

BERKELEY HIGH SCHOOL

2015-2016

Single Plan for Student Achievement (Action Plan)

Draft V.2

*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%.

Links to Goals:

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.

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.

GOAL 3: Create a culture of high expectations (definition?) for academic achievement.

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

GOAL 5: Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students.

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.

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

ASI 3+ Ninth and Tenth Graders 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 % <i>Passing</i> <i>Target</i>
All Students	84	87	86	87%	88%
ASI =3+			68%	66%	73%
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 <i>Target</i>
BHS	569	557	555	560
State	495	491	492	
BHS Averages compared to California Averages	+74	+66	+63	

Groups Participating In Goal 1:

- All students, district academic language coordinator, EL staff, SDAIE teachers, general-education teachers, team leads, PD coordinators

Proposed Expenditures for Goal 1:	Estimated Cost:	Funding Source:
Constructed Responses Support - Additional scorers beyond allocated PD time	\$6,000	GF - Curriculum Development
Sustaining implementation of CM including new teacher training, materials, release days for training facilitation of CM workshops, creation of ALD strategies workshops	\$39,000	district CCSS funds, bsep tip grants, title III, part A (indirect), general fund
<ul style="list-style-type: none"> • Full-time EL Liaison • EL Tutors 	<ul style="list-style-type: none"> • 60k • 20k 	<ul style="list-style-type: none"> • LCAP funds, BSEP site discretionary funds • BSEP site discretionary funds
Creation of constructed response curriculum	\$3,000	teacher stipend/teacher hourly (done)
.2 Literacy Coach to support transition to common core.	20k	District Common Core funding

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>
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. <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 	VP in charge of EL, admin team All site admin, PD Coordinators, and PD Leads (include any other additional EL or CCSS resource persons). District funded tsa to support implementation of common core ELA standards.	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	Ongoing Number of teachers completing CM training; teacher surveys on the PD 1.1.3 by 2016-17 1.1.3 five teachers will be trained by end of 14-15 and they will be training PD leaders in 15-16	1.1.1: Complete 1.1.2: solid progress 1.1.3: initial stages 1.1.3 initial stages

<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</p> <p>vice principal's walk-through data; peer observations</p>	<p>1.2.1: Solid progress</p>
<p>1.3 Improve expository writing across all subjects by increasing the average amount of expository writing, particularly the humanities, and engaging families and communities in supporting the school-wide writing initiatives</p> <p>1.3.1 Establish minimum expectations per grading period.</p> <p>1.3.1 Provide Constructed Response rubric to families and community based organizations (CBOs) and provide annual instructional forums to families to inform them of our initiatives and instruct them as to how they can support their students.</p> <p>1.3.2 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>1.3.3 Continue to ensure that students in 10th grade write and receive feedback on a minimum of seven or 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"> • 1.3.4 Design rubrics aligned to common core standards. <p>1.3.5. All teachers in all subject areas participate in administering, scoring, and calibrating constructed response essays to improve their understanding and alignment of school expectations and common core standards(CCSS)</p> <p>1.3.6. Provide Writer Coach Connection, support targeting our EL population, and students in general, during the regular school day in their Academic Language Development class.</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>pd time during the year</p> <p>Annual grant funding from BSEP or other avail. resources.</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: Done</p> <p>1.3.3: Initial steps</p> <p>1.3.3 Solid Progress</p> <p>1.3.4: Initial steps</p>
<p>1.4 Continue collaboration between Spanish for Native Speakers program and the English Learners program.</p>	<p>Teacher leaders for EL and WL depts..</p>	<p>Common meeting time, Create roadmap for integration of the departments and clear learning outcomes</p>	<p>First meeting by winter 2012-13; plan completed by June 2013.</p>	<p>1.4: Solid progress</p>

<p>1.5 Establish collaboration with various stakeholders, including families, community based interventions, and the District for Academic Language goals.</p> <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. 1.5.3 Share CR rubric with parents and community-based organizations (such as RISE, Y-Scholars, after-school tutorial programs, etc). 	Superintendent of Instruction, PD Leaders.	Common meeting time.	<p>1.5.1 First meeting in 2014-2015.</p> <p>1.5.2 First trainings in Fall 2014.</p>	<p>1.5.1 Initial Steps.</p> <p>1.5.2 Solid Progress.</p>
1.6 Establish baseline for new SBA tests.	BHS data team			
<p>1.7 Maintain a system of identifying and providing interventions for students preparing to take the CAHSEE ELA in sophomore year</p> <ul style="list-style-type: none"> 1.7.1 Use students' historical academic data and ASI to identify students for intervention. 1.7.2 Provide targeted students with a testing environment that minimizes the impact of stereotype threat (alternative setting, proctors well known and liked by students, later start, coffee/tea, etc) Maximize the use of CAHSEE practice test to identify areas for remediation Maximize the use of CAHSEE Prep programs such as iMentorcorps 	VP responsible for CAHSEE	time to meet with counselors and intervention team	1.7 - began last year and continued this year by having SLC's test their own for the first	progress made
<p>1.8 Provide ELA Common Core Transition Coach</p> <ul style="list-style-type: none"> 1.8.1 Facilitate, plan and lead AC and IHS Professional Development around ELA CCSS transition 1.8.2 Support administration, creation, scoring, professional development of Constructed Response 1.8.3 Provide individual one on one coaching for teachers around transition to CCSS 				

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.

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 2015-16 (Table 2.1)
- Increase all students scoring proficient or above in all math common assessments (Math 1, Algebra 1, Algebra 2, Geometry, 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 3% 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 above the minimum graduation requirement for Math. (Math 2, 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)

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 Math 1 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 Math 1 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 Math (This data includes ONLY students who took CAHSEE exams)			
	n= (2014)	Math Passing Rate Feb. 2014	Math Passing Rate Feb. 2015
All Students	711	90%	90.4%
All Hispanic/Latino	173	86%	83%
All African American	141	75%	77%
White without either Disability/EL/SED*	234	99%	99%
Hispanic/Latino without Disability/EL/SED*	66	99%	89%
African American without Disability/EL/SED*	53	91%	90%

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	<i>2014 Target</i>
BHS	563	559	560	<i>565</i>
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	2010-1 1	2011-1 2	2012-1 3	2013-1 4	2014-1 5	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%

Proposed Expenditures for Goal 2:	Estimated Cost:	Funding Source:
Support implementation of Math 1 (15-16), Math 2 (15-16), Math 3 (15-16) by releasing teachers to develop common curriculum, common assessments, and provide direct instruction and observation of Math 1 classes and colleagues.	\$160k 15-16, 200k 16-17 and 17-18	District Common Core Funding and LCAP funding
Continued support of CAHSEE interventions - personalized testing spaces and support.	\$500	GF

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>
<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 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>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 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. 	<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</p>	<p>Ongoing; surveys of PD participants; articulated strategies</p>	<p>Solid progress</p>

<ul style="list-style-type: none"> 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. 		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	observable in math classrooms	
<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 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
<p>2.6 Investigate courses that work in accelerating math skills for struggling students.</p>	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
<p>2.7. Create common assessments aligned to the state curriculum standards</p> <ul style="list-style-type: none"> 2.7.1 Create common midterm and finals study packets for alg1, alg2, and geometry. 2.7.2 Create a minimum of two common assessments for Math 1 (sem 1 and 2 final) 2.7.3 Develop common unit assessments by the end of the first year of implementation and begin using them in the second year. 2.7.4 Repeat steps for 2.7.2 and 2.7.3 in subsequent years for math 2 and math 3 2.7.5 Teachers Math 1 release periods: on Mondays Wednesdays and Fridays teachers meet to plan, and review the week's content, lessons, assessment etc. on Tuesdays and Thursdays of each week those teachers are paired up with another math teacher team teach with them and 	math teachers, team lead	pd time, Common Core Funding for 1.6 release time provided in 15-16, 2.0 release time provided for 16-17 and 17-18.	Summer 2012 Summer 2015	Initial steps

are focusing in on pre-identified ninth-grade students who are predicted to struggle or will struggle with math.				
2.8 Establish baseline for new SBA tests using 2015 SBA data	BHS data team		Fall 2015	
2.9.1 Consider changing math requirement to include a minimum of three years (as opposed to the current two). 2.9.2 Analyze BHS math model to determine if high school math outcomes (as set by the collective thinking of SBA) are covered after two years of math.	consult with: math teachers, math leads, district math coach, SSC, district admin, BUSD board	pd time	make proposal in Fall, 2015 for implementation in 2017	
2.10 Maintain a system of identifying and providing interventions for students preparing to take the CAHSEE Math in sophomore year. <ul style="list-style-type: none"> 2.10.1 Use students' historical academic data and ASI to identify students for intervention. 2.10.2 Provide targeted students with a testing environment that minimizes the impact of stereotype threat (alternative setting, proctors well known and liked by students, later start, coffee/tea, etc) 2.10.3 Maximize the use of CAHSEE practice test to identify areas for remediation 2.10.4 Maximize the use of CAHSEE Prep programs such as iMentorcorps 				

GOAL 3:

Create a culture of high expectations for all students. High expectations are defined as increased UCOP “a-g” eligibility for African American, English Learner, and Latino students and/or creating a clear and achievable post secondary career/college plan for each individual student, and clear behavior and attendance improvements to support a productive, respectful and safe educational environment for all students.

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 (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	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		

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 3.2

	Percent of all students at Mastery in Spring Common Assessment		Percent of all students with an ASI =3+ at Mastery in Spring Common Assessment	
Course	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%

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

	Community College			CSU			UC		
End of grade:	10	11	12	10	11	12	10	11	12
All Students	26%	32%	38%	<1%	0%	7%	73%	68%	55%
ASI =3+	54	59	70	0	0	1	46	41	29
African American ASI= 0 to 2	31	46	25	3	0	6	67	54	69

African American ASI=3+	60	64	71	0	0	0	40	36	29
Hispanic/Latino ASI= 0 to 2	20	23	40	0	0	3	80	77	57
Hispanic/Latino ASI= 3+	55	51	70	0	0	3	45	49	27

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	State 2012-13	Percent Increase from 10-11 to 12-13
All BHS	86.0%	86.4%	88.9%	80.4%	3.4%
African American	84.2%	81.4%	88.4%	68.1%	5.0%
Hispanic/Latino	85.4%	86.1%	88.8%	75.5%	4.0%

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

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 **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>
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 = ongoing 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: Solid progress 3.1.5: Solid progress 3.1.6: Initial steps 3.1.7: Initial steps
3.2 State Assessments. <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. 	Principal, VPs for STAR	PD plan / PD time / time throughout year to review results and inform practice	ongoing / results of CST assessments shared with science teachers, science team leads, and admin,	3.2.1: Initial steps 3.2.2: Initial steps
3.3 Common Practices for Teachers: <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 regularly. • 3.3.6 Attendance taken every period, every day. • 3.3.7 Teachers adhere to hall-pass policies and safety officers enforce them. 	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	All items ongoing, Admin walkthroughs include gathering data on effective implementation of 3.3.1-3.3.4 Items 3.3.5-3.3.7 brought to teacher leadership, BFT, and teachers to measure implementation.	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: Solid Progress 3.3.7: Initial steps
3.4 Support For Struggling Students: <ul style="list-style-type: none"> • 3.4.1 Develop and improve access to CAHSEE prep resources to identified students. 			3.4.1 and 3.4.2 = ongoing with math; develop ELA version in 2015-16 -	3.4.1: Initial steps

<ul style="list-style-type: none"> • 3.4.1 (a) Maintain a system of identifying and providing interventions for students preparing to take the CAHSEE ELA in sophomore year • 3.4.1 (b) Opportunities for CAHSEE test taking, strategies, and help in classes. • 3.4.2 Expand intervention and counseling directed at struggling long Term English Language Learners. • 3.4.3 Increase support for existing BHS/BCC transition class targeting students with disabilities and English Learners. • 3.4.4 Increase rates of participation in tutoring of students behind in credits. • 3.4.5 More 7 period support classes tied to high-level classes, such as AP support. • 3.4.6 Create a pathway (how is this defined?) and support for African American, EL, and Latino students to take SAT / ACT tests • 3.4.7 Create a pathway and support for African American, EL, and Latino students to take AP / IB and high-level classes. • 3.4.8 Training to all-subject area teachers to provide skills-based vertical alignment to create greater access to higher-level courses. 	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	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;	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	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.
3.5 Attendance: <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 	dean of attendance; attendance team, Teachers +Special Ed Case Managers, School resource officer, district's student welfare and attendance or student services	funding for prizes; network with neighborhood businesses and associations; work with district to expand capacity and increase home visits	Ongoing for all	3.5.1: solid progress 3.5.2: Solid progress 3.5.3 = Initial steps 3.5.4= Initial steps
3.6 Public recognition of academic success on a regular basis, for example honor roll.	admin; team leads,	Event funds with PTSA and local businesses	Ongoing	Initial steps
3.7 Common Expectations for Students: <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 (specific ways to reculture or reenforce what teachers know and do) policy on students in hallways during class hours. • 3.7.5 Clarify and consistently enforce (do we want to be specific?) common classroom behavior expectations and discipline procedures. 	principal, vice principals, dean of students, dean of attendance; director of student leadership; athletic director, Parent Resource Center, Teacher Leaders, School Safety Officers	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 BHS	fall 2012	3.7.1: Solid progress 3.7.2: Solid progress 3.7.3: Solid progress 3.7.4: Solid progress with clarification; Initial steps with enforcement

				3.7.5: Solid progress with clarification; Initial steps with enforcement
--	--	--	--	--

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

Growth Targets:

(Priority targets are highlighted in **gray**.)

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)
- Increase the number of students who report via student survey that they feel challenged by and connected to the content in their classes.

Table 4.2

Totals	2010-11	2011-12	2012-13	2013-14	2014-15
Berkeley High School Total Enrollment	3485	3322	3509	3145	
Berkeley High School students with more than 5 days of unexcused and unverified absences	1617 (46%)	1207 (36%)	955 (27%)	721 (23%)	
Berkeley High School students with more 10% of total days marked as absences (18 days)	1014 (29%)	835 (25%)	714 (20%)	487 (15%)	
Berkeley High School African American students with more than 5 days of unverified absences	552 (67%)	467 (55%)	401 (50%)	269 (41%)	
Berkeley High School African American students with more 10% of total days marked as absences (18 days)	367 (44%)	302 (35%)	257 (32%)	159 (24%)	

Groups Participating In Goal 4:

students, course-alike groups of teachers, team leads, district curriculum person, **intervention team, dean of attendance, attendance office, parent resource center**

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. 	<u>Principal, PD coordinators, teacher leaders, vice principals</u>	funds for curriculum and assessment development; summer workshops; department	All items ongoing / presentations to teacher leaderships, SSC, and BUSD board	4.1.1: Solid progress 4.1.2: Solid progress

<ul style="list-style-type: none"> • 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. 		collaboration time		<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. 	Principal, PD coordinators, teacher leaders, vice principals	Funds for curriculum and assessment development; summer workshops; department collaboration time	Ongoing / Presentations to teacher leaderships, SSC, and BUSD board	<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. 4.3.3 Administrators will model the administration of voluntary surveys taken by the staff who they supervise 4.3.4 Develop and administer student surveys where individual teachers can voluntarily get feedback regarding their practice from their students. 	team leads; PD coordinators	<p>4.3.1 = coaches / release time</p> <p>4.3.2 = pd time</p>	<p>4.3.1 = ongoing, varies by LC and department;</p> <p>4.3.2 = several versions already available by depts and LCs / Presentations to teacher leaderships</p> <p>Collaboration with administration, parents, BFT union, and teacher leadership to administer voluntary teacher survey which provides direct feedback to individual teachers from students without administrative evaluation for the purposes of informing stronger instructional practice.</p>	<p>4.3.1: Initial steps</p> <p>4.3.2: Initial steps</p> <p>4.3.3 and 4.3.4 - solid progress</p>

4.4 Recognize and acknowledge examples of innovative, standards-based curriculum created by BHS teachers. • 4.4.1 Provide PD time for teachers to discuss and learn from colleagues' instructional practices.	team leads; PD coordinators	PD time	Ongoing	Initial steps
4.5. Retain PD / Teacher Leader Structure: • 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 as the need arises 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	Done	4.5.1 to 4.5.4: Completed, but ongoing updates to board and district
4.6 Post-Secondary Careers and Paths • 4.6.1 Increase pathways related to a particular career field. Develop and adhere to rubric for decision making regarding which additional CTE pathways to develop. • 4.6.2 Support for existing BHS Career Technical Education pathways. 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. 4.6.5 Continue to foster concurrent enrollment programs to increase the awareness and enrollment of first generation and historically underrepresented populations in college. For example, Persist to College	CTE coordinator; ROP Partners, Faculty Internship Coordinators (via Partnership academy grants) and Career Pathway Trust Grant (CPT) partners	Continued Restructured ROP funding which requires District adding funding over the next several years as ROP programs are phased out. additional district and bond fund investments in career tech ed.	Ongoing; Quantifiable increase in post-secondary options; report presented to board, leadership team, and admin team.	4.6.1: Solid progress 4.6.2: Solid progress 4.6.3: Initial steps 4.6.4: Solid progress
4.7 Explore structural changes that will allow for more equitable outcomes of students into BHS learning communities while preserving current and effective outcomes for kids.	District Supt and Supt. of Curriculum and Instruction, BHS Admin., Leadership team members		Start conversation Spring 2015	4.7 Initial Steps

GOAL 5:

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

Growth Targets:**Growth Targets:****Dropout 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	State 2012-13	<i>Percent Reduction 09-10 to 12-13</i>
All BHS students	13.5%	10.1%	11.2%	8.6%	11.4%	-36%
African American	17.1%	9.8%	14.8%	9.4%	19.7%	-43%
Latino	12.2%	10.1%	9.1%	7.5%	13.9%	-39%

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

Groups Participating In Goal 5:

- all students, counselors, dean of students, dean of attendance and other intervention leaders, health center staff, Parent resource center, OCI staff (includes safety officers), attendance 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 for 2015-2016:	Funding Source:
continued funding for intervention and resource providers	\$64,686*	1.2 fte from eia – see .27 fte from district bsep .53 fte from site bsep
academic support coordinator	\$81,000*	bsep
intervention counselor	\$60,000 119k	lcap
student welfare & attendnce	\$58,000*	bsep
parent resource center	\$30,000 / \$85,000 *	bsep / LCAP
bridge program	\$40,000*	expanded course offerings
rise	\$12,000*	bsep
Restorative Justice - Student Court - Student Leadership	\$ 20k \$40k	bsep site discretionary ECO funding for Student Court and leaderships. Possible City or other g funding
Cultural Competency Facilitator	10k	GF
EL home school liason	\$26,826*	eia/ell/bsep/ LCAP
* 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 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 referrals for suspendable offenses 5.1.8 Students tagged in Illuminate according to the support service / intervention they receive. 	Principal, Intervention Team	develop a filter in PowerSchool for struggling students	quarterly meetings began 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: Completed 5.1.2: Completed 5.1.3: Solid progress 5.1.4: Completed 5.1.5: Completed 5.1.6: Solid progress 5.1.7: Completed 5.1.8: Solid progress
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
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 Recruit and support TOC for existing leadership opportunities. 5.3.3 Create and participate in district wide 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	5.3.1: Initial steps 5.3.2: Initial steps 5.3.3: Initial steps
5.4 Health And Wellness: <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. 	admin; student leadership, Health Center	yearly presentations to staff and students, assemblies or visits to all classrooms; network with	5.4.6 : develop curriculum for spring 2015 All other items: every fall and every spring	5.4.1: Solid progress 5.4.2: Solid progress

<ul style="list-style-type: none"> • 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 5.4.6 Agree on common learning objectives and implement a strong Social Living curriculum for all 9th graders, with a strong professional learning community of teachers from each program or small school who can propose additional lessons at each grade level. 5.4.7 Offer grade-specific lessons, orientations, or assemblies on pertinent issues regarding sex harassment, drug and alcohol use, and other pertinent psycho-social topics. 		City's 2020 program		<p>5.4.3: Solid progress</p> <p>5.4.4: Initial Steps</p> <p>5.4.5: Solid progress</p> <p>5.4.6: Initial steps</p> <p>5.4.7: Initial steps (i.e. schoolwide lesson on the noose incident)</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 / activities that foster positive school-wide respect for all (ex: World Cultures Day assembly, Career Day, teach ins as needed, grade-level assemblies). • 5.5.3 Expand capacity for conflict mediation and restorative justice. *5.5.4 Clarify protocols for responding to traumatic on-site or national events. • 5.5.5 Implement Cultural Competency Training for staff. 5.5.6 Create a professional learning community who agree on and are responsible for the creation of common learning objectives and implementation of a strong Ethnic Studies component taught in the 9th grade with specific intent to improve cultural competency for all BHS students. 	<p>director of student activities, dean of students and school safety officers, counselors, admin team, teacher leaders, PLC composed of 9th grade history teachers for each SLC</p>	<p>Maintain 1.0 Student Leadership position ; Safety Officer training; funding for student court, allocate a 2-4 teacher leaders to support implementation of Restorative Justice, hire a facilitator for cultural competency training</p>	<p>5.5.3 training by fall 2012; all other items ongoing</p> <p>5.5.5 Counselors and administrators trained by fall 2014; Teacher leaders trained by spring 2015; Teachers trained by fall 2015; Other classified staff TBD</p>	<p>5.5.1: Solid progress</p> <p>5.5.2: Solid progress</p> <p>5.5.3 Solid progress</p> <p>5.5.4: Solid progress</p> <p>5.5.5: Solid progress</p> <p>5.5.6 Initial steps</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</p> <p>5.6.2: Solid progress</p> <p>5.6.3: Initial steps</p> <p>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. 	<p>admin; parent resource center staff</p>	<p>Create survey for parents</p>	<p>ongoing</p>	<p>5.7.1: Initial steps</p> <p>5.7.2: Initial steps</p> <p>5.7.3 : Initial steps</p>

<ul style="list-style-type: none"> • 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. 				5.7.4 Initial steps
5.8 Establish Support Groups / Structures: <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. 	health center staff, OCI staff, intervention team	District funding for middle and high school counselors and administrators to analyze incoming "at-risk" students for proactive supports	Ongoing; at least one new group up and running by winter 2013	5.8.1: Solid progress 5.8.2: Initial steps 5.8.3: Solid progress 5.8.4: Ongoing 5.8.5: Solid progress

Form C: Programs Included in this Plan / 2014-15 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 type="checkbox"/>	Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$76,927
<input 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

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	