

BERKELEY HIGH SCHOOL

2014-2015

Single Plan for Student Achievement (Action Plan)

Last updated Nov 17, 2014

*The goals and items in this plan were selected during the 2010-2012 WASC Self Study and are updated yearly.
This version includes long-range items and targets, in addition to priority items and targets.*

*The priority items and targets are highlighted in **gray-scale**.
The priority version of this plan is formally known as the Single Plan for Student Achievement (SPSA).*

Electronic versions of this plan and the SPSA can be downloaded from the BHS website.

Glossary of Acronyms:

| | |
|-------|---|
| ALD | Academic Language Development |
| BSEP | Berkeley Schools Excellence Program (city parcel tax that benefits education) |
| BUSD | Berkeley Unified School District |
| CM | Constructing Meaning (program that supports academic language development) |
| CST | California Standards Test (aka STAR) |
| EIA | Economic Impact Aid |
| EL | English Learner |
| ELA | English Language Arts |
| ELAC | English Learners Advisory Council |
| ELD | English Learners' Development |
| PD | Professional Development |
| SCE | State Compensatory Education |
| SDAIE | Specially Designed Academic Instruction in English |
| SLC | Small Learning Community |
| SPSA | Single Plan for Student Achievement |
| SSC | School Site Council |
| VP | Vice Principal |
| WASC | Western Association of Schools and Colleges |

Mathematical Terms and Symbols:

Some of the charts include a delta column with the symbol Δ , showing rate of change over time.
The letter "n" indicates the total number in the sample.

Percentages vs. Percentage Points:

This report includes some growth targets listed as *percentage points* and others listed as *percentages*.

A percentage point is when you subtract one percentage from another.

A percentage is when you divide the new value by the old value.

For example, if one of our growth targets increased from 10% to 12%, the difference in *percentage points* would be +2.
The difference from 10% to 12%, expressed as a *percentage*, would be +20%.

GOAL 1:

Increase proficiency and performance of all students in academic language, while accelerating the proficiency and performance gains of all students with an Academic Support Index of three or higher.

Growth Targets Summary:**BHS Standards Based Common Assessments:**

- Increase the percentage of students achieving Mastery on 9th and 10th grade ELA common post-assessments (Tables 1.1 and 1.2)
- Increase the percentage of students with an Academic Support Index of three or higher (ASI=3+) achieving Mastery on the ELA common post-assessment (Tables 1.1 and 1.2)
- The average gain for all students ASI=3+ scoring Below Basic or Far Below Basic on the Fall ELA pre-assessment will increase at least 0.5 proficiency levels by the Spring ELA post-assessment. (Table 1.3)

BHS CAHSEE ELA Results:

- Increase first-time CAHSEE ELA pass rates for all students by 2% each year for the next three years (Table 1.4)
- Increase first time CAHSEE ELA passing rates for students with an ASI of 3+ by 2% each of the next three years (Table 1.4)

BHS SAT Reading Scores

- Increase average Reading score on the English portions of the SAT by 5 points annually each year for the next three years. (Table 1.5)

BHS Standards Based Common Assessments:

- Increase the percentage of students achieving Mastery on 9th and 10th grade ELA common post-assessments (Tables 1.1 and 1.2)
- Increase the percentage of students with an Academic Support Index of three or higher (ASI=3+) achieving Mastery on the ELA common post-assessment (Tables 1.1 and 1.2)
- The average gain for all students ASI=3+ scoring Below Basic or Far Below Basic on the Fall ELA pre-assessment will increase at least 0.5 proficiency levels by the Spring ELA post-assessment. (Table 1.3)

Table 1.1

| BHS Ninth Grade ELA COMMON ASSESSMENT | | | | | | |
|--|-----------------------|---------------|-----------------------|---------------|------------------------------|---------------|
| Proficiency Level | Spring of 2013 | | Spring of 2014 | | Spring of 2015 Target | |
| | All | ASI=3+ | All | ASI=3+ | All | ASI=3+ |
| Mastery | 31% | 3% | 39% | 8% | 45% | 13% |
| Advanced | 2% | 0% | 6% | 0% | 10% | 1% |
| Proficient | 30% | 3% | 33% | 8% | 36% | 12% |
| Basic | 39% | 34% | 36% | 37% | 33% | 36% |
| Below Basic | 21% | 43% | 18% | 36% | 16% | 34% |
| Far Below Basic | 9% | 20% | 7% | 19% | 5% | 17% |
| n= | 704 | 197 | 719 | 194 | | |

Table 1.2

| BHS Tenth Grade ELA COMMON ASSESSMENT | | | | | | |
|--|---|---------------|---|---------------|------------------------------|---------------|
| Tenth Grade Proficiency Level | Spring of 2013 (All numbers are in percent) | | Spring of 2014 (All numbers are in percent) | | Spring of 2015 Target | |
| | All | ASI=3+ | All | ASI=3+ | All | ASI=3+ |
| Mastery | 42% | 14% | 53% | 17% | 60% | 20% |
| Advanced | 7% | 0% | 11% | 1% | 15% | 2% |
| Proficient | 34% | 14% | 42% | 16% | 48% | 18% |
| Basic | 36% | 46% | 25% | 37% | 17% | 40% |
| Below Basic | 17% | 32% | 16% | 33% | 15% | 30% |
| Far Below Basic | 5% | 9% | 6% | 13% | 5% | 10% |
| n= | 598 | 169 | 679 | 190 | | |

Table 1.3

| BHS Ninth and Tenth Grade ELA Common Assessments | | | | | | | | |
|---|------------------|----------------|--------------------------|-----------------------------|------------------|----------------|---------------------------------|------------------------------------|
| | 2013-2014 | | | | 2014-2015 | | | |
| | n= | Fall PL | Average Spring PL | Average Change in PL | n= | Fall PL | Average Spring PL Target | Average Change in PL Target |
| 9th | | | | | | | | |
| Below Basic | 78 | 2 | 2.19 | +0.19 | 53 | 2 | 2.5 | 0.5 |
| Far Below Basic | 16 | 1 | 1.56 | +0.56 | 14 | 1 | 1.5 | 0.5 |
| 10th | | | | | | | | |
| Below Basic | 77 | 2 | 2.40 | +0.40 | 66 | 2 | 2.5 | 0.5 |
| Far Below Basic | 11 | 1 | 1.63 | +0.63 | 37 | 1 | 1.5 | 0.5 |

PL=Proficiency Level (1=Far Below Basic, 2=Below Basic, 3=Basic, 4= Proficient, 5=Advanced)

BHS CAHSEE ELA Results:

- Increase first-time CAHSEE ELA pass rates for all students by 2% each year for the next three years (Table 1.4)
- Increase first time CAHSEE ELA passing rates for students with an ASI of 3+ by 2% each of the next three years (Table 1.4)

Table 1.4

| CAHSEE ELA DATA (All data from Dataquest with the exception of ASI 3+) | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|-----------------------------|
| CAHSEE ELA | 2011 % Passing | 2012 % Passing | 2013 % Passing | 2014 % Passing | 2015 % Passing Target |
| All Students | 84 | 87 | 86 | 87% | 88% |
| ASI =3+ | | | 68% | 66% | 68% |
| African American | 58 | 69 | 66 | 65% | 68% |
| Hispanic/Latino | 83 | 82 | 82 | 80% | 82% |
| English Learner | 41 | 53 | 29 | 31% | 33% |

| 2014 CAHSEE (This data includes ONLY students who took CAHSEE exams) | | |
|--|-----|-------------------------------|
| | n= | ELA Passing Rate Feb. 2014 |
| All Students | 711 | 87% |
| All Hispanic/Latino | 173 | 81% |
| All African American | 141 | 69% |
| White without either Disability/EL/SED* | 234 | 100% |
| Hispanic/Latino without Disability/EL/SED* | 66 | 91% |
| African American without Disability/EL/SED* | 53 | 89% |

EL=English Learner, SED=Socio-economically disadvantaged

BHS SAT Reading Scores

- Increase average Reading score on the English portions of the SAT by 5 points annually each year for the next three years. (Table 1.5)

Table 1.5

| Average SAT Reading Score | 2011 | 2012 | 2013 | 2014 Target |
|---|------|------|------|----------------|
| BHS | 569 | 557 | 555 | 560 |
| State | 495 | 491 | 492 | |
| BHS Averages compared to California Averages | +74 | +66 | +63 | |

Priority items are highlighted in **gray-scale**.

| Action Items for Goal 1 | Responsible Person(s) | Resources Needed | Timeline / Follow-up | Status <i>Complete / Solid progress / Initial steps / Not Started / Modified</i> |
|--|---|--|--|--|
| <p>1.1 Increase access to Academic Language for all students by training all teachers in Constructing Meaning: research-based collection of instructional strategies developed for English Learners.</p> <ul style="list-style-type: none"> • 1.1.1 Continue to offer 3-day workshops for <i>Constructing Meaning</i> and related trainings for all teachers and all new hires. • 1.1.2 Include annual prescribed days in PD calendar to support on-going skill development of CM practices for teachers. *1.1.3 All PD Leaders will become Trainer of Trainers for CM | <p>VP in charge of EL, admin team</p> <p>All site admin, PD Coordinators, and PD Leads (include any other additional EL or CCSS resource persons).</p> <p>District funded tsa to support implementation of common core ELA standards.</p> | <p>pd time during year; curriculum development funds for summer PD; curriculum development funds for staff to analyze and implement most current research; mentor sessions for new teachers</p> | <p>Ongoing</p> <p>Number of teachers completing CM training; teacher surveys on the PD</p> <p>1.1.3 by 2016-17</p> | <p>1.1.1: Complete</p> <p>1.1.2: solid progress</p> <p>1.1.3: initial stages</p> |
| <p>1.2. Teachers will increase use of academic language strategies:</p> <ul style="list-style-type: none"> • 1.2.1 Daily agendas that include academic language learning objectives. | <p>VP in charge of EL, admin team, PD team, PD leaders</p> | <p>pd time during year; teacher-led training sessions; mentor sessions for new teachers</p> | <p>ongoing; one training per quarter beginning in second quarter of 2012-13 / vice principal's walk-through data; peer observations</p> | <p>1.2.1: Solid progress</p> |
| <p>1.3 Increase the average amount of expository writing across all subjects across the school, particularly the humanities.</p> <ul style="list-style-type: none"> • 1.3.1 Establish minimum expectations per grading period. <p>1.3.1 (a) Continue to ensure that students in 9th grade write and receive feedback on a minimum of four, school-wide academic essays per year (includes ELA pre and post in 9th and two Constructed Response essays)</p> <p>1.3.1(b) Continue to ensure that students in 10th grade write and receive feedback on a minimum of seven (four?), school-wide academic essays per year (includes ELA pre and post, world history pre and post, and three Constructed Response essays)</p> <ul style="list-style-type: none"> • 1.3.2 Design rubrics aligned to common core standards. <p>1.3.3. All teachers in all subject areas participate in administering, scoring, and calibrating constructed response essays</p> | <p>PD coordinators; language arts, social studies, and science teachers; all teachers and administrators will participate in grading essays;</p> | <p>pd time during year, Research-based guidelines on quantity and volume of writing that most benefits improvement of student composition skills.</p> <p>Money to pay for coaches in the pilot intervention program to be pulled from grants and district funding.</p> | <p>Minimums established and submitted to admin team by winter 2013. Rubrics designed by June 2013. Admin team reviews minimums and rubrics..</p> | <p>1.3.1: Initial steps</p> <p>1.3.2: Solid progress</p> <p>1.3.3: Initial steps</p> <p>1.3.3 Solid Progress</p> <p>1.3.4: Initial steps</p> |

| | | | | |
|---|--|--|--|---|
| 1.3.4. Create an additional pilot intervention providing one on one writing support for students scoring FBB/BB | | | | |
| 1.4 Continue collaboration between Spanish for Native Speakers program and the English Learners program. | Teacher leaders for EL and WL depts.. | Common meeting time, Create roadmap for integration of the departments and clear learning outcomes | First meeting by winter 2012-13; plan completed by June 2013. | 1.4: Solid progress |
| 1.5 Establish collaboration with District for Academic Language goals. <ul style="list-style-type: none"> ● 1.5.1 BHS PD Leaders and District middle school and K-5 literacy coaches to align strategies to improve academic language. ● 1.5.2. Support the increase in the number of middle school teachers trained in CM by inviting them to our trainings. | Superintendent of Instruction, PD Leaders. | Common meeting time. | 1.5.1 First meeting in 2014-2015. 1.5.2 First trainings in Fall 2014. | 1.5.1 Initial Steps. 1.5.2 Solid Progress. |
| 1.6 Establish baseline for new SBA tests. | BHS data team | | | |

GOAL 2:

Increase proficiency and performance of all students in mathematics, while accelerating the proficiency and performance gains of all students with an Academic Support Index of three or higher

Growth Targets:

(Priority targets are highlighted in gray-scale.)

Growth Targets Summary:**BHS Standards Based Common Assessments:**

- Increase the number of eligible students participating in all math common assessments to 95% by end of 2014-15 (Table 2.1)
- Increase all students scoring proficient or above in all math common assessments (Geometry, Algebra 1, Algebra 2, and IMP2, and IMP 3) (Table 2.2)

BHS CAHSEE Math Results:

- Increase first-time CAHSEE Math pass rates for all students by 2% each year for the next three years (Table 2.3)
- Increase first time CAHSEE Math passing rates for students with an ASI of 3+ by X % each of the next three years (Table 2.3)

BHS SAT Math Scores

- Increase average score on the math portion of the SAT by 5 points annually each year for the next three years. (Table 2.4)
-

Higher Level Math Enrollment

- Increase the enrollment rates of African American, Hispanic/Latino, and English Learners in higher level math courses including IMP 3, IMP 4, Algebra 2, Math Studies, and Math Analysis by 5% each year (Table 2.5)
- Increase the percentage of African American, EL, and Latino students with a grade of “C” or better in higher math classes that are required to be eligible for a four year college level math courses: algebra 2, IMP3, math analysis, and IMP4, and math studies by 7% in each of the next three years. (Table 2.6)
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BHS Graduation/UC Eligibility Rates

- Increase the percentage of all students, African American, EL, and Latino students on track for graduation at the end of 9th grade (passed Algebra 1 or IMP 2 with a D or better) (Table 2.7)
- Increase the percentage of all students, African American, EL, and Latino students on track for UC eligibility at the end of 9th grade (passed Algebra 1 or IMP 2 with a C or better) (Table 2.8)

BHS Standards Based Common Assessments:

- Increase the number of eligible students participating in all math common assessments to 95% by end of 2014-15 (Table 2.1)
- Increase the rate of all students scoring proficient or above in all Spring math common assessments in Geometry, Algebra 1, Algebra 2, and IMP2, and IMP 3 by 5 percent and by 7 percent for those students with an ASI of 3 or higher (Table 2.2)

Table 2.1

| Course | Participation Rate Spring 2014 ¹ | Participation Rate Fall 2014 ² | Winter 2015 Target | Spring 2015 Target |
|-----------|---|---|--------------------|--------------------|
| Algebra 1 | 69% | 62% | 95% | 95% |
| Algebra 2 | 75% | 67% | 95% | 95% |
| IMP 2 | 64% | 81% | 95% | 95% |
| IMP 3 | 95% | 92% | 95% | 95% |
| Geometry | 93% | 79% | 95% | 95% |

¹ Course specific assessments, ² “Do you know it cold?” assessment

Table 2.2

| Course | Percent of all students at Mastery in Spring Common Assessment | | Percent of all students with an ASI =3+ at Mastery in Spring Common Assessment | |
|-----------|--|------------------|--|------------------|
| | 2013-14 | 2014-15 (Target) | 2013-14 | 2014-15 (Target) |
| Algebra 1 | 26% | 31 | 18% | 25 |
| Algebra 2 | 52 | 57 | 33 | 40 |
| Geometry | 43 | 48 | 17 | 24 |
| IMP 2 | 15 | 20 | 4 | 11 |
| IMP 3 | 34 | 39 | 11 | 18 |

The math department will have CCSS aligned pre- and post-assessments beginning with the 2015-16 school year.

BHS CAHSEE Math Results:

- Increase first-time CAHSEE Math pass rates for all students by 2% each year for the next three years (Table 2.3)
- Increase first time CAHSEE Math passing rates for students with an ASI of 3+ by X % each of the next three years (Table 2.3a, 2.3b)

Table 2.3a

| CAHSEE Math | 2011 % Passing | 2012 % Passing | 2013 % Passing | 2014% passing | 2015% passing Target |
|------------------|----------------|----------------|----------------|---------------|----------------------|
| All Students | 82 | 84 | 87 | 90% | 91% |
| ASI =3+ | | | 71% | 74% | 76% |
| African American | 59 | 59 | 68 | 74% | 77% |
| Hispanic/Latino | 75 | 82 | 85 | 86% | 87% |
| English Learner | 58 | 72 | 51 | 55% | 60% |

Table 2.3b

| 2014 CAHSEE (This data includes ONLY students who took CAHSEE exams) | | |
|---|-----------|------------------------------------|
| | n= | Math Passing Rate Feb. 2014 |
| All Students | 711 | 90% |
| All Hispanic/Latino | 173 | 86% |
| All African American | 141 | 75% |
| White without either Disability/EL/SED* | 234 | 99% |
| Hispanic/Latino without Disability/EL/SED* | 66 | 99% |
| African American without Disability/EL/SED* | 53 | 91% |

BHS SAT Math Scores

- Increase average score on the math portion of the SAT by 5 points annually each year for the next three years. (Table 2.4)

Table 2.4

| SAT Math | 2011 | 2012 | 2013 | 2014 Target |
|--|------|------|------|-------------|
| BHS | 563 | 559 | 560 | 565 |
| State | 513 | 510 | 508 | |
| BHS Averages compared to California Averages | +50 | +49 | +52 | |

Higher Level Math Enrollment

- Increase the enrollment rates of African American, Hispanic/Latino, and English Learners in higher level math courses including IMP 3, IMP 4, Algebra 2, Math Studies, and Math Analysis by 5% each year (Table 2.5)
- Increase the percentage of African American, EL, and Latino students with a grade of “C” or better in higher math classes that are required to be eligible for a four year college level math courses: algebra 2, IMP3, math analysis, and IMP4, and math studies by 7% in each of the next three years. (Table 2.6)

Table 2.5

| Higher Level Math Enrollment | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | Five Year Change in enrollment |
|------------------------------|---------|---------|---------|---------|---------|--------------------------------|
| African American | 20% | 18% | 14% | 31% | 38% | +18% |
| Hispanic/Latino | 29% | 29% | 24% | 49% | 41% | +12% |
| English Learners | 10% | 7% | 14% | 32% | 29% | +19% |

Table 2.6

| Higher Level Math Passing Rate | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Four Year Change in Passing Rate |
|--------------------------------|---------|---------|---------|---------|----------------------------------|
| African American | 61% | 59% | 73% | 72% | +11% |
| Hispanic/Latino | 67% | 68% | 81% | 80% | +13% |
| English Learners | 52% | 39% | 79% | 56% | +4% |
| All | 82% | 83% | 90% | 88% | +6% |

BHS Graduation/UC Eligibility Rates

- Increase the percentage of all students, African American, EL, and Latino students on track for graduation at the end of 9th grade (passed Algebra 1 or IMP 2 with a D or better) (Table 2.7)
- Increase the percentage of all students, African American, EL, and Latino students on track for UC eligibility at the end of 9th grade (passed Algebra 1 or IMP 2 with a C or better) (Table 2.8)

Table 2.7

| Ninth Graders Completing Algebra 1 or IMP 2 (On track for graduation) | 2012-13 | 2013-14 | 2014-15 Target |
|--|---------|---------|-------------------|
| All | 88% | 89% | 93% |
| African American | 73% | 85% | 85% |
| English Learners | 68% | 80% | 78% |
| Socio-economically disadvantaged | 77% | 80% | 87% |

Table 2.8

| Ninth Graders Completing Algebra 1 or IMP 2 (on-track for UC Eligibility with a grade of “C” or better) | 2012-13 | 2013-14 | 2014-15 Target |
|--|---------|---------|-------------------|
| All | 83% | 87% | 88% |
| African American | 63% | 63% | 73% |
| English Learners | 63% | 53% | 73% |
| Socio-economically disadvantaged | 71% | 63% | 71% |

Priority items are highlighted in gray-scale.

| Action Items for Goal 2 | Responsible Person(s) | Resources Needed | Timeline / Follow up | Status <i>Solid progress / Initial steps / Not Started / Modified</i> |
|---|------------------------------|---|--|--|
| 2.1 Implement common pre-, interim-, and summative math assessments that reflect incoming common core standards/existing state standards. •2.1.1 Develop and administer a common pre-assessment for incoming 9 th graders in algebra 1, geometry, and imp2. • 2.1.2 Use results of universal screening (pre- | VP for math, math team leads | summer stipend to write assessments; time in school year to analyze results | Winter 2012-2013 / share new assessments with VP | 2.1.1: Initial steps 2.1.2: Not started |

| | | | | |
|---|--|--|--|--|
| <p>assessment) to identify students in need of intervention, and direct to tutoring.</p> <ul style="list-style-type: none"> • 2.1.3 Ongoing professional development in research-based instructional strategies for math teachers linking results of assessment to instruction. • 2.1.4 Administrators to use CSTP 5 (<i>how teachers use assessment</i>) as major focus of their evaluations / observations, and in their general work with teachers 2.1.5 Use results of universal screening (pre-assessment) and first quarter grades to identify students in need of intervention support for math CAHSEE. | | | | <p>2.1.3: Initial steps</p> <p>2.1.4: Initial steps</p> |
| <p>2.2 Opportunities for specific practice around standards covered in CAHSEE math:</p> <ul style="list-style-type: none"> • 2.2.1 Access and opportunities to take practice tests and get results by strand to inform instruction. • 2.2.2 Use “iMentor program” and “MyMathLab” to support students in math curriculum. Integrate iMentorcorps program into the curriculum of the algebra one course • 2.2.3 Test-taking strategies | <p>math teachers, math team lead, Intervention team, academic support coordinator, parent resource center (for distribution)</p> | <p>CAHSEE math prep programs and resources made available to all families of students scoring BB/FBB on 9th grade CST prior to 10th grade administration of test in February</p> | <p>Ongoing; cst / cahsee data; follow up on product presented to admin and teacher leadership team</p> | <p>2.2.1: Initial steps</p> <p>2.2.2: Solid progress</p> <p>2.2.3: Initial steps</p> |
| <p>2.3 Continue to improve accuracy of student placement in math courses including two rounds of reverse verification, and communication timeline with the middle schools.</p> | <p>VP, math teachers, math team lead, counselors, middle school teachers</p> | <p>coordination between VP + counselors + math team, funds to build in full August work-day to review math placements; parties involved should include math department representatives, VP over master scheduling, and clerical staff supporting master schedule</p> | <p>every spring; monitor number of students who request placement change</p> | <p>Solid progress</p> |
| <p>2.4 Secure funding for release time for math leadership.</p> <ul style="list-style-type: none"> • 2.4.1 Ongoing professional development in research-based instructional strategies for math teachers. 2.4.2 Release time for math leadership to enhance math instruction, math specific-PD, and student outcomes in mathematics. 2.4.3 Hire math coach to focus on transition to common core. | <p>District staff, principal, District Curriculum and Instruction Staff</p> | <p>pd time, district funding for a full-time math coach at BHS, Access to latest secondary mathematics instructional research made available to all math teachers +instructional trainings from both internal and external sources +travel time and funds for math teachers to observe model programs supporting</p> | <p>Ongoing; surveys of PD participants; articulated strategies observable in math classrooms</p> | <p>Solid progress</p> |

| | | | | |
|--|--|---|-------------|---------------|
| | | mathematics instruction | | |
| 2.5 Map overlap between incoming core standards and the existing standards already in use. <ul style="list-style-type: none"> • 2.5.1 Develop and implement curriculum and assessments that target the overlapping areas. • 2.5.2 Pilot team and math leadership present to department and admin on their progress with common core transition. | math teachers, math team lead, administrators, math coach | Curriculum development time + district funding for middle school/high school collaboration for vertical planning | Ongoing | Initial steps |
| 2.6 Investigate courses that work in accelerating math skills for struggling students. | math team lead, district or site math coach, Math teachers and district Curriculum and Instruction Staff | use existing release time, Travel Time and Expenses for math reps to observe and research proven models of math intervention; subsequent work will involve briefing of the administrative team to determine best models and options for implementation at BHS | Ongoing | Not started |
| 2.7 Create common study packets for alg1, alg2, and geometry. | math teachers, team lead | pd time | Summer 2012 | |
| 2.8 Establish baseline for new SBA tests. | BHS data team | | | |

GOAL 3:**Create a culture of high expectations for academic achievement.****Growth Targets:***(Priority targets are highlighted in gray-scale.)***Growth Targets Summary:****BHS Standards Based Common Assessments:**

- Increase growth of students rated proficient on the 9th and 10th grade English common assessments, as measured on the pre- and the post-assessments by 6% each year. (Table 3.1)
- Increase the rate of students rated as proficient on the Math common assessments as measured by the post-assessments by 5% on the Spring post-assessments (Table 3.2)
- Increase the participation rate on common assessments to 95% (Table 3.3)

Post-Secondary Eligibility:

- Increase the percent of student on-track for UC and CSU eligibility as evaluated by the UC Berkeley's Transcript Evaluation Service (Need updated TES data) (Table 3.4)
- Increase the rates of all students on-track for both graduation and math requirements for UC eligibility (Table 3.5)
- Meet or exceed state targets for yearly graduation rates (Table 3.6)

State Assessments:

- Maintain or exceed 95% CST participation rate in science for all grades (Table 3.7)

AP/IB Participation:

- Increase the percentage of Latino, EL, and African American students taking one or more AP / IB, or honors classes by 5% in next three years (with a "C" or better). (Table 3.8, 3.9a, 3.9b)
- Increase the percentage of Latino, EL, and African American students passing one or more AP / IB, or honors classes by 5% in next three years (with a "C" or better). (Table 3.10, 3.11)
- Increase by 5% the number of AP / IB, or honors classes courses taken by Latino, EL, and African American students. (Table 3.8, 3.9a)

SAT/ACT Participation

- Increase by 10% in next three years the percentage of Latino, EL, and African American students who have taken ACT or SAT tests by the end of their senior year (as percentage of total enrollment for that subgroup). ** Note that data is not available for ACT. Shifts in # of students taking SAT is connected to shift in # of students taking ACT.*
- Maintain average BHS total SAT scores that are at least 100 points above the state average.

BHS Standards Based Common Assessments:

- Increase growth of students rated proficient on the 9th and 10th grade English common assessments, as measured on the pre- and the post-assessments by 6% each year. (Table 3.1)
- Increase the rate of students rated as proficient on the Math common assessments as measured by the post-assessments by 5% on the Spring post-assessments (Table 3.2)
- Increase the participation rate on common assessments to 95%

Table 3.1 (Color indicates cohort progression over two year period)

| BHS Ninth Grade ELA COMMON ASSESSMENT | | | | | | |
|--|----------------|--------|----------------|--------|-----------------------|--------|
| Proficiency Level | Spring of 2013 | | Spring of 2014 | | Spring of 2015 Target | |
| | All | ASI=3+ | All | ASI=3+ | All | ASI=3+ |
| Mastery | 31% | 3% | 39% | 8% | 45% | 13% |
| Advanced | 2% | 0% | 6% | 0% | 10% | 1% |
| Proficient | 30% | 3% | 33% | 8% | 36% | 12% |
| BHS Tenth Grade ELA COMMON ASSESSMENT | | | | | | |
| Tenth Grade Proficiency Level | Spring of 2013 | | Spring of 2014 | | Spring of 2015 Target | |
| | All | ASI=3+ | All | ASI=3+ | All | ASI=3+ |
| Mastery | 42% | 14% | 53% | 17% | 60% | 20% |
| Advanced | 7% | 0% | 11% | 1% | 15% | 2% |
| Proficient | 34% | 14% | 42% | 16% | 48% | 18% |

Table 3.2

| Course | Percent of all students at Mastery in Spring Common Assessment | | Percent of all students with an ASI =3+ at Mastery in Spring Common Assessment | |
|-----------|--|------------------|--|------------------|
| | 2013-14 | 2014-15 (Target) | 2013-14 | 2014-15 (Target) |
| Algebra 1 | 26% | 31% | 18% | 25% |
| Algebra 2 | 52v | 57% | 33% | 40% |
| Geometry | 43% | 48% | 17% | 24% |
| IMP 2 | 15% | 20% | 4% | 11% |
| IMP 3 | 34% | 39% | 11% | 18% |

Table 3.3

| 9 th Grade Students | 2013-14 (Spring Assessment) | 2014-15 (Spring Assessment) |
|---|-----------------------------|-----------------------------|
| Math Common Assessment Participation Rate | 77% | Target: 95% |

Post-Secondary Eligibility:

- Increase the percent of student on-track for UC and CSU eligibility as evaluated by the UC Berkeley's Transcript Evaluation Service (Table 3.4) (Data not yet available; will update.)
- Increase the rates of all students on-track for both graduation and math requirements for UC eligibility (Table 3.5)
- Meet or exceed state targets for yearly graduation rates (Table 3.6)

Table 3.4

| End of grade: | Community College | | | CSU | | | UC | | |
|---------------------------------|-------------------|----|----|-----|----|----|----|----|----|
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| All Students | | | | | | | | | |
| ASI =3+ | | | | | | | | | |
| African American ASI= 0 to 2 | | | | | | | | | |
| African American ASI=3+ | | | | | | | | | |
| Hispanic/Latino ASI= 0 to 2 | | | | | | | | | |
| Hispanic/Latino ASI= 3+ | | | | | | | | | |

Table 3.5 (Superintendent's goals reported to the school board each year)

| | Percent of 9 th graders passing Algebra 1 or IMP 2 | | Percent of 9 th graders passing Algebra 1, IMP 2, or Geometry with a final grade of C or better | | Percent of students in grades 10-12 enrolled in Algebra 1, IMP 2, or Geometry with a final grade of C or better | |
|----------------------------------|---|---------|--|---------|---|---------|
| | 2012-13 | 2013-14 | 2012-13 | 2013-14 | 2012-13 | 2013-14 |
| All Students | 88% | 89% | 83% | 87% | 50% | 59% |
| African American | 73% | 85% | 63% | 63% | 45% | 55% |
| English Learners | 68% | 80% | 63% | 53% | 37% | 65% |
| Socio-Economically Disadvantaged | 77% | 80% | 71% | 63% | 46% | 63% |

Table 3.6

| Graduation Rates | Class of 2010-11 | Class of 2011-12 | Class of 2012-13 | Class of 2013-14 Target |
|---------------------|------------------|------------------|------------------|-------------------------|
| All BHS | 86.01 | 86.43 | 88.9 | |
| African American | 84.19 | 81.43 | 88.4 | |
| Hispanic/Latino | 85.44 | 86.06 | 88.8 | |
| County of Alameda | | | | |
| State of California | | | | |

State Assessments:

- Maintain or exceed 95% CST participation rate in science for all grades (Table 3.6)

Table 3.7

| | 2010 | 2011 | 2012 | 2013 |
|--------------------------------|------|------|------|------|
| CST Science Participation Rate | 74.8 | 92.1 | 95.4 | 87.0 |

| Grade | 2010 ELA Rate | 2011 ELA Rate | 2012 ELA Rate | 2013 ELA Rate |
|-------|---------------|---------------|---------------|---------------|
| 9th | 92.2% | 97.2% | 96.9% | 92.4% |
| 10th | 89.7% | 98.3% | 95.9% | 91.7% |
| 11th | 91.9% | 97.7% | 96.6% | 88.5% |

AP/IB Participation:

- Increase the percentage of Latino, EL, and African American students taking one or more AP / IB, or honors classes by 5% in next three years (with a “C” or better). (Table 3.8, 3.9a, 3.9b)
- Increase the percentage of Latino, EL, and African American students passing one or more AP / IB, or honors classes by 5% in next three years (with a “C” or better). (Table 3.10, 3.11)
- Increase by 5% the number of AP / IB, or honors classes courses taken by Latino, EL, and African American students. (Table 3.8, 3.9a)

Table 3.8

| AP-IB-Honors Total Enrollments (Some students take more than one AP-IB class) | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|---------|---------|
| African American | 376 | 396 | 265 | 295 | 293 |
| Hispanic/Latino | 521 | 485 | 469 | 517 | 587 |
| ELL | 62 | 53 | 55 | 59 | 42 |
| All BHS | 3333 | 3321 | 3056 | 3213 | 3110 |

Table 3.9a

| AP-IB-Honors Unique Enrollments (Actual number of students taking classes) | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---------|---------|---------|---------|---------|
| African American | 209 | 211 | 170 | 179 | 179 |
| Hispanic/Latino | 269 | 244 | 254 | 266 | 286 |
| ELL | 40 | 33 | 39 | 40 | 29 |
| All BHS | 1548 | 1488 | 1434 | 1515 | 1371 |

Table 3.9b

| Average number of courses taken by a student who is in any AP-IB-Honors course | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|---------|---------|
| African American | 1.8 | 1.9 | 1.6 | 1.6 | 1.6 |
| Hispanic/Latino | 1.9 | 2.0 | 1.8 | 1.9 | 2.1 |
| ELL | 1.6 | 1.6 | 1.4 | 1.5 | 1.4 |
| All BHS | 2.2 | 2.2 | 2.1 | 2.1 | 2.3 |

Table 3.10

| AP-IB-Honors Passing Rate (with C or better) | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---------|---------|---------|---------|
| African American | 76.9% | 76.5% | 84.9% | 80.7% |
| Hispanic/Latino | 82.1% | 82.9% | 87.6% | 89.7% |
| ELL | 64.5% | 56.6% | 69.1% | 54.2% |
| All BHS | 91.0% | 90.6% | 93.9% | 92.9% |

Table 3.11

| Number of AP-IB-Honors Classes Passed (Note: some students take more than one class) | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---------|---------|---------|---------|
| African American | 289 | 303 | 225 | 238 |
| Hispanic/Latino | 428 | 402 | 411 | 464 |
| ELL | 40 | 30 | 38 | 32 |
| All BHS | 3034 | 3009 | 2871 | 2985 |

SAT/ACT Participation

- Increase by 10% in next three years the percentage of Latino, EL, and African American students who have taken ACT or SAT tests by the end of their senior year (as percentage of total enrollment for that subgroup). Table 3.14 * *Note this data is not available for ACT.*
- Maintain average BHS total SAT scores that are at least 100 points above the state average. (Table 3.13)
- Maintain average BHS ACT scores that are at least 1.0 point above the state average. (Table 3.14)
-

Table 3.14

| SAT Participation | 11-12 | 12-13 |
|-------------------|-------|-------|
| African American | 96 | 70 |
| Hispanic/Latino | 118 | 93 |
| ELL | 17 | 23 |
| All BHS | 533 | 498 |

Note: The table above doesn't reflect the goal as it doesn't provide total enrollment by ethnicity therefore you cannot calculate the percent participation. Explain that this data is difficult to collect but the goal is still supported by action items.

Table 3.13

| Year | n= | Percent of 12 th graders tested | Average BHS SAT Total | Average State SAT Total | Average Difference between BHS and State |
|------|-----|---|--------------------------|----------------------------|---|
| 2013 | 498 | 62.9 | 1668 | 1489 | +179 |
| 2012 | 533 | 66.9 | 1669 | 1492 | +177 |
| 2011 | 530 | 63.5 | 1691 | 1502 | +189 |
| 2010 | 431 | 58.6 | 1684 | 1521 | +163 |

Table 3.14

| Year | n= | Percent of 12 th graders tested | Average BHS ACT Score | Average State ACT Score | Average Difference between BHS and State |
|------|-----|--|-----------------------|-------------------------|--|
| 2013 | 240 | 30.3 | 23 | 21.87 | 1.13 |
| 2012 | 247 | 31.0 | 22.71 | 21.81 | 0.9 |
| 2011 | 257 | 30.8 | 23.64 | 21.73 | 1.91 |
| 2010 | 243 | 33.0 | 22.79 | 21.93 | 0.86 |

Priority items are highlighted in **gray-scale**.

| Action Items for Goal 3 | Responsible Person(s) | Resources Needed | Timeline / Follow up | Status <i>Solid progress / Initial steps / Not Started / Modified</i> |
|--|--|--|---|---|
| <p>3.1 Common Assessments:</p> <ul style="list-style-type: none"> • 3.1.1 Improve use of assessments by developing a PD calendar that supports identifying common outcomes, assessments and interim assessments and provides training in using assessment data to inform instruction. • 3.1.2 Develop & implement common math assessments that reflect incoming common core standards. • 3.1.3 Create a 9th & 10th grade common reading and writing assessments focusing on academic language and expository writing • 3.1.4 Use existing 9th grade ELA assessments for pre- interim, and post- assessments • 3.1.5 Develop ELD level assessments in reading, writing, listening, and speaking • 3.1.6 Develop and administer pre-tests as common assessment for all disciplines • 3.1.7 Use data from common assessments to inform instruction. | <p>Principal, PD team leads,</p> | <p>PD plan / PD time / release time or stipend for summer, Calendar time</p> <p>time throughout year to review results and inform practice</p> | <p>3.1.1 = ongoing</p> <p>3.1.2 - 3.1.7 = ongoing for next three years</p> <p>results of common assessments shared with teachers, team leads, admin, SSC, and board</p> | <p>3.1.1: Solid progress</p> <p>3.1.2: Initial steps</p> <p>3.1.3: Solid progress</p> <p>3.1.4: Solid progress</p> <p>3.1.5: Solid progress</p> <p>3.1.6: Initial steps</p> <p>3.1.7: Initial steps</p> |
| <p>3.2 State Assessments.</p> <ul style="list-style-type: none"> •3.2.1 Continue to increase student participation in science CSTs •3.2.2 Deepen the use of disaggregated CST Science to inform instruction in science classes. | <p>Principal, VPs for STAR</p> | <p>PD plan / PD time / time throughout year to review results and inform practice</p> | <p>ongoing</p> <p>results of CST assessments shared with science teachers, science team leads, and admin,</p> | <p>3.2.1: Initial steps</p> <p>3.2.2: Initial steps</p> |
| <p>3.3 Common Practices for Teachers:</p> <ul style="list-style-type: none"> •3.3.1 Agendas posted each period that includes a measurable learning objective. •3.3.2 Agenda also includes language objectives, and activities to support those objectives. •3.3.3 School-wide use of research-based teaching techniques to check for understanding. •3.3.4 Teachers will implement training received in Constructing Meaning - including Gradual Release of Responsibility and Structured Language Practice Strategies. •3.3.5 Grades for assignments posted on PowerSchool every two weeks. •3.3.6 Attendance taken every period, every day. •3.3.7 Teachers adhere to hall-pass policies and safety officers enforce them. | <p>principal, vice principals, dean of attendance, attendance clerks, academic language coordinator, Teachers with specific instructional strategy expertise</p> | <p>PD time to train teachers; team leads meet and calibrate their expectations,</p> <p>Ongoing trainings +web-based instruction in select strategies</p> | <p>All items ongoing, Admin walkthroughs include gathering data on effective implementation of 3.3.1-3.3.4</p> <p>Items 3.3.5-3.3.7 brought to teacher leadership, BFT, and teachers to measure implementation.</p> | <p>3.3.1: Solid progress</p> <p>3.3.2: Initial steps</p> <p>3.3.3: Initial steps</p> <p>3.3.4: Initials steps</p> <p>3.3.5: Initial steps</p> <p>3.3.6: Solid Progress</p> <p>3.3.7: Initial steps</p> |

| | | | | |
|--|---|--|---|--|
| <p>3.4 Support For Struggling Students:</p> <ul style="list-style-type: none"> • 3.4.1 Develop and improve access to CAHSEE prep resources to identified students. • 3.4.2 Opportunities for CAHSEE test taking, strategies, and help in classes. • 3.4.3 Expand intervention and counseling directed at struggling long Term English Language Learners. • 3.4.4 Increase support for existing BHS/BCC transition class targeting students with disabilities and English Learners. • 3.4.5 Increase rates of participation in tutoring of students behind in credits. • 3.4.6 More 0 or 7 period support classes tied to high-level classes, such as Algebra 2. • 3.4.7 Create a pathway and support for African American, EL, and Latino students to take SAT / ACT tests. • 3.4.8 Create a pathway and support for African American, EL, and Latino students to take AP / IB and high-level classes. • 3.4.9 Training to all-subject area teachers to provide skills-based vertical alignment to create greater access to higher-level courses. | <p>intervention coordinator, teachers, team leads, pd coordinators, Intervention Team Resources (bridge program, RISE, OCI staff) + Parent Resource Center + Counselors + african-american dept, EL dept + vice principals, principal</p> | <p>request district funding for CAHSEE prep; PD time / release time or stipend for summer to develop alignment skills; increased numbers of intervention and support classes; publicize academic support options to all segments of our parent community</p> | <p>3.4.1 and 3.4.2 = ongoing with math; develop ELA version in 2015-16 - 3.4.3 to 3.4.5 = ongoing, 3.4.4 is dependent on continued funding from BSEP 3.4.7 = develop school-wide approach by 2015-16 3.4.8 = ongoing 3.4.9 = provide time in PD sessions for ongoing vertical alignment conversations</p> | <p>3.4.1: Initial steps 3.4.2: Initial steps 3.4.3: Solid progress 3.4.4: Solid progress 3.4.5: Solid progress 3.4.6: Not started 3.4.7: Initial steps 3.4.8: Solid progress 3.4.9: Initial steps.</p> |
| <p>3.5 Attendance:</p> <ul style="list-style-type: none"> •3.5.1 Recognition or awards for increased attendance. •3.5.2 Ongoing outreach to truants and their families. •3.5.3 Research intervention best practices from other schools. •3.5.4 Increase staff/parent/student awareness of policy changes. | <p>dean of attendance; attendance team, Teachers +Special Ed Case Managers, School resource officer, district’s student welfare and attendance or student services</p> | <p>funding for prizes; network with neighborhood businesses and associations; work with district to expand capacity and increase home visits</p> | <p>Ongoing for all</p> | <p>3.5.1: solid progress 3.5.2: Solid progress 3.5.3 = Initial steps 3.5.4= Solid progress</p> |
| <p>3.6 Public recognition of academic success on a regular basis, for example honor roll.</p> | <p>admin; team leads,</p> | <p>Event funds with PTSA and local businesses</p> | <p>Ongoing</p> | <p>Initial steps</p> |
| <p>3.7 Common Expectations for Students:</p> <ul style="list-style-type: none"> •3.7.1 Tie eligibility for extra-curricular sports, dances, etc. to attendance in class. •3.7.2 Tie eligibility for school sports to a minimum GPA •3.7.3 Clarify and enforce policy on permission slips for any activity or field trip that necessitates students’ absence (sports, clubs, dance rehearsals, leadership, etc.) •3.7.4 Clarify and enforce policy on students in hallways during class hours. • 3.7.5 Clarify and consistently enforce common classroom behavior expectations and discipline procedures. | <p>principal, vice principals, dean of students, dean of attendance; director of student leadership; athletic director, Parent Resource Center, Teacher Leaders, School Safety Officers</p> | <p>teacher leaders make agreements; announce in student assemblies; student handbook; eTree for parents; letters home, time and funds for creation of finished document outlining all policies, procedures, and</p> | <p>fall 2012</p> | <p>3.7.1: Solid progress 3.7.2: Solid progress 3.7.3: Solid progress 3.7.4: Solid progress with</p> |

| | | | | |
|--|--|-------------------------|--|--|
| | | expectations for BHS | | clarification ; Initial steps with enforcemen t 3.7.5: Solid progress with clarificatio ; Initial steps with enforcemen t |
|--|--|-------------------------|--|--|

GOAL 4:

Improve student engagement and achievement through innovative, standards-based curriculum that addresses the range of students' needs.

Growth Targets:

(Priority targets are highlighted in grayscale.)

Growth Targets:**On-Track for Graduation:**

- Increase graduation rates by annually increasing the percentage of African-American and Latino students starting the school year with an “on-track” number of credits. (Table 4.1)

| African American: Percent On Track to Graduate | | | | |
|---|-----------|------------|------------|-----------------|
| <i>9th Grade = minimum 55 credits; 10th Grade= minimum 110; 11th Grade=minimum 165</i> | | | | |
| Class of | 9th Grade | 10th Grade | 11th Grade | Graduation Rate |
| 2017 | 81.0% | | | |
| 2016 | 58.2% | 64.1% | | |
| 2015 | 75.0% | 57.7% | 67.9% | <i>TBD</i> |
| 2014 | | 74.4% | 70.0% | <i>TBD</i> |
| 2013 | | | 74.0% | 88.4% |
| 2012 | | | | 81.4% |

| Hispanic: Percent On Track to Graduate | | | | |
|---|-----------|------------|------------|-----------------|
| <i>9th Grade = minimum 55 credits; 10th Grade= minimum 110; 11th Grade=minimum 165</i> | | | | |
| Class of | 9th Grade | 10th Grade | 11th Grade | Graduation Rate |
| 2017 | 74.0% | | | |
| 2016 | 78.7% | 86.1% | | |
| 2015 | 75.7% | 72.3% | 65.4% | |
| 2014 | | 74.5% | 85.0% | <i>TBD</i> |
| 2013 | | | 73.9% | 88.8% |
| 2012 | | | | 86.1% |

Student Engagement and Attendance:

- Decrease percentage of all students with more than 18 unexcused absences by 5% (10% of the school year) for each of the next three years. (Table 4.2)
- Decrease number of African American students with more than 18 unexcused absences (10% of the school year) by 10% for each of the next three years. (Table 4.2)

Table 4.2

| Totals | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|--|----------------|----------------|----------------|----------------|
| Berkeley High School Total Enrollment | 3145 | 3509 | 3322 | 3485 |
| Berkeley High School students with more than 5 days of unexcused and unverified Absences | 721 (23%) | 955 (27%) | 1207 (36%) | 1617 (46%) |
| Berkeley High School students with more 10% of total days marked as absences (18 days) | 487 (15%) | 714 (20%) | 835 (25%) | 1014 (29%) |
| Berkeley High School African American students with more than 5 days of unverified absences | 269 (41%) | 401 (50%) | 467 (55%) | 552 (67%) |
| Berkeley High School African American students with more 10% of total days marked as absences (18 days) | 159 (24%) | 257 (32%) | 302 (35%) | 367 (44%) |

Priority items are highlighted in **grayscale**.

| Action Items for Goal 4 | Responsible Person(s) | Resources Needed | Timeline / Followup | Status <i>Solid progress / Initial steps / Not Started / Modified</i> |
|--|---|---|---|---|
| <p>4.1 Support For Innovative, Standards Based Curriculum:</p> <ul style="list-style-type: none"> • 4.1.1 Increase opportunities for teacher-led presentations on curriculum. • 4.1.2 PD on upcoming new national standards for math and ELA. • 4.1.3 Develop a standards-based outcome map for each course directly related to regular interim formative assessments. • 4.1.4 All courses align curriculum and assessments to the state and new common core standards. • 4.1.5 Create vertical and horizontal integration in English and social studies classes. | <p>Principal, PD coordinators, teacher leaders, vice principals</p> | <p>funds for curriculum and assessment development; summer workshops; department collaboration time</p> | <p>All items ongoing / presentations to teacher leaderships, SSC, and BUSD board</p> | <p>4.1.1: Solid progress</p> <p>4.1.2: Solid progress</p> <p>4.1.3: Initial steps</p> <p>4.1.4: Solid progress, but varies by course, LC and dept</p> <p>4.1.5: Solid progress, but varies by course, LC and dept</p> |
| <p>4.2 Support For Instructional Strategies And Assessments That Promote Engagement:</p> <ul style="list-style-type: none"> • 4.2.1 Increase opportunities for teacher-led presentations on student engagement. • 4.2.2 Develop authentic assessments (include art / media models, portfolios, etc) and analyze the results to inform instruction. • 4.2.3 All departments implement common, research-based instructional practices from Constructing Meaning and GRR. • 4.2.4 Provide opportunities for teachers to observe other teachers' instruction during the school year. | <p>Principal, PD coordinators, teacher leaders, vice principals</p> | <p>Funds for curriculum and assessment development; summer workshops; department collaboration time</p> | <p>Ongoing / Presentations to teacher leaderships, SSC, and BUSD board</p> | <p>4.2.1: Solid progress (CM, GRR, and Teach Like a Champion)</p> <p>4.2.2: Initial steps</p> <p>4.2.3: Modified from previous plan. New item is Solid Progress *</p> <p>4.2.4: Solid progress</p> |
| <p>4.3 Coaching and Mentoring:</p> <ul style="list-style-type: none"> • 4.3.1 Use existing CSTPs, Measurements of Effective Teaching Project, or other research to create self-evaluation rubrics and peer observation and peer coaching tools for all teachers. • 4.3.2 Develop course evaluations that provide students opportunities to give direct feedback to teachers. | <p>team leads; PD coordinators</p> | <p>4.3.1 = coaches / release time 4.3.2 = pd time</p> | <p>4.3.1 = ongoing, varies by LC and department; 4.3.2 = several versions already available by depts and LCs / Presentations to teacher leaderships</p> | <p>4.3.1: Initial steps</p> <p>4.3.2: Initial steps</p> |
| <p>4.4 Recognize and acknowledge examples of innovative, standards-based curriculum created by BHS teachers.</p> <ul style="list-style-type: none"> • 4.4.1 Provide PD time for teachers to discuss and learn from colleagues' instructional practices. | <p>team leads; PD coordinators</p> | <p>PD time</p> | <p>Ongoing</p> | <p>Initial steps</p> |

| | | | | |
|--|--|---|--|---|
| <p>4.5. Retain PD / Teacher Leader Structure:</p> <ul style="list-style-type: none"> • 4.5.1 Analyze and document strengths and weaknesses of existing model. • 4.5.2 Present evidence to board / other stakeholders to secure alternate funding when the federal grant sunsets in 2014. • 4.5.3 Maintain current FTE structure with PD coordinators and teacher leaders • 4.5.4 Maintain Monday late-start PD meeting time. | <p>admin; teacher leaders; PD coordinators, District Staff</p> | <p>Team to document and present evidence of current structure</p> | <p>Done</p> | <p>4.5.1 to 4.5.4: Completed, but ongoing updates to board and district</p> |
| <p>4.6 Post-Secondary Careers and Paths</p> <ul style="list-style-type: none"> • 4.6.1 Increase pathways related to a particular career field. • 4.6.2 Support for Regional Occupation Programs. • 4.6.3 Explore technical education options for BHS students. • 4.6.4 Continue community service opportunities and internship possibilities as an engagement tool. | <p>CTE coordinator; ROP Partners, Faculty Internship Coordinators (via Partnership academy grants)</p> | <p>Continued ROP funding; additional district investment in career tech ed.</p> | <p>Ongoing; Quantifiable increase in post-secondary options; report presented to board, leadership team, and admin team.</p> | <p>4.6.1: Solid progress 4.6.2: Solid progress 4.6.3: Initial steps 4.6.4: Solid progress</p> |

GOAL 5:**Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students.****Growth Targets:****Growth Targets:****Drop-out Reduction**

- Reduce the percentage of all students who drop out of school before senior year by 1 percentage point for each of the next three years with the 2009-2010 Cohort serving as a baseline year. (Table 5.1)
- Reduce the percentage of African American and Latino students who drop out of school before senior year by 2 percentage points for each of the next three years with the 2009-2010 Cohort serving as a baseline year. (Table 5.1)

Table 5.1

| Drop-out Rate | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| All BHS students | 13.5% | 10.1% | 11.2% | 8.6% | |
| African American | 17.1% | 9.8% | 14.8% | 9.4% | |
| Latino | 12.2% | 10.1% | 9.1% | 7.5% | |
| County of Alameda | | | | | |
| State of California | | | | | |

Reduction in Suspensions

- Reduce total suspensions by 5 percentage points annually. (Table 5.2, Line A)
- Reduce the percentage of total African-American students who were suspended by 2 percentage points annually (Table 5.2, Line B)
- Reduce the percentage of total suspensions that were issued to African-American students by 7 percentage points annually. (Table 5.2, Line C)

Table 5.2

| | | BHS | BHS | BHS |
|---|---|--------------------------|------------------|------------------|
| | Student Suspensions | 2013-14 | 2012-13 | 2011-12 |
| | Total Student Enrollment | 3145 | 3176 | 3205 |
| A | Total Number of Suspensions | 141 | 298 | 301 |
| | Rate of students suspended (Number of Suspended students / Total Enrollment) | 4.4% (90/3145) | 6% (191/3176) | 8% (245/3205) |
| | Total African American (AA) Enrollment | 655 | 687 | 736 |
| | Percent of Enrollment that is African American | 20.8% | 21.6% | 22.9% |
| B | Number of African American Students Suspended | 41 | 93 | 118 |
| | Rate of Suspensions of African-American Students (Number of AA Students suspended / AA Enrollment) | 7.1% (41/655) | 14% (93/687) | 16% (118/736) |
| C | Percent of total Suspensions issued to African-American Students (Total suspensions of AA/Total suspensions BHS) | 62% (88/141) | 49% (147/298) | 52% (177/301) |

Improvements in Attendance

- Increase average daily attendance for all students by 1% each year for the next three years. (Table 5.3)
- Increase average daily attendance for African-American students by 2% in first year and by 1% in each next two years. (Table 5.3)

Table 5.3

| ACTUAL YEAR-LONG ATTENDANCE (SEPT -MAY COMBINED MONTHLY AVERAGES) | | |
|--|---------------------|----------------------------------|
| | All students | African-American students |
| 2010-11 | 92 | 90 |
| 2011-12 | 93 | 91 |
| 2012-13 | 94 | 92 |
| 2013-14 | 95 | 91 |

Priority items are highlighted in **grayscale**.

| Action Items | Responsible Person(s) | Resources Needed | Timeline / Followup | Status <i>Solid progress / Initial steps / Not Started / Modified</i> |
|---|---|--|--|---|
| <p>5.1: Intervention And Counseling:</p> <ul style="list-style-type: none"> • 5.1.1. Form intervention support team. • 5.1.2 Create comprehensive list of all interventions and contact information to provide to teachers and staff. • 5.1.3 Counselors will meet in first quarter of school with 9th graders who in their previous schools had three+ documented behavioral incidents. 5.1.4 Establish and maintain Cohort for Prioritized Intervention each year, based on 3+ incidents of prior year 5.1.5 Identify and support incoming 9th graders in need of additional support through transition rubric completed by middle school counselors. • 5.1.6 Through the use of periodic screens of attendance, grades, and graduation progress, identify students who need intervention and refer to appropriate resource / program. • 5.1.7 Develop a specific set of responses for when a student receives a second suspension in one year. • 5.1.8 Students tagged in Illuminate according to the support service / intervention they receive. | Principal, admin team | develop a filter in PowerSchool for struggling students | Intervention team meets spring of 2012; quarterly meetings begin 2012-2013; ongoing list of resources shared with staff; intervention team focuses on “power goals” and tracks growth; quarterly meetings with the principal with reports by all intervention providers | <p>5.1.1: Completed</p> <p>5.1.2: Solid progress</p> <p>5.1.3: Solid progress</p> <p>5.1.4: Solid progress</p> <p>5.1.5: Solid progress</p> <p>5.1.6: Solid progress</p> <p>5.1.7: Initial steps</p> <p>5.1.8: Solid progress</p> |
| 5.2 Increase written feedback forms or participation of general education teachers in IEP, SST, and 504 meetings | Principal; vice principals; special ed program supervisor | None | ongoing Number of teachers reported to program supervisor | 5.2.1: Initial steps |
| <p>5.3 Retaining Teachers of Color:</p> <ul style="list-style-type: none"> • 5.3.1 Increase the percentage of TOC at BHS to better mirror the demographics of our student population. • 5.3.2 Recruit and support TOC for existing leadership opportunities. • 5.3.3 Create support groups w/ TOC and allies. | principal; admin team | regular meetings between BHS site committee and Human Resources staff | Ongoing; support group formed prior to 2013 school year; committee meets summer 2013 | <p>5.3.1</p> <p>5.3.2: Initial steps</p> <p>5.3.3: Initial steps</p> |
| <p>5.4 Health And Wellness:</p> <ul style="list-style-type: none"> • 5.4.1. Increase awareness of health center services among students, staff, and families. • 5.4.2 Increase access and use of BUSD and city of Berkeley youth services among students, staff, and families. • 5.4.3 Increase the identification of students eligible for free / reduced lunch and facilitate enrollment by creating supported opportunities to complete online application (for example: during registration). • 5.4.4 Increase awareness and use of BHS’ universal free breakfast for students. 5.4.5 Increase access to mental health and social service support for students with IEPs | admin; student leadership | yearly presentations to staff and students, assemblies or visits to all classrooms; network with city’s 2020 program | every fall and every spring | <p>5.4.1: Solid progress</p> <p>5.4.2: Solid progress</p> <p>5.4.3: Solid progress</p> <p>5.4.4: Not started</p> <p>5.4.5: Solid progress</p> |

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| <p>5.5 School Culture:</p> <ul style="list-style-type: none"> • 5.5.1 Provide ongoing support for strong student leadership. • 5.5.2 Assemblies / activities that foster positive school-wide respect for all (ex: World Cultures Day assembly, Career Day, grade-level assemblies). • 5.5.3 Expand capacity for conflict mediation. *5.5.4 Protocol for responding to traumatic on-site or national events. | <p>director of student activities, dean of students and school safety officers, counselors, admin team, teacher leaders</p> | <p>maintain position of ASB director ; Safety Officer training; funding for student court</p> | <p>5.5.3 training by fall 2012; all other items ongoing</p> | <p>5.5.1: Solid progress 5.5.2: Solid progress 5.5.3 Solid progress 5.5.4: Solid progress</p> |
| <p>5.6 Middle School Partnership:</p> <ul style="list-style-type: none"> • 5.6.1 Identify struggling students before they get to BHS. • 5.6.2 Collect data from middle school counselors • 5.6.3 Identify primary support person on BHS campus • 5.6.4 Provide Bridge students with services in summer before 9th grade. | <p>admin; middle school counselors; BHS summer bridge coordinator; intervention team</p> | <p>network with middle schools</p> | <p>every summer and spring</p> | <p>5.6.1: Solid progress 5.6.2: Solid progress 5.6.3: Initial steps 5.6.4: Solid progress</p> |
| <p>5.7 Family and Community:</p> <ul style="list-style-type: none"> • 5.7.1 Get feedback from BHS parents on the effectiveness of resources currently devoted to involving families. • 5.7.2 Research existing community involvement models in other schools. • 5.7.3 Increase awareness and use of parent resource center. • 5.7.4 Recruit more parents of color to join school governance venues and advisory councils. | <p>admin; parent resource center staff</p> | <p>Create survey for parents</p> | <p>ongoing</p> | <p>5.7.1: Initial steps 5.7.2: Initial steps 5.7.3 : Initial steps 5.7.4 Initial steps</p> |
| <p>5.8 Establish Support Groups / Structures:</p> <ul style="list-style-type: none"> • 5.8.1 For students whose parents have a terminal illness or recently passed away. • 5.8.2 For students who are new to Berkeley High. • 5.8.3 For anger management: • 5.8.4 For anti-bullying. *5.8.5 For students with disabilities. | <p>health center staff, OCI staff, intervention team</p> | <p>District funding for middle and high school counselors and administrators to analyze incoming "at-risk" students for proactive supports</p> | <p>Ongoing; at least one new group up and running by winter 2013</p> | <p>5.8.1: Solid progress 5.8.2: Initial steps 5.8.3: Initial steps 5.8.4: Ongoing 5.8.5: Solid progress</p> |