

Berkeley High School

Schoolwide Action Plan

2018 Berkeley High School WASC Self Study

Updated: December, 2018

Schoolwide Action Plan

Over the course of the 2018 spring semester, the School Site Council analyzed, edited, and updated the Single Plan for Student Achievement (SPSA) based on suggested areas for growth from the 2012 WASC full report and the 2015 midterm report. With input from all stakeholders, including parents and students, we attempted to streamline and tailor each school goal with a focus on student outcomes. During this process there was consensus that while some of these goals are concrete and actionable, others seem broad and vague. What follows is an analysis of these former SPSA goals and a connection to our new areas of growth for emphasis in this year's SPSA creation process with the School Site Committee.

BUSD GOAL: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

SCHOOL GOAL 1: Increase proficiency and performance of all students in academic language, while accelerating the proficiency and performance gains of African American, English Learner, Latino students, and all students with an Academic Support Index of three or higher.

Strategy: BHS faculty will support the improvement of student ELA skills through the implementation of Constructing Meaning strategies across all subjects with an emphasis on academic language, common instructional practices, and writing across the core subjects.

BUSD GOAL: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

SCHOOL GOAL 2: Increase proficiency and performance of all students in mathematics, while accelerating the proficiency and performance gains of African American, English Learner, Latino students, and all students with an Academic Support Index of three or higher.

Strategy: BHS faculty will support the improvement of student performance in math through the implementation of a CCSS aligned curriculum articulated across grade levels that includes periodic formative and summative common assessments.

BUSD GOAL: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

SCHOOL GOAL 3: Create a culture of high expectations for academic achievement.

Strategy: BHS faculty will support a culture of high expectations for all students through research supported practices that create accessible curriculum while maintaining a rigorous classroom environment.

BUSD GOALS:

1. Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.
2. End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

SCHOOL GOAL 4: Improve student engagement and achievement through innovative, standards-based curriculum that addresses the range of students' needs.

Strategy: BHS faculty will improve student engagement through instructional practices including differentiation, the use of multiple access points that address the range of student needs from remediation to acceleration, culturally relevant instructional practices, and opportunities for all students to experience academic success.

BUSD GOAL:

1. End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.
2. Ensure that all school sites have safe, welcoming, and inclusive climates for all students and their families so that all students are in their classes ready to learn.

SCHOOL GOAL 5: Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students (Identified by the Intervention Team).

Strategy: Identify struggling students, specifically during the transition from middle to high school, and provide them with resources including counseling, access to mental health, academic and behavioral supports, and other areas of need identified through the Transition Rubric.

Based on the work completed in the current BHS WASC Self Study and the feedback given from the WASC Visiting Team's feedback and recommendations, the BHS Site Council's primary task and goal this academic year is to incorporate this data and information into our Single Plan for Student Achievement.

Additionally, the following technology goal was added after the WASC full visit in early November 2018:

- **Technology Site Objectives:** Review the site technology plan in order to align with school goals and district goals to support all students and staff with technology.

Tentative 2018-2019 BHS Site Council Meeting Schedule

Meeting Date	Meeting Goal
October	<ul style="list-style-type: none"> ● Introductions of new members ● Explanations of key information: WASC, Self Study, Single Plan for Student Achievement, LCAP district goals ● Analysis of BHS Self Study
November	<ul style="list-style-type: none"> ● Analysis of WASC Visiting Team's feedback
December	<ul style="list-style-type: none"> ● Analysis of WASC Visiting Team's feedback ● Explanation of ASI - what is it and why is it important?
January	<ul style="list-style-type: none"> ● Explanation of how Self Study Areas of Growth are connected to and inform the Single Plan for Student Achievement
February	<ul style="list-style-type: none"> ● Evaluation and analysis of LCAP District Goals
March	<ul style="list-style-type: none"> ● Editing Single Plan for Student Achievement
April	<ul style="list-style-type: none"> ● Editing Single Plan for Student Achievement
May	<ul style="list-style-type: none"> ● Editing Single Plan for Student Achievement
June	<p>→ Updated and Revised Single Plan for Student Achievement informed by the 2018 WASC Self Study and Visiting Team recommendations</p>

2018 Berkeley High School Schoolwide Action Plan

Goal #1: Data Collection, Analysis, and Utilization to Improve Student Outcomes

Applicable District LCAP Goals:

BUSD LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success.

BUSD LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

There is more work to be done to better systematize the process of reviewing various levels of data. One area of weakness is that we do not have systems for interim information outside of quarterly grades and a couple of common semester finals. Common benchmark assessments are not being used as frequently as they could be and not always consistently across content areas to accurately measure student outcomes and learning. Currently, data review is included in department and small learning community professional development plans, and there is an effort with the Professional Development Teacher Leader group to include relevant data as part of individual teacher growth efforts each year, but all of these efforts need to become more and more an expected part of the fabric of each initiative, however small, at BHS. Additionally a challenge that Berkeley High continues to struggle with is gathering high quality data about the “effectiveness of our curricular programs” in supporting students’ choice and completion of post high school opportunities. While we have thorough data in regards to what percentage of our students enter either a community college or four year institution, it is difficult to gather comprehensive and accurate statistics of what percentage actually complete their post BHS education / training. Although we do get excellent data from the National Student Clearinghouse, the data is usually somewhat dated, and as with any policy or new initiative it takes time to see outcomes. Further use of data will include qualitative informal feedback from fellow teachers and administrators through peer observations.

Metrics for Goal #1

- Department and course common assessments
- Rates of students with grades of C or higher.
- 8th grade STAR Reading and Math scores
- SBA ELA and Math:
 - Changes in proficiency levels from 8th to 11th
 - Changes in “distance from met” (points +/- from meeting grade level proficiency) between 8th grade and 11th grade.
- Post-secondary eligibility status via Transcript Evaluation Service (TES)

- Rates of students meeting A-G requirements by subject (TES)
- Post-secondary college matriculation rates, persistence, and degree attainment rates from National Student Clearinghouse.
- Metrics not currently existing that would help address this goal:
 - Data on student participation in post-secondary career training programs
 - Internships
 - Apprenticeships
 - CTE articulation
- Tracking the number of informal administrative classroom walk-throughs and peer observations over the course of an academic year.

Rationale:

- Currently, data review is included in department and small learning community professional development plans, and there is an effort with the Professional Development Teacher Leader group to include relevant data as part of individual teacher growth efforts each year, but all of these efforts need to become more and more an expected part of the fabric of each initiative, however small, at BHS.
- BHS needs to gather high quality data about the “effectiveness of our curricular programs” in supporting students’ choice and completion of post high school opportunities.
- While we have thorough data in regards to what percentage of our students enter either a community college or four year institution, it is difficult to gather comprehensive and accurate statistics of what percentage actually complete their post BHS education / training.
- Much of the data review at BHS often occurs often within “pockets” in the high school, such as in small learning communities or departments and is not available or accessed schoolwide - we still need to make better use of existing data and identify future data needs.
- More complete data will enable Berkeley High to clearly meet many of the district goals, especially the goals that pertain to high quality classroom instruction and utilizing data to help end racial disparity in achievement and academic performance.
- By addressing the isolation that teachers experience and to create a culture of reflective practitioners, BHS will encourage more peer observations by staff and informal classroom walkthroughs, providing critical informal feedback to teachers.

Goal #1 Action Plan and Timeline

Activity / Task	Purpose	Responsible Party	Timeline	Resources
Continue to support the use and review of common assessments in the	Understand and evaluate academic growth over	Administrative Team Department	Spring and Fall Semesters each school year	District funds to create and revise assessments (when needed)

<p>areas where they already exist (World Language, Math, Constructed Response for English)</p>	<p>time and within content areas</p>	<p>and Learning Community Leaders</p> <p>Department and Learning Community Staff</p>		<p>Time for grading and scoring assessments</p> <p>Professional Development time to review assessment data</p>
<p>Continued and expanded use of ASI data, especially of incoming 9th graders and students new to BHS, ensuring that “at risk” students are identified with the first semester at BHS.</p>	<p>Using data to intervene and support students most at risk of failure</p>	<p>Middle School Counselors</p> <p>High School Counselors</p> <p>U9 Teacher Leaders</p> <p>Administrative Team</p> <p>U9 Math Coordinator</p>	<p>Spring semester and August</p>	<p>District funds and personnel to support data analysis at school</p>
<p>Utilization of institution-level data to inform school wide professional development</p>	<p>To round out our frequent use of “street level” data with aggregate level data, ensuring that institution wide policy changes are properly informed</p>	<p>PD Leaders</p> <p>Administration</p> <p>BUSD Data Analyst</p> <p>SLC Teacher Leaders</p>	<p>Spring - Fall, 2019</p>	<p>Professional Development to identify data needs</p> <p>Coordination with district data analyst</p>
<p>Work to give appropriate context and relevance of SBA Data (both 8th and 11th grade) to staff; make the connections between SBA performance and site-level data</p>	<p>To provide context and how this data can assist in highlighting areas of weakness.</p>	<p>Math and English Department PD Meetings</p>	<p>Fall of each year, evaluating and critiquing the previous spring semester data.</p>	<p>Use of professional development meeting time</p>

<p>Improve our practices around sharing available data about post-high school attainment and A-G eligibility with staff</p>	<p>To connect the important efforts that staff are making to prepare students for post-high school accomplishments with the actual data we have showing what students are achieving</p>	<p>Administrative Team College and Career Counselors Professional Development Coordinators and Teacher Leadership Team</p>	<p>A minimum of once each school year, with a goal that multiple adults interacting with students are speaking about A-G eligibility more often than that</p>	<p>Use of professional development meeting time Continued access to TES data taken from student transcripts</p>
<p>Initiate steps to collect data we do not currently have regarding student participation in internships, apprenticeships, and CTE pathway completion</p>	<p>To better understand and evaluate the value of these programs and pathways and how they translate into career and college opportunities for students</p>	<p>Administrative Team District CTE Program Manager District Data Analyst BHS Career Advisor</p>	<p>A minimum of once each school year</p>	<p>Use of professional development meeting time Information from each Learning Community that has internship courses Continued access to TES data taken from student transcripts</p>
<p>Further strengthen our practice of both informal administrator classroom visits and opportunities for peer observations</p>	<p>To increase opportunities for feedback that will strengthen teaching and learning experience for students</p>	<p>Administrative Team Teaching staff PD Coordinators Teacher Leaders</p>	<p>Informal visits throughout the school year</p>	<p>Administrator time PD Coordinator and teacher leader time Possible cost to pay for substitutes for peer observations</p>

Goal #2: Academic support and professional development for Math 1, 2, & 3

Applicable District LCAP Goals:

BUSD LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success.

BUSD LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

As BHS implements the Math 1, 2 and 3 curriculum continue to make a concerted effort to identify ways in which we can make the content more accessible to students and parents. Part of this effort includes developing an online video for every lesson and module, allowing students to revisit the concepts taught in class. Despite this effort, focus group feedback indicates that there is more education necessary in order to inform students and parents to the value of integrated math curriculum instead of the traditional math sequence of study, and to get them familiar with the support that we have already put in place. To this end, common instructional practices within the math department will assist in supporting student learning.

Metrics

- 8th grade STAR Math data
- 8th grade SBA math data
- 9th grade Math 1 pre-assessment
- Semester 1 and 2 grade distributions.
- Semester 1 and 2 common assessment proficiency rates.
- SBA Math in grade 11 proficiency rates.
 - Changes in proficiency rates from 8th grade
 - Changes in “distance from met” (points +/- from meeting grade level proficiency) between 8th grade and 11th grade.
- U9 Math Attitudes Survey
 - Changes from Fall to Spring
- Metrics not currently existing that would help address this goal:
 - Periodic common benchmark assessments (available in Illuminate) throughout Math 1, 2 and 3 to monitor student progress.

Rationale:

- As BHS implemented the Math 1, 2, and 3 course progression, we continue to make a concerted effort to identify ways in which we can make the content more accessible to students and parents.
- Despite efforts to make the math content accessible and to provide necessary support, students are not performing to acceptable levels.
- This support includes the continued development and use of an online video for every lesson and module, allowing students to revisit the concepts taught in class.

- More specifically and importantly, we also continue to be concerned about the higher D/F rates specifically amongst students of color in Math 1 as well as low proficiency rates on the SBA for ASI 3+ students.
- To address some concerns about our math content, the district now supports focus more on direct student support, with certain Math 1 teachers responsible for intervening with a caseload of students.
- Additionally, we have also recently hired for a new administrative position focusing on the Math 1 courses in particular to help provide structures and inform best practices around course curriculum and student support.
- To establish consistent student experiences across classrooms, common instructional practices will be established, enabling students greater success.

Goal #2 Action Plan and Timeline

Activity / Task	Purpose	Responsible Party	Timeline	Resources
Data analysis within the math department in course-alike groups regarding existing common assessments	Find and analyze patterns within the data to inform instruction	Math Department leads U9 Math Coordinator Vice Principal for Math Department	After every common assessment	Department meeting time
Continued support of Constructing Meaning professional development within the math department	This training was challenging for the math department to integrate into current practices when it began at BHS some years ago - we would like to find ways for it to be more relevant and useful	Math Department leads U9 Math Coordinator Vice Principal for Math Department	2019-20 School Year	Potentially: training time for key teacher leaders Department meeting time
Ongoing analysis of Math 1 student performance in the cohort identified for	Determine which interventions are working for students identified for	U9 Math Coordinator U9 Math 1 teachers	Monthly review of data in departmental meetings	Department meeting time U9 Math Coordinator

direct support	more support			using time to gather data for evaluation
Continued publicity of BHS Math website and existing resources	It is important to make sure that all students who need it are making use of the supports that we already have in place	Math Department leads U9 Math Coordinator Vice Principal for Math Department	Throughout year, but especially in the beginning of Fall and Spring Semester	Small amounts of time spent in class and at parent events to explain and publicize resources
Annual Math Night to explain the Math 1, 2, 3 course sequence and address questions and concerns	Provide a way for families to experience and better understand the math courses, ask questions, and get to know the members of the math department	Math Department leads U9 Math Coordinator Vice Principal for Math Department Math Teachers Math Parent Liaisons	Annually each fall (already took place for 2018-19 school year and was well-attended)	Teacher hourly pay to attend School resources to host and provide refreshments
Continued conversation in the math department meetings around common instructional practice, including common assessments	To better align instructional practice in order to provide a more uniform experience for all BHS Math students	Math Department leads U9 Math Coordinator Vice Principal for Math Department Math Teachers	Throughout the school year, with key points being at professional development days before school and in the fall	Potentially: funding for the Math Department to have a retreat in August before school starts in order to have focused PD time for planning and discussion of common practice

Goal #3: Socioemotional well-being of students

Applicable LCAP Goal:

BUSD LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

One of the most important concerns we have at Berkeley High School is the increasing levels of stress that students experience. While some of this is anecdotal, there are enough patterns through individual student discussions that we think it needs to be made a priority. Some of this stress can be attributed by the number of advanced placement and / or extra curricular activities students take on, some of this stress can be attributed to the perceived need to get accepted into an ivy league or top ranked school. Other students report levels of stress associated with community and family trauma, and the need to work or take care of younger siblings in addition to being a student. Other critical areas include sexual harassment and bullying, which have serious consequences for learning.

Metrics

- BHS Student Survey
 - Hope cluster of survey questions
 - Health Center cluster of survey questions
 - School climate and culture cluster of survey questions
 - Counseling cluster of survey questions
 - College and career cluster of survey questions
 - DS → College and career planning activities, CTE participation, BCC class AMPS kids are taking (can't think of the name), AVID. These all should help students see a pathway towards their future and will show up as higher hope scores.
 - Specific item analysis:
 - “I feel safe at school”
 - Intervention and Support items:
 - “There is an adult on campus who knows me well”
 - “I know where to go at school for support with personal problems”
 - “I know where to go to get help with homework”
- Attendance rates/rates of chronic absenteeism
- Rates of behavioral referrals & suspensions

Rationale:

- Due to the increasingly competitive nature of preparing and applying to colleges, many students report unsustainable ability to manage school work, home life and the application process.
- A more targeted concern BHS has is evaluating whether we are adequately addressing the specific challenges and stressors that first generation college eligible students experience.

- To complement our two college advisors is the recent addition of an Early Academic Outreach Program fellow who works with first generation students and assists in preparing 9th and 10th grade students in considering college options.
- Another large area to consider as we evaluate levels of stress at school is the impact that sexual harassment plays on campus, especially in light of the power of social media. Berkeley High School is not immune to the nationwide challenges faced by schools working to keep pace with the power, rapidity, and destructive force of social media when used to create a climate of intimidation, harassment, and harm between students. Beyond being a legal requirement to provide a safe and welcoming space at school for all students, we firmly believe in the moral imperative to thoroughly educate students around the legal definitions of sexual harassment and assault, along with the legal and school discipline consequences of these behaviors.
- While some of this content is taught in the Berkeley middle schools, further examination of the role of power in sexual harassment continues in our Universal 9th grade program, complemented by our “SPARK Assembly” aimed at educating freshmen about bullying, sexual harassment, and what students can do if they experience or see these behaviors on campus. We also continue to contract with a sexual harassment educator who speaks to our 10th-12th grade students in classroom settings throughout the year to re-engage and reinforce the lessons learned in the 9th grade SPARK Assembly and Social Living class.
- Additionally, Berkeley High continues to consider campus safety a primary concern, evaluating access points in and out of the campus and ensuring that students and staff are trained annually on what to do if an armed intruder enters campus.
- Partnering with the BHS Health Center and community leaders to provide professional development opportunities and teaching strategies to increase awareness of stress and anxiety in our student population. Strategies may include educating students about available resources on campus and covering content on mindfulness and well-being.

Goal #3 Action Plan and Timeline

Activity / Task	Purpose	Responsible Party	Timeline	Resources
BHS Student Survey	Assess student attitudes toward school in general, with specific modules of the survey focusing on hope, and whether or not students feel that an adult on campus knows them and is connected to them	District Data Analyst 2nd period teachers Administrative Team	Once a year (in January) for all students, twice a year (Fall and Spring) for 9th grade students	District Data Analyst's time District resources to produce and administer survey Class time to administer surveys
Mental and Emotional Health Education Team - peer educator presentations to classes	To make sure that students are aware of the mental and emotional health support services and to share information about mental health peer to peer	MEET Coordinator (newly-funded position) MEET Peer Educator Team	Classroom presentations beginning in October 2018	Funding for MEET Coordinator position Stipends for MEET students
Annual Active Shooter Drill	To allow students and staff to engage in the best practices (ALICE) in case of an active shooter on campus	Dean of Students Safety Officers BPD School Safety Officer Classroom teachers Students	At least once annually	Time to evaluate the effectiveness of drill PD time to alter / modify drill informed by student and teacher feedback

Exit survey for graduating seniors	To evaluate graduating seniors' experiences at BHS, focusing specifically on the feeling of safety of the campus and specifically experiences during senior year	College Advisors Career Advisor Econ / Gov Teachers (seniors) District Data Analyst	Spring 2019: Begin formal draft of survey May 2019: Possible administration of BHS Senior Exit Survey	PD time to develop survey Coordination with Economics and Government teachers
SPARK Assembly for 9th grade, Sexual Harassment training for 10th-12th grades	To familiarize 9th grade students with issues around sexual harassment, bullying, etc, and to continue this education process for 10th-12th grade students	9th grade leadership team 9th grade teachers Contracted provider for 10th-12th grade in-class presentations 10th-12th grade teachers	SPARK Assembly: every year in September /October 10th-12th grade presentations: Every year throughout the spring	District funding needed for outside provider (typically LCAP funding or funding from student services)
Coordination of Services Team (COST) Meetings	To identify immediate supports for at-risk students (referred by staff or data) and analyze the effectiveness of BHS intervention system	Intervention Team Coordination of Services Team	Weekly meetings	COST referral forms and follow-up tracking system

Goal #4 Technology Site Objectives

Applicable District LCAP Goals:

BUSD LCAP Goal 1:

Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Berkeley High School continues to identify the best practices in instruction and student learning, utilizing technology as a means to that end. Mindful of the ever evolving nature of technology, BHS needs to continue to be reflective about how limited resources are best used for the majority of students, with equity in mind. The high school continues to invest in mobile computer carts, allowing groups of teachers to share technology in their classrooms vs. having classes sign up for dedicated computer labs. BHS additionally continues to prioritize training teachers on how technology can be best integrated into the classroom instruction while teaching and training students how to manage technology that will be expected of them once in college and in the marketplace.

Moreover, there is general agreement for the need for district funding to replace aging technology and allocating resources to train teachers on the best practices of current technology. One possibility is a pilot group of teachers who would gain early access to acquired technology in exchange for training and school leadership on technology.

Metrics for Goal #4

- Teacher to chrome cart ratio
- Student to computer ratio
- Student use of web-based programs such as Naviance to facilitate their developing college and career exploration
- Expanded access to technology during lunch/after school (data point is total number of available computers.)

Rationale:

- Given that students are graduating into a world where technology skills are assumed, it is imperative that the high school maintains and updates computers, Chromebooks, and relevant software on a consistent basis.
- To this end, the high school will monitor teacher-to-Chrome cart ratios as well as student-to-computer ratios.
- To assist in achieving state College and Career goals, students will be trained to navigate essential web based district tools such as Illuminate and Naviance, assessing critical data such as attendance, grades, A-G eligibility, career exploration and college evaluation and preparation.

Goal #4 Action Plan and Timeline

Activity / Task	Purpose	Responsible Party	Timeline	Resources
BHSDG commitment to replenish 3 Chrome Carts per school year	Ensure that aging Chrome Carts across the school are being replaced on a thoughtful and planned schedule.	BHS Development Group Technology Leads	Already begun in the 2018-19 school year and in process for 2019-2020	Approx \$30,000 per year, need to locate ~1 new cart a year
Teacher participation in the tech teacher leader program	Grow a group of teachers across BHS who are trained and conversant in educational tech tools and able to train their peers	Technology Leads BUSD Digitech group Teacher/Staff Volunteers	Continuing yearly recruitment and training of teacher cohorts; have TTLs offer workshops to other teachers	Some funding for hourly pay; Digitech Planning Group
Departmental trainings covering best practices with technology	As with item above; increase exposure to training in tech teaching tools across BHS as widely as possible	Technology Leads Department leaders Staff	Already underway and continuing throughout each school year	Funding from the district for technology leads, tech teacher leaders
Berkeley Certified Educator program	Provide support for the GAFE tools suite and provide training for teachers wanted to use more digital integration in their curriculum	Technology Leads, BUSD Digitech Team	Building of BCE curriculum happening now, funding for 50 teachers to complete secured	Funding from the district for technology leads, tech teacher leaders; awarding of inservice credits for completion

<p>Site trainings in district-used software such as Illuminate, Naviance, Google Classroom, Formative Assessment tools</p>	<p>Create a set of “technology best practices” across campus</p>	<p>Technology Leads BUSD Digitech Group</p>	<p>Rollout of Illuminate Gradebook training in August each year, Google Classroom in January, slow roll out of FAT in 2019-2020</p>	<p>Funding from the district for technology leads, tech teacher leaders</p>
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