# Springbrook High School
# School Improvement Plan 2015-2016

## STUDENT AND STAKEHOLDER FOCUS

As a result of root cause analysis, it was determined that: ALL students are given equitable opportunities to participate in classroom discourse using academic language in order to analyze, justify, and defend their thinking in particular our Hispanic and African American students.

The RCA process included analysis of the following data:

- Walk throughs conducted by the leadership team focused on equity practice and the use of academic language.
- Focused classroom instruction observations by faculty members.
- Student voice survey data
- Analysis of school data on milestones to college readiness

## FACULTY AND STAFF FOCUS

**Teachers** will need to:

- Plan for lessons that include use of academic language and provide opportunities for students to analyze, justify and defend in all content areas for all course levels, but particularly in English 9 and Algebra 2.
- Adapt instruction to eliminate racial and ethnic achievement gaps by collecting, analyzing, and monitoring student performance data.

**Leaders** will need to:

- Collect, analyze, and monitor student Milestone performance data to eliminate achievement/ performance gaps.
- Initiate and conduct regular informal data chats, observations, & providing feedback through effective coaching to improve literacy and math performance data and eliminate racial performance achievement gaps.
- Promote practices, structures, and processes that improve literacy and math performance data to eliminate inequities based on race and ethnicity.

## LEADERSHIP

**Mission:** Springbrook HS, an IB World School, provides a high quality education that ensures success for every student through excellence in teaching and learning.

**Vision**: A high-quality education is a fundamental right of every Springbrook student. All stakeholders will receive respect, encouragement, and opportunities for success. This creates the environment needed to build the knowledge, skills, and attitudes to be successful, culturally adept, contributing members of a global society. **Core Values:** We Expect. We Believe. We Achieve.

**Communication:** The vision and mission of the school will be sustained and supported through staff meetings, courageous and reflective conversations, formative data collection and monitoring, School Improvement Team meetings and PTSA meetings.

## STRATEGIC PLANNING

By June 2016, students at Springbrook High School will demonstrate an improvement in academic achievement as measured by the following target goals:

(1) **Literacy Goal: To increase the percentage of African American and Hispanic/Latino students who complete English 9 with a C or better from 84% and 66% respectively to 89% and 71%**

(2) **Math Goal: To increase the percentage of African American and Hispanic/Latino students who complete Algebra 2 with a C or better from 79% and 78% respectively to 84% and 83%**

(3) **Cultural Proficiency Goal: To decrease the cumulative GPA performance gap of Hispanic students from .86 to .71 and from .67 to .52 for the African American students.**

## PROCESS MANAGEMENT

As a result of the RCA, the following actions and processes are implemented and monitored to meet students' needs:

- Weekly PLC planning to create student-centered lessons & monitor student progress using common assessments; communication of expectations for weekly common planning with support from content RT, administrator, and SDT.
- Training and support for teachers on writing and monitoring SLOs that address the needs of SIP focus students through the areas of instructional focus.
- Ongoing, differentiated professional learning around equitable opportunities for students to participate in classroom discourse using academic language; macro and micro learning through department meetings and PLCs.
- Regular focused observations of classroom instruction by school leaders with feedback/reflective conversations.
- Systematic monitoring of student assessment data and the timely sharing of feedback with staff and students.
- Student voice surveys and focus groups to monitor implementation of the use of academic language.
- Ongoing differentiated professional learning around cultural proficiency

## ORGANIZATIONAL PERFORMANCE RESULTS

See Appendix A

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## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT
### STUDENT DATA POINTS:

- On-going analysis of formative assessments and interim grades and using Pinnacle and Secondary Marks Dashboard with an emphasis on a "C" or higher in English 9 and Algebra 2.
- Quarterly eligibility data disaggregated by subgroups (racial, gender, FARMS, ESOL, Special Education)
- Student surveys and focus groups

### TEACHER DATA POINTS:

- Data from department learning progressions
- Data from ongoing focused classroom observations and post-observation conferences

| Target | 2013 results | 2014 results | 2015 results | Goal 2015 | Goal 2016 |
|---|---|---|---|---|---|
| AP Scores of 3 or better | 44% | n/a | 53.33% | 80% | 54.6% |
| IB Scores of 4 or better | 68% | n/a | 54.81% | 80% | 54.6% |
| SAT% >1650 | 23.8% | n/a | 26.3% | 80% | n/a |
| SAT >1650 and/or ACT >24 | 25.7% | 31.56% | 31.56%** | 80% | ---- |
| **31.56% | White 80% (Met), Asian 41.82% (Not Met), Hispanic 15.79% (Not Met), Black 18.25% (Not Met) | | | | |
| Eligibility | 71.4% | 73.9 | 73.9** | 100% | 78.9% |
| **73.9% | White 83.6% (Met), Asian 88.8% (Met), Hispanic 63% (Not Met), Black 74% (Not Met) | | | | |
| Grade 9 ineligibility | | | 32.4% | --- | 10.7% |
| English 9 C or better | 71.54% | 59.6% | 80.5%** | 64.6% | 80.5% |
| **80.5% | White 84% (Met), Asian 92% (Met), Hispanic 66% (Met), Black 84% (Met) | | | | |

| | Student Groups | 1st year | 2nd year | 3rd year |
|---|---|---|---|---|
| | African American | 84% to 89% | 89% to 94% | 94% to 99% |
| | Hispanic | 66% to 71% | 71% to 76% | 76% to 81% |

| Target | 2013 results | 2014 results | 2015 results | Goal 2015 | Goal 2016 |
|---|---|---|---|---|---|
| Algebra 1 C or better | 59% | 58% | 50% | 63% | 73.3% |
| Algebra 2 C or better | 57% | 76.3 | 79% | 81.3% | 67.6% |

| | Student Groups | 1<sup>st</sup> year | 2<sup>nd</sup> year | 3<sup>rd</sup> year |
|---|---|---|---|---|
| | African American | 79% to 84% | 84% to 89% | 89% to 94% |
| | Hispanic | 78% to 83% | 83% to 88% | 88% to 93% |
| | | | | |
| **Cumulative GPA Gap** | Student Groups | 1<sup>st</sup> year | 2<sup>nd</sup> year | 3<sup>rd</sup> year |
| | African American | 2.28 to 2.37 | 2.37 to 2.46 | 2.46 to 2.55 |
| | Hispanic | 2.09 to 2.24 | 2.24 to 2.39 | 2.39 to 2.54 |

| **On-Time Graduation** | | | | | 91.5% |
|---|---|---|---|---|---|