Highlighting Alameda Schools:
Encinal Junior/Senior High School

February 14, 2017
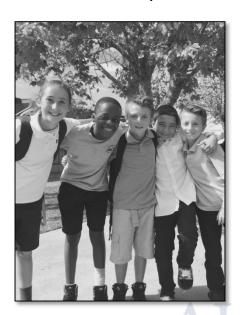## Daniel Hurst, Principal

Introduction

- **Vision:** Our vision is to be an extraordinary school in the eyes of our students, educators, staff, and community. At Encinal all students will become college and career ready in our dynamic, engaging, and innovative environment.

- **Mission:** Encinal is an inclusive learning community engaging and empowering students to actively take ownership of their education and future.

LCAP Goals

1. Eliminate barriers to student success and maximize learning time

2a. Support all students in becoming college and career ready

2b. Support all English Learners (ELs) in becoming college and career ready

3. Support parent/guardian development as knowledgeable partners and effective advocates for student success

4. Ensure that all students have access to basic services

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Positive Behavior Intervention and Supports (PBIS)

- Tier One (School-wide):

  - Increased use of SOAR certificates for recognizing positive school behaviors

  - Data-driven school-wide lessons for addressing problem behaviors

  - Targeted coaching for teachers around creating strong classroom cultures and routines

  - PBIS team regularly monitors disproportionality in discipline referrals

  - <u>Next Steps</u>: Refine discipline referral data system and monitoring

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Positive Behavior Intervention and Supports (PBIS)

- Tier Two (Targeted):

  - Streamlined COST referral system, allowing us to identify students earlier

  - Strengthened relationships with outside service providers and built capacity for Tier 2 intervention groups

  - Next Steps: Develop universal screening system

- Tier Three (Individualized):

  - Defined process for Tier 3 referrals

  - Dramatic reduction in SST meetings and SPED referrals (without prior interventions attempted)

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Student Academic Discourse Initiative

- **Collaboratively developed**

- **Working definition:** *The practice of students working in collaboration to use the vocabulary, skills, and concepts of a discipline to develop a deeper understanding of the stated learning objective*

- **Initial phase**: school wide implementation of Think/Pair/Share (TPS)

- **Examination of the practice**: deconstructing TPS, student fishbowl, creating data collection tool, dept. discussions, peer observation

- **Preliminary data**: 82% of teachers report using TPS more frequently, 94% report improved implementation of it

- **Long term outcomes**: true Socratic seminars, increased academic achievement, school approval rating, graduation, college eligibility for all students

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Current Pathways

- Genomics
  - Partnership with Peralta Community College District
  - 100% Encinal students A in college section of Genomics
- Radio/TV
  - https://www.youtube.com/watch?v=8O7WBw4cOyc&t=1s
- Marketing

English Learner (EL) Program

- Newcomer program

- Mainstream EL students not in Newcomer:

  - 9 sheltered classes from 2015/16 reduced to 1 for 2016/17

- Constructing Meaning training for all faculty

- Increased # of EL students in language support class in addition to English from 50 in 2015/16 to 118 in 2016/17

- Next steps

  - Examine data about EL student achievement in mainstreamed classes vs. sheltered to make sheltered/mainstream decision

  - Further increase # ELs served by language support class

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Parent/Guardian Engagement

In addition to Back to School Night, SSC, ELAC, PTSA, JJ Info Nights, 9th Grade Info Night, Family Athletics Nights, and other traditional engagement venues:

- Survive and Thrive

  - AP support served 50 families

- Alameda Point Collaborative partnership

  - School loop workshop

  - Monthly meetings with school counselors and APC staff

  - School staff attendance at APC family events

- Individual meetings with incoming JJ families

- Sunday evening phone call

- Educational Equity and Family Engagement Coordinator

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Questions?

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