbox"/> Benchmarks <input type="checkbox"/> Formative assessments <input type="checkbox"/> Opportunities for reflection and revision, including ways for students to monitor progress <input type="checkbox"/> Assessments of standards and outcomes <input type="checkbox"/> Final products*, including <ul style="list-style-type: none"> <input type="checkbox"/> Culminating product/s <input type="checkbox"/> Individual Assessment of Knowledge and Thinking and Written Communication (IAKT) <input type="checkbox"/> Presentation 	<p>Authenticity and Adult Connections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem/question/scenario/process can clearly be made meaningful to students <input type="checkbox"/> There's a clear "need to know" for both the project and the Individual Assessment of Knowledge and Thinking and Written Communication (IAKT) <input type="checkbox"/> Project products and the IAKT simulate the work of the discipline (i.e. what a scientist/historian/mathematician/etc. does) and/or address important disciplinary knowledge <p><i>At least ONE of the following*:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Entities or persons outside of the school will use the product of the student work <input type="checkbox"/> Students have multiple contacts with/work alongside outside expert adults <input type="checkbox"/> Students present and defend their work to a real and appropriate audience <input type="checkbox"/> Simulates "real world" activities, i.e. adults are likely to tackle the problem or questions addressed by the project/individual written assessment <p>Academic Rigor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Project requires students to demonstrate learning derived from Common Core/standards/Learning Outcomes <input type="checkbox"/> Driving question is meaningful and clear and is derived from specific national, state, or district content standards and Learning Outcomes <input type="checkbox"/> Scaffolding addresses anticipated need to know and supports students in developing content understanding and Learning Outcome skills <input type="checkbox"/> Scaffolding is interactive, differentiated, promotes discourse, and/or uses models <input type="checkbox"/> Project pathway supports students in learning skills and meeting rigorous standards <p>Applied Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Project requires students to apply new skills and knowledge toward realistic, complex task <input type="checkbox"/> Project/IAKT has several possible responses/solution methods <input type="checkbox"/> Students build self-, project-, and group-management skills (e.g. through logs, task sheets, work plans, prioritization, group contracts, etc.) <p>Active Exploration</p> <ul style="list-style-type: none"> <input type="checkbox"/> In response to NTK's, students conduct research/inquiry into authentic, perhaps limited number of sources, including appropriate readings, provided by teacher. Inquiry might involve creating and experimenting with models in math and science. When appropriate, students conduct own, independent research <input type="checkbox"/> Students have the opportunity to make choices in regard to the direction of the project <p>Assessment Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students have opportunities to revise work and reflect <input type="checkbox"/> Students have many opportunities for feedback on their progress from teachers, mentors, and peers <input type="checkbox"/> Assessments include evaluation of content standards and Learning Outcomes <input type="checkbox"/> Rubric/s incorporate/s thoughtfully chosen targeted skills from NTN Learning Outcome rubrics as well as indicators based on standards <input type="checkbox"/> Final product/s* demonstrate students' abilities to apply the knowledge and skills they have gained

*Items marked with an asterisk may look different in a Problem Based math classroom

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Maker Lab Prototype

- Small and large groups
- Integrated into project work
- Tools + Materials +
Support



Project Design around authentic problems

Continued focus on **Innovator Norms**

Decreasing Achievement Gaps

- Apply design thinking principles to use of ILT time to develop best practices
- Connect ILT and project work whenever possible
- Increased use of formative assessment data to inform instructional practices



Created by Milky - Digital innovation
from Noun Project



Created by Creative Stall
from Noun Project

Lower School Culture and Climate

Areas for Growth

Student Interactions

- **Target Area(s):** Emergence of Student Leaders, Zero Tolerance of Put-Downs, Equity and Connectedness of Student Groups
- **Response:** Student-led culture and climate programs

Attitude and Culture

- **Target Area(s):** Student Responsibility for Others' Behavior
- **Response:** Student-led culture and climate programs

Response to Behavior

- **Target Area(s):** consideration for student input
- **Response:** Student-led culture and climate programs

Students identifying with the Innovator Norms

- **Response:** Emphasis on innovator norms throughout Advisory/SEL

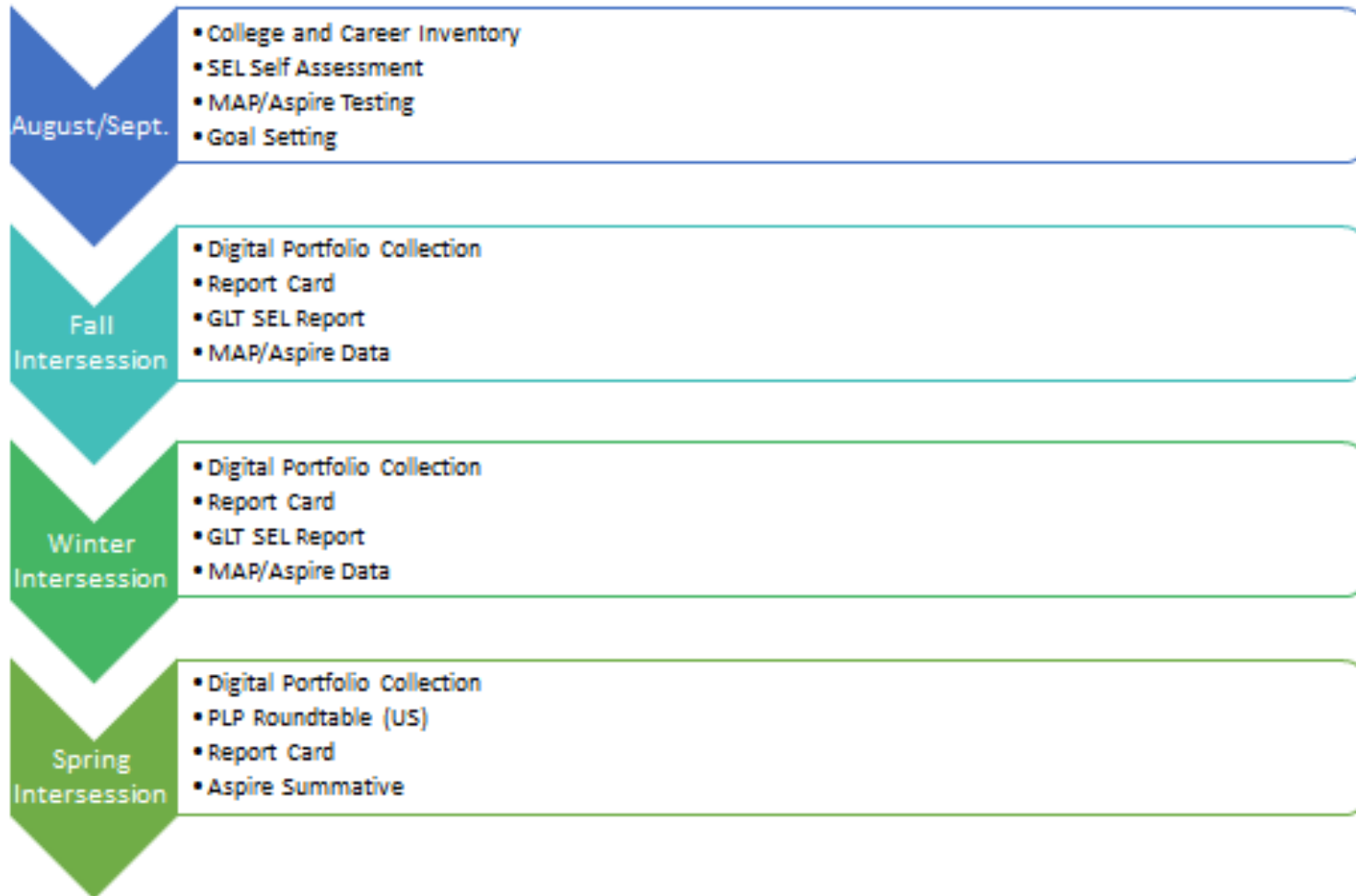
Advisory Peer Leadership Program

- Accountability
 - Innovator Norms
 - Grounds and Environment

PLP Reboot

- Assessments – SEHS, College and Career, MAP
- Achievement – Grades: Academics and SEL
- Digital Portfolio
- Scope of the Year

PLP Reboot



Behavior Policy and PBIS Plans

- **Classroom management & best practices**
 - Teacher centered
- **Social Emotional Health Survey**
 - Dr. Michael Furlong, UC Santa Barbara
 - Universal screener for all EBIA students
- **Behavioral Interventions**
- **Kid Talk and consultancy model**

Upper School – Launch Overview

The Vision

Personalization and Self-Direction

New Bell Schedule and ILT Model

M	
Advisory	8:30-9:00
FLEX	9:00-9:30
Period 1	9:30-10:15
Period 2	10:15-11:00
Period 3	11:00-11:45
Period 4	11:45-12:30
Lunch	12:30-1:00
Period 5	1:00-1:45
Period 6	1:45-2:30
ILT	2:30-4:00

ILT: Consistent time across the grade to allow for subject-specific workshops and for students to collaborate across courses. The teacher of record during ILT is the advisor, who works to help students develop skills of self-direction and to offers feedback on the development of growth mindset in each advisee.

T/Th	
Advisory	8:30-8:45
Period 1	8:45-10:30
Period 2	10:30-12:15
Clubs/SEL	12:15-1:00
Lunch	1:00-1:30
Period 3	1:30-3:15

W/F	
Advisory	8:30-9:00
Period 4	9:00-10:45
Period 5	10:45-12:30
Lunch	12:30-1:00
Period 6	1:00-2:45
ILT	2:45-4:00

US Grading Policy and Practices

- Upper School Grading Policy rethinks the categorization of assignments:

Categories [?] Weight Categories

Category	Weight	%
↕ Knowledge and Thinking	30	30.00%
↕ Collaboration	30	30.00%
↕ Oral Communication	30	30.00%
↕ Written Communication	10	10.00%

Grading Periods & Final Weights [?]

Period	Weight	%
⊙ SY 2016-17	100	100.00%
⊙ Trimester 1	30	30.00%
⊙ Trimester 2	30	30.00%
⊙ Trimester 3	30	30.00%
⊙ Capstone	10	10.00%

Final Grade Settings [?]

Differentiated Course Offerings

Advanced course offerings are available to all students at the EBIA Upper School beginning in 9th grade:

- Advanced Studies in Human Geography
- Computer Science II
- Integrated Advanced Studies in Environmental Science
- Geometry
- Integrated Spanish 2

- Allows the creation of online course materials to be easily shared across sections and differentiated for integrated courses.
- Self-grading assessments allow teachers to spend more time on lesson and project design
- Due date and assignment transparency for advisors and parents
- Allows for the tracking of standards mastery as well as traditional grades

Culture and Climate

Community Building and Engagement

Multiple Strategies for Building Community:

- Student Government with Advisory Representatives
- Weekly Grade Level Meetings
- Trimesterly Field Days/Advisory Competitions

- Clubs period on Tuesdays provides students with the opportunity to follow their interests and develop leadership skills
- Our Multi-Sports Agreement with OAL allows EBIA students to compete on sports teams at their local Oakland high school.



Academic Rigor

The ACT Aspire is the external assessment we will use to norm our understandings of student progress and growth.

Additionally, US faculty will create benchmark exams by course to measure student growth on key skills by discipline:

- English: Argument Analysis
- History: Document-Based Questions
- Science: Lab Analyses
- Math: Performance Tasks

The Team

Final Upper School Teacher Roster

Teacher	Subject	Yrs. Of Experience
Christine Mandilag	Science	11
George Carvalho	Math	0
Tyler Levine-Hall	Department 42	5
Kelly Atkinson	Spanish	0
Megan Cook	English	3
Calvin Ye	History	5
Jeffrey Gordon	Computer Science	9
	Average Years of Experience:	5



Interession

Intersession

Objective: Engage students in Innovator Norms and 4 Pillars beyond EBIA classrooms.

1. Increasing program sustainability for Lower School
2. Internship program focused on college and career readiness for Upper School

Overview of Lower School Intersession

- EBIA Changemakers, Fall: Be the change.

Community Service/Service Learning

- STEAMfest, Winter: Where curiosity meets perseverance.

Arts and Engineering, Design Thinking Process

- Back to the Wilderness, Spring: Innovation and Nature

SEL, Environmental Stewardship

Program Sustainability for Lower School

- Expanding existing partnerships
- Forming new partnerships and introducing new programs
- Lowering student to staff ratios
- Increasing transportation budget estimates

Program Overview

Three Project Tracks:

- Approved independent study: student arranged internships
- Social entrepreneurship programs: EBIA Startup Week
- Internships: connected with partner organizations

College and Career Readiness Focus

- Fall and winter sessions
- Job skills training with multiple project tracks
- Use design thinking process in job situations and real world problem solving in STEAM fields

Community Engagement and Enrollment

Identified Areas of Growth

1. Increase in applicants from targeted demographic groups
2. Incorporating a wider range of outreach events

1. Increased Targeted Outreach

- Engaging Community and Building Relationships
- Targeting Charter Schools (both LS & US)
- Network with Family Coordinators
- Shared Philosophy Organizations
- Update Materials

2. Incorporate Events

- Tours and Information Sessions at US
- Increased Attendance in Community Events.
- EBIA Family Hosted Event