

# 2015-2016 School Improvement Plan

## STUDENT AND STAKEHOLDER FOCUS

Based upon teacher focus group and student voice data, to access the rigors of an IB World School students need specific feedback about how they are performing in light of the learning goals. They need structures that motivate them to use that feedback, and they need explicit instruction in the skills and habits needed to achieve their learning goals.

Structural barriers include unclear or inconsistent reassessment policies.

Teachers' beliefs that there is not sufficient time for feedback and revision / reassessment (based upon curriculum constraints as well as personal capacity) are also a barrier.

## FACULTY AND STAFF FOCUS

Teachers:

- Teachers need strategies to check for understanding and provide specific, high quality feedback to students. They need to employ structures that motivate students to apply that feedback.
- Ensure planning is reflective and includes discussion specific strategies to check for understanding and provide feedback.

Instructional leaders:

- Instructional leaders coach teachers in using the equitable practices of checking for understanding and providing feedback. Instructional leaders engage in training on leading for equity, focusing on how teacher beliefs have an impact on instructional practice.
- Leaders will provide opportunities for peer observations and reflection
- Leaders will model and observe for effective practice in checking for understanding and feedback.

## LEADERSHIP

**School Vision:** Access, Belonging, Collaboration—All students will access the resources of our IB World School. We will create a sense of belonging for all students, and we will work to collaborate with all stakeholders and explicitly teach students how to collaborate with one another.

**School Mission Statement:** The mission of B-CC HS is to develop lifelong learners; independent, critical thinkers; responsible, compassionate global citizens.

### Communication

We plan to communicate our goals to all stakeholders through assemblies, staff meetings, newsletters, peer parent meetings, and teacher / student focus groups.

### Monitoring

We plan to monitor this plan through meetings between RTs and administrators, ILT meetings and quarterly SIP committee meetings.

## STRATEGIC PLANNING

- (1) **Literacy Goal:** To increase the percentage of students who complete English 9 with a grade B or higher by 10%, with a particular focus on closing the gaps between black and Latino students and their white and Asian counterparts.
- (2) **Math Goal:** To increase the percentage of students who complete Algebra 2 with a "C" or better by 10%, with a particular focus on closing the gaps between black and Latino students and their white and Asian counterparts.
- (3) **Cultural Proficiency Goal:** To decrease the percentage of black and Latino students who are academically ineligible by 10%.

## PROCESS MANAGEMENT

- Teacher and student focus groups
- Informal observations
- ILT Professional Learning—Leading for Equity—the impact of teacher beliefs on teaching practice
- Professional learning for full staff—Using the equitable practices of checking for understanding and feedback
- Teacher and administrator analysis of D/E data
- Collaborate in PLCs to monitor effectiveness of instructional intervention strategies as identified in SLOs.
- Examination and clarification on co-teaching roles and processes
- Feedback from teachers on professional learning
- Regular monitoring and reporting by ILT

## PERFORMANCE RESULTS

**English 9 Baseline:** 380 out of 522 (73%) of students overall earned As and Bs in 8<sup>th</sup> grade English. 100 out of 176 (57%) of African American and Hispanic students earned As and Bs in 8<sup>th</sup> grade English.

### Ineligibility—Fourth Quarter

	2013-2014	2014-2015
All	12% (227)	11.3% (223)
HI	23.7% (78)	19.4% (64)
AS	8% (9)	14.5% (16)
AA	24.4% (68)	22.4% (62)
WH	5.6% (60)	6.4% (73)
MU	11.4% (10)	7.5% (8)
LEP	20.7% (35)	24.5% (40)
IEP	26.9% (45)	19.2% (32)
504	9.4% (6)	12.7% (9)

## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

### Student Data Points

- Student focus groups
- Baseline 8<sup>th</sup> grade English grades & Alg 1 grades, by race;
- Quarterly analysis of student work in PLCs
- Analysis of 9<sup>th</sup> grade English formative assessments
- Analysis quarterly grades with emphasis on B or higher in English 9; C or higher in Algebra 2
- Quarterly eligibility data disaggregated by subgroups

### Staff Data Points

- Teacher Focus Groups
- PLC notes & observations
- data from focused observations