

BERKELEY HIGH SCHOOL

2013-2014

Long-Range Action Plan

last updated: 01-10-14

*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 grayscale**.*

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 African American, English Learner, and Latino students in academic language.

Growth Targets:

(Priority targets are highlighted in grayscale.)

- Increase all students scoring proficient or advanced on the ELA CST by 5 percentage points each year for the next three years.
- Increase African American, EL, and Latino students scoring proficient or above on the ELA CST by 7 percentage points each year for the next three years.

(Overall ELA growth from 2010-11 to 2011-12 was +6.6 percentage points.)

(African American students' change for same period was -4 percentage points; for EL +4 points; for Latino +6 points.)

(Note that the state assessment system is changing in 2014)

CST ELA	2011 % Prof+	2012 % Prof+	Δ 2012%- 2011%	n=	2013 % Prof+	Δ 2013%- 2012%	n=
All Students	52.7	56.1	+3.4	2121	61	+4.9	2027
Af-Am	20	17	-3	450	26	+9	391
Hispanic	39	44	+5	407	48	+4	429
ELL	12	16	+4	157	19	+3	115

- Increase first-time CAHSEE ELA pass rates for all students by 2% each year for the next three years.
(Baseline pass rates for 2010-2011 = 83.6%)
- Increase first-time CAHSEE ELA pass rates for African American, 5% each year for the next three years.
(Baseline 58%)
- Increase first-time CAHSEE ELA pass rates for Latino students by 2% each year for the next three years.
(Baseline 83%)
- Increase first-time CAHSEE ELA pass rates for EL students by 5% each year for the next three years.
(Baseline 41%)

CAHSEE ELA	2011 % Passing	2012 % Passing	Δ 2012%- 2011%	n=	2013 % Passing	Δ 2013%- 2012%	n=
All Students	84	87	+3	773	86	-1	702
Af-Am	58	69	+11	192	66	-3	142
Hispanic	83	82	-1	147	82	0	131
ELL	41	53	+12	57	29	-24	41

- Increase average score on the English portions of the SAT by 5 points annually each year for the next three years.
(Baseline reading 565; Baseline writing 553)

SAT Reading	2011	2012	Δ 2012- 2011	n=	2013	n=
All Students	569	557	-12	533		

Groups Participating In Goal 1:		
<ul style="list-style-type: none"> all students, district academic lang coordinator, EL staff, SDAIE teachers, general-ed teachers, team leads, PD coordinators 		
Proposed Expenditures for Goal 1:	Estimated Cost:	Funding Source:
facilitation of CM workshops + creation of ALD strategies workshops	\$6,000	bsep tip grants; title III, part A (indirect)
ongoing EIA / ELL funding	\$75,912 * see attached budget	el funds
creation of constructed response curriculum	\$3,000	teacher stipend/teacher hourly

Priority items are highlighted in **grayscale**.

Action Items for Goal 1	Responsible Person(s)	Resources Needed	Timeline / Followup	Status <i>Solid progress / Initial steps / Not Started / Modified</i>
1.1 Ongoing support for Academic Language using research-based instructional strategies for English Learners through professional development, coaching and collaborative planning. <ul style="list-style-type: none"> 1.1.1 Continue to offer 3-day workshops for <i>Constructing Meaning</i> and related trainings. 	VP in charge of EL, admin team	pd time during year; stipends for summer PD; stipends for staff to analyze and implement most current research	ongoing / number of teachers completing CM training; teacher surveys on the PD	1.1.1: Solid progress
1.2. Teachers will increase use of academic language strategies: <ul style="list-style-type: none"> 1.2.1 Daily agendas that include academic language learning objectives. 	VP in charge of EL, admin team,	pd time during year; teacher-led training sessions; pd coordinator sends out a monthly research-based article supporting development of one of these instructional-based strategies	ongoing; one training per quarter beginning in second quarter of 2012-13 / vice principal's walk-through data; peer observations	1.2.1: Initial steps
1.3 Increase the average amount of expository writing across all subjects across the school, particularly the humanities. <ul style="list-style-type: none"> 1.3.1 Establish minimum expectations per grading period. 1.3.2 Design rubrics aligned to common core standards. * 1.3.3 All teachers in all subject areas participate in constructed-response essay, by content area. 	PD coordinators; language arts & social studies teachers; administrators	pd time during year, Research-based guidelines on quantity and volume of writing that most benefits improvement of student composition skills	Minimums established and submitted to admin team by winter 2013. Rubrics designed by June 2013. Admin team reviews minimums and rubrics..	1.3.1: Initial steps 1.3.2: Solid progress 1.3.3: Initial steps
1.4 Increase 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

GOAL 2:

Increase proficiency and performance of all students in mathematics, while accelerating the proficiency and performance gains of African American, English Learner, and Latino students in mathematics.

Growth Targets:

(Priority targets are highlighted in grayscale.)

- Increase all students scoring proficient or above in all math subject area CST (Geometry, Algebra 1, Algebra 2, Summative Math, and Integrated Math Year 1) by 5 percentage points each year for the next three years.
- Increase African American, EL, and Latino students scoring proficient or above on the math CST by 10 percentage points each year for the next three years.
(Overall math growth from 2010-11 to 2011-12 was +3.4 percentage points.)
(African American students' change for same period was +3 percentage points; for EL -2 points; for Latino +2 points.)
(Note that the state assessment system is changing in 2014)

CST Math	2011 % Prof+	2012 % Prof+	Δ 2012%- 2011%	n=	2013 % Prof+	Δ 2013%- 2012%	n=
All Students	23.7	27.2	+3.5	2,093	31.8	+4.6	1,975
Af-Am	3	6	+3	438	6	0	377
Hispanic	11	14	+3	403	20	+6	419
ELL	8	7	-1	157	9	+2	120

- Increase first-time CAHSEE math pass rates for all students by 2% each year for the next three years.
(2011-12 Baseline was 83% . The 2012-13 rates will be available in summer or early fall.)
- Increase first-time CAHSEE math pass rates for African American, by 5% each year for the next three years.
(2011-12 Baseline 59%)
- Increase first-time CAHSEE math pass rates for EL students by 5% each year for the next three years.
(2011-12 Baseline 59%)
- Increase first-time CAHSEE math pass rates for Latino students by 2% each year for the next three years.
(2011-12 Baseline 78%)

CAHSEE Math	2011 % Passing	2012 % Passing	Δ 2012%- 2011%	n=	2013 % Passing	Δ 2013%- 2012%	n=
All Students	82	84	+2	770	87	+3	703
Af-Am	59	59	0	189	68	+9	143
Hispanic	75	82	+7	146	85	+3	131
ELL	58	72	+14	57	51	-21	41

- Increase average score on the math portion of the SAT by 5 points annually. * Increasing SAT participation may negatively impact schoolwide averages.
(2010-11 Baseline 563)

SAT Math	10-11	11-12	Δ 2012-2011	n=
BHS	563	559	-4	533
State	513	510	-3	184,627

(GOAL 2 growth targets continued)

- Increase the percentage of African American, EL, and Latino students participating in higher level math courses: algebra 2, IMP3, math analysis, and IMP4, by 5% in each of the next three years.

Higher Level Math Enrollment	10-11	11-12	Δ 2011%- 2010%	n=	12-13	Δ 2012%- 2011%	n=	13-14	Δ 2013%- 2012%	n
Af-Am	19%	17%	-2	776	13%	-4	700	31%	+18	664
Hispanic	28%	28%	0	618	24%	-4	667	49%	+25	658
ELL	10%	7%	-3	249	14%	+7	202	32%	+18	194

- Increase the percentage of African American, EL, and Latino students with a grade of “C” or better in higher level math courses: algebra 2, IMP3, math analysis, and IMP4, by 7% in each of the next three years.

HLM Pass Rates	10-11	11-12	Δ 2011%- 2010%	n=	12-13	Δ 2012%- 2011%	n=
Af-Am	61%	59%	-2	133	73%	+15	94
Hispanic	67%	68%	0	174	81%	+13	162
ELL	52%	39%	-13	18	79%	+40	29

Groups Participating In Goal 2:		
<ul style="list-style-type: none"> all students, math teachers, district or site math coach, admin team 		
Proposed Expenditures for Goal 2:	Estimated Cost:	Funding Source:
stipends to develop assessments / curriculum	\$8,000	general fund, teacher hourly/stipend, TIP-D funds
common core mapping / training	\$4,000	indirect

Priority items are highlighted in **grayscale**.

Action Items for Goal 2	Responsible Person(s)	Resources Needed	Timeline / Follow up	Status <i>Solid progress / Initial steps / Not Started / Modified</i>
<p>2.1 Implement common pre-, interim-, and summative math assessments that reflect incoming common core standards/existing state standards.</p> <ul style="list-style-type: none"> 2.1.1 Develop and administer a common pre-assessment for incoming 9th graders in algebra 1, geometry, and imp2. 2.1.2 Use results of universal screening (pre-assessment) to identify students in need of intervention, and direct to tutoring. 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 	<p>VP for math, math team leads</p>	<p>summer stipend to write assessments; time in school year to analyze results</p>	<p>Winter 2012-2013 / share new assessments with VP</p>	<p>2.1.1: Initial steps</p> <p>2.1.2: Not started</p> <p>2.1.3: Initial steps</p> <p>2.1.4: Initial steps</p>
<p>2.2 Opportunities for math CST / CAHSEE prep test-taking practice:</p> <ul style="list-style-type: none"> 2.2.1 Model tests 2.2.2 Use “iMentor program” and “MyMathLab” to support students in math curriculum. 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 Improve accuracy of student placement in math courses, including reverse verifications.</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 Explore option of full-time math coach to enhance math instruction, math specific-PD, and student outcomes in mathematics</p> <ul style="list-style-type: none"> •2.4.1 Ongoing professional development in research-based instructional strategies for math teachers. 	<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 mathematics instruction</p>	<p>ongoing; surveys of PD participants; articulated strategies observable in math classrooms</p>	<p>Initial steps</p>
<p>2.5 Map overlap between incoming core standards and the existing standards already in use.</p> <ul style="list-style-type: none"> • 2.5.1 Develop and implement curriculum and assessments that target the overlapping areas. • 2.5.2 Administrators to use CSTP 3 (<i>teachers have fluency in their standards</i>) as major focus of their evaluations / observations, and in their general work with teachers. 	<p>math teachers, math team lead, administrators, math coach</p>	<p>curriculum development time + district funding for middle school/high school collaboration for vertical planning</p>	<p>Winter 2012-2013</p>	
<p>2.6 Investigate courses that work in accelerating math skills for struggling students.</p>	<p>math team lead, district or site math coach, Math teachers and district Curriculum and Instruction Staff</p>	<p>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 in SY 13-14</p>	<p>ongoing</p>	
<p>2.7 Create common study packets for alg1, alg2, and geometry.</p>	<p>math teachers, team lead</p>	<p>pd time</p>	<p>Summer 2012</p>	

GOAL 3:**Create a culture of high expectations for academic achievement.****Growth Targets:***(Priority targets are highlighted in grayscale.)*

- Increase growth of students rated proficient on the 9th grade English and math common assessments, as measured on the pre- and the post-assessments. Growth target for each subject will be the average growth between pre- and post-assessments of all classes tested in the first year of assessment.

(For English and math the baseline will be averages from the 2012-2013 year.)

- **9th grade students: ELA**

	Pre % Mastery	Post % Mastery	Increase from Pre to Post
9 th Grade ELA 12/13	25	41	+16
9 th Grade ELA 13/14	34	Target=50	TBD

- **9th grade students: Math**

Course	Pre % Mastery	Post % Mastery	Increase from Pre to Post
IMP 2	1	27	+26
Algebra 1	0	24	+24
Geometry	0	71	+71
Algebra 2	0	88	+88

- Maintain or exceed 95% CST participation rate for mathematics and ELA tests for all grades.
- *(2012 ELA percentages below. Math not included here because too many tests to list.)*
(Note that in 2014 only CST test will be science. Future version can compare science rates.)

- **CST Participation:**

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%

- Meet or exceed state targets for yearly graduation rates:

Graduation Rates	Class of 2010-11	Class of 2011-12	Class of 2012-13 (Target)
All BHS	86.01	86.43	86.14
African American	84.19	81.43	82.54
Hispanic/Latino	85.44	86.06	86.72

(GOAL 3 growth targets continued)

- 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).
- 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).
- Increase by 5% the number of AP / IB, or honors classes courses taken by Latino, EL, and African American students.

AP-IB-Hnrs Unique Enrollments divided by Total Population	10-11	11-12	12-13	13-14
Af-Am	25.2%	28.5%	24.7%	27.0%
Hispanic	42.3%	40.9%	38.3%	40.4%
ELL	14.4%	13.3%	19.3%	20.6%
All	45.3%	46.4%	45.2%	48.2%

AP-IB-Hnrs Passing (<i>with C or better</i>) divided by Total Enrollment	10-11	11-12	12-13
Af-Am	76.9%	76.5%	84.9%
Hispanic	82.1%	82.9%	87.6%
ELL	64.5%	56.6%	69.1%
All	91.0%	90.6%	93.9%

AP-IB-Hnrs Total Enrollments divided by Total Pop (shows number of classes taken)	10-11	11-12	12-13	13-14
Af-Am	45.4%	53.5%	38.5%	44.4%
Hispanic	81.9%	81.2%	70.6%	78.6%
ELL	22.4%	21.3%	27.2%	30.4%
All	97.5%	103.6%	96.2%	102.3%

AP-IB-Hnrs Unique Enrollments (shows number of students taking classes)	10-11	11-12	12-13	13-14
Af-Am	209	211	170	179
Hispanic	269	244	254	266
ELL	40	33	39	40
All	1548	1488	1434	1515

AP-IB-Hnrs Passing	10-11	11-12	12-13
Af-Am	289	303	225
Hispanic	428	402	411
ELL	40	30	38
All	3034	3009	2871

AP-IB-Hnrs Total Enrollments	10-11	11-12	12-13	13-14
Af-Am	376	396	265	295
Hispanic	521	485	469	517
ELL	62	53	55	59
All	3333	3321	3056	3213

(GOAL 3 growth targets continued)

- 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. *(Baseline BHS 1694 / state 1500)*

SAT Participation	11-12	12-13	% Delta 13-12
Af-Am	96	70	-37%
Hispanic	118	93	-27%
ELL	17	23	26%

Groups Participating In Goal 3: all students, English and math teachers, pd coordinators, pd team leads, instructional coaches, administrators		
Proposed Expenditures for Goal 3:	Estimated Cost:	Funding Source:
assessment development	\$10,000	stipend / curriculum development
design & processing time for PD leads	\$28,000	PD – slc grant
materials cost	TBD	indirect, district

Priority items are highlighted in **grayscale**.

Action Items for Goal 3	Responsible Person(s)	Resources Needed	Timeline / Follow up	Status <i>Solid progress / Initial steps / Not Started / Modified</i>
3.1 Common Assessments: <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. 	Principal, PD team leads,	PD plan / PD time / release time or stipend for summer, Calendar time time throughout year to review results and inform practice	3.1.1 = spring 2012 3.1.2 - 3.1.7 = ongoing for next three years / results of common assessments shared with teachers, team leads, admin, SSC, and board	3.1.1: Solid progress 3.1.2: Initial steps 3.1.3: Solid progress 3.1.4: Initial steps 3.1.5: 3.1.6: Not started 3.1.7: Initial steps
3.2 State Assessments. <ul style="list-style-type: none"> • 3.2.1 Continue to increase student participation in CSTs • 3.2.2 Deepen the use of disaggregated CST to inform instruction in all learning communities. 	Principal, VPs for STAR	PD plan / PD time / release time or stipend for summer, Calendar time time throughout year to review results and inform practice	ongoing / results of common assessments shared with teachers, team leads, admin, SSC, and board	3.2.1: Initial steps 3.2.2: Initial steps 3.2.3: Not started
3.3 Common Practices for Teachers: <ul style="list-style-type: none"> • 3.3.1 Agendas posted each period. • 3.3.2 Agenda minimum includes learning objectives, 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 include elements of the “10 Principles of Instruction” in their daily practice (see 	principal, vice principals, dean of attendance, attendance clerks, academic language coordinator, Teachers with specific instructional strategy expertise	PD time to train teachers; team leads meet and calibrate their expectations, Ongoing trainings +web-based instruction in select strategies	Agenda use starts in fall 2012; all other items ongoing	3.3.1: Solid progress 3.3.2: Initial steps 3.3.3: Initial steps 3.3.4: Initials steps 3.3.5: Initial steps 3.3.6:

<p>AFT article from Barack Rosenshine).</p> <ul style="list-style-type: none"> •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>Progress 3.3.7; Progress</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 Offer pre-AP training to teachers in all subject areas. 	<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>funding for new prep class; PD time / release time or stipend for summer, increased numbers of intervention and support classes +expanded publicizing of academic support options to all segments of our parent community</p>	<p>3.4.7 and 3.4.8 = form committees by fall 2012; written program proposal by spring of 2013; all other items ongoing</p>	
<p>3.5 Attendance:</p> <ul style="list-style-type: none"> •3.5.1 Recognition, awards, ceremonies 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, 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>Fall 2012; ongoing</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>By spring 2013</p>	
<p>3.7 Common Expectations for Students:</p> <ul style="list-style-type: none"> •3.7.1 Tie eligibility for extracurriculars (sports, rally, dances, etc.) to attendance in class. •3.7.2 Tie eligibility for extracurriculars (sports, rally, dances, etc.) 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 expectations for</p>	<p>fall 2012</p>	

**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.)

- 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: 9th Grade = minimum 55 credits; 10th Grade= minimum 110; 11th Grade=minimum 165.

Cohort rates for students who graduated in June 2012:	
African American	81.4
Latino:	86.1

2011-12 baselines for percentage of students on track to graduate:	
African American 9 th graders	75.0
African American 10 th graders	74.4
African American 11 th graders	74.0
Latino 9 th graders	75.7
Latino 10 th graders	74.5
Latino 11 th graders	73.9

2011-2012 Ontrack Credits %	9th	10th	11th	Graduation rate
Af-Am	75.0	74.4	74.0	81.4
Hispanic	75.7	74.5	73.9	86.1

2012-2013 Ontrack Credits %	9th	10th	11th	Graduation Rate
Af-Am	58.2%	57.7%	70.0%	
Hispanic	78.7%	72.3%	85.0%	

African American % On Track to Graduate				
Class of	9th Grade	10th Grade	11th Grade	Graduation Rate
2016	58.2			
2015	75.0	57.7		
2014		74.4	70.0	
2013			74.0	
2012				81.4
Hispanic % On Track to Graduate				
Class of	9th Grade	10th Grade	11th Grade	Graduation Rate
2016	78.7			
2015	75.7	72.3		
2014		74.5	85.0	
2013			73.9	
2012				86.1

(GOAL 4 growth targets continued)

- Increase number of students who report they are engaged in class by 1% for each of the next three years.
(Baselines for engagement are in Worrell report, reported by BHS learning community and by subject area.)

**PERCENTAGE OF STUDENTS WHO REPORT
FEELING ENGAGED IN SCHOOL ***

	all students	African-American students
2010-11	na	na
2011-12	mean: 5.05	mean: 4.93
2012-13	na	na

* students self reported their behavior with a 7-point Likert scale. 1 = not at all true; 4 = somewhat true; 7 = very true

- Decrease percentage of all students with more than 15 unexcused absences by 5% for each of the next three years.
- Decrease number of African American students with more than 15 unexcused absences by 10% for each of the next three years.

PERCENTAGE OF STUDENTS WITH 15+ DAYS UNEXCUSED

	all students	African-American students
2010-11	13.01	19.67
2011-12	9.71	16.09
2012-13	8.80	14.82

Groups Participating In Goal 4:		
<ul style="list-style-type: none"> students, course-alike groups of teachers, team leads, district curriculum person 		
Proposed Expenditures for Goal 4:	Estimated Cost:	Funding Source:
peer observations	\$2,500	bsep – tipd
mapping & outline development	\$30/hour - total time to be determined <i>not to exceed \$10,000</i>	teacher hourly and stipends

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>
4.1 Support For Innovative, Standards Based Curriculum: <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. 	<u>Principal, PD coordinators</u>	funds for after-school workshops and summer workshops; department collaboration time	4.1.2 = by spring 2013; all other items ongoing / presentations to teacher leaderships, SSC, and BUSD board	4.1.1: Solid progress 4.1.2: 4.1.3: Not started 4.1.4: Varies greatly by LC and dept 4.1.5: Varies greatly by LC and dept
4.2 Support For Instructional Strategies And Assessments That Promote Engagement: <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 identify and implement two to three common, research-based instructional practices from 10 principles of instruction from Barak Rosenshine article. 4.2.4 Provide incentives for teachers to observe other teachers' classrooms during the school year. 	<u>Principal</u>	funds for after-school workshops and summer workshops; department collaboration time	ongoing / presentations to teacher leaderships, SSC, and BUSD board	4.2.1: Initial steps 4.2.2: Initial steps 4.2.3: Modified * 4.2.4: Solid progress
4.3 Coaching and Mentoring: <ul style="list-style-type: none"> 4.3.1 Use existing CSTPs, Measurements of Effective Teaching project, and 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. 	team leads; <u>PD coordinators</u>	pd time	4.3.1 = draft complete by January 2014; 4.3.2 = version available by June 2014; presentations to teacher leaderships, SSC, and BUSD board	4.3.1: Not started 4.3.2: Not started
4.4 Recognize and acknowledge examples of innovative, standards-based curriculum created by BHS teachers. <ul style="list-style-type: none"> 4.4.1 Provide PD time for teachers to analyze, 	team leads; admin	pd time	ongoing	

discuss, and learn from colleagues' exemplary curriculum.				
<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. 	admin; teacher leaders; PD coordinators, District Staff	Team to document and present evidence of current structure	2012-2013	
<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 Expand community service opportunities and internship possibilities as an engagement tool. 	ROP Partners, Faculty Internship Coordinators (via Partnership academy grants)	Continued ROP funding; additional district investment in career tech ed.	Ongoing; Quantifiable increase in post-secondary options; report presented to board, leadership team, and admin team.	

GOAL 5:

Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students.

Growth Targets:

(Priority targets are highlighted in grayscale.)

- 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.
- 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.
*(***will use 12-13 as baseline cuz state changed definitions ***)*

Drop out reduction:

	2009-2010	2010-2011	2011-12
All BHS students	13.5%	10.1%	11.2%
African American	17.1%	9.8%	14.8%
Latino	12.2%	10.1%	9.1%

- Reduce the percentage of total suspensions that were issued to African-American students by 7 percentage points annually
(2010-11: 59% 2011-12: 52% change in percentage points: -7) (2012-13 rates available in summer)
- Reduce the percentage of total African-American students who were suspended by 2 percentage points annually
(2010-11: 16% 2011-12: 14% change in percentage points: -2)
- Reduce total suspensions by 5 percentage points annually
(2010-11: 8.8% 2011-12: 7% change in percentage points: -1.8)

Suspensions:

	Total Suspensions			Percent of students suspended		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American (Percent of all suspensions)	59%	52%	57%	16%	14%	13%
All BHS (Percent of all students)				8.8%	7%	6%

(GOAL 5 growth targets continued)

- Increase average daily attendance for all students by 1% each year for the next three years
(*Baseline from 2010-2011 is 92.6%*)
- Increase average daily attendance for African-American students by 2% in first year and by 1% in each next two years
(*Baseline from 2010-2011 is 90.5%*)

**ACTUAL YEAR-LONG ATTENDANCE
(AUG-MAY COMBINED MONTHLY AVERAGES)**

	all students	African-American students
2010-11	92.27	89.61
2011-12	93.30	91.23
2012-13	93.98	91.82

- Increase the percentage of students who report feeling connected to a teacher or other adult at BHS by 5% annually using the California Healthy Kids and Frank Worrell studies with 2011-2012 serving as a baseline year.

**PERCENTAGE OF STUDENTS WHO REPORT
FEELING CONNECTION TO ADULTS IN SCHOOL**

	all students	African-American students
2010-11	na	na
2011-12	mean: 3.25	mean: 3.25
2012-13	na	na

** students self reported their feeling with a 4-point Likert scale. 1 = low; 7 = high*

Groups Participating In Goal 5:		
<ul style="list-style-type: none"> all students, counselors, dean of attendance and other intervention leaders, health center staff, Parent resource center, OCI staff, intervention team (with connections to external partners), drug and alcohol counselors, special-ed case managers, all teachers 		
Proposed Expenditures for Goal 5:	Estimated Cost:	Funding Source:
continued funding for intervention and resource providers	\$64,686*	1.2 fte from eia – sce .27 fte from district bsep .53 fte from site bsep
academic support coordinator	\$81,000*	bsep
intervention counselor	\$48,700*	bsep
student welfare & attendance	\$58,000*	bsep
parent resource center	\$30,000 / \$85,000 *	bsep / eia-sce
bridge program	\$40,000*	expanded course offerings
rise	\$12,000*	bsep
student court	\$ ---?	bsep
EL home school liason	\$26,826*	eia/ell/bsep
* plus or minus 5% personnel cost variance		

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>
5.1: Intervention And Counseling: <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 month of school with new students who in their previous schools struggled with attendance and had scored below basic on CSTs. 5.1.4 Through the use of periodic screens of attendance, grades, and graduation progress, identify students who need intervention and refer to appropriate resource / program. 5.1.5 Develop a specific set of responses for when a student receives a second suspension in one year. 5.1.6 Students tagged in PowerSchool 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	5.1.1: solid progress 5.1.2: 5.1.3: not started 5.1.4: solid progress 5.1.5: 5.1.6: not started
5.2 Increase participation of general education teachers in IEP meetings <ul style="list-style-type: none"> 5.2.1 When requested, teachers to submit feedback forms and/or attend IEP meetings. 	Principal, special ed program supervisor	None	ongoing Number of teachers reported to program supervisor	5.2.1: Initial steps
5.3 Retaining Teachers of Color: <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 Provide more leadership opportunities for TOC. 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>5.4 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 awareness of BUSD and city of Berkeley youth services among students, staff, and families. • 5.4.3 Identify students eligible for free / reduced lunch, facilitate enrollment, and encourage enrolled kids to eat it. • 5.4.4 Increase awareness and use of BHS' universal free breakfast for students. 	<p>health center coordinator; admin</p>	<p>yearly presentations to staff and students, assemblies or visits to all classrooms; network with city's 2020 program</p>	<p>every fall and every spring</p>	
<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 that foster positive school-wide respect for all (ex: World Cultures Day). • 5.5.3 expand capacity for conflict mediation and communication during emotional or difficult situations with school safety staff. 	<p>director of student activities, dean of students and school safety officers</p>	<p>maintain position of ASB director +contract services to support Safety Officer training</p>	<p>5.5.3 training by fall 2012; all other items ongoing</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. Provide services to them in summer before 9th grade. 	<p>admin; middle school counselors; BHS summer bridge coordinator</p>	<p>network with middle schools</p>	<p>every summer and spring</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 Explore possibility of a family literacy project for all families. • 5.7.5 Recruit more parents of color to join school governance venues. 	<p>admin; parent resource center staff</p>	<p>Create survey for parents</p>	<p>ongoing</p>	
<p>5.8 Establish Support Groups:</p> <ul style="list-style-type: none"> • 5.8.1 For students whose parents have a terminal illnesses or recently passed away. • 5.8.2 For students who are new to Berkeley. • 5.8.3 For anger management. • 5.8.4 For bullying. 	<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>	

possible changes for next version of action plan

goal one	growth target	remove or replace the CAHSEE ELA w/ CELDT scores
goal 3	SAT / ACT	add chart that shows # of kids taking either/both tests
all goals	replace CST scores with SBAC and common assessments	

Form C: Programs Included in this Plan / 2013-14 projections

The School Site Council intends for this school to participate in the following programs:

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$0
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$76,927
<input checked="" type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners * <i>see budget attached, approved by SSC and ELAC</i>	\$75,191
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$0
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$0
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$0
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$0
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$0
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$0
Total amount of state categorical funds allocated to this school	\$152,118

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$0
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$0
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$0
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$0
<input type="checkbox"/> Other federal funds (list and describe) ¹	\$0
Total amount of federal categorical funds allocated to this school	\$0
Total amount of state and federal categorical funds allocated to this school	\$152,118