

James Hubert Blake High School Baldrige Linkages Chart 2013-2014

STUDENT AND STAKEHOLDER FOCUS

Blake's Instructional Focus
Blake students need regular opportunities in all classes to be actively engaged in critical thinking through

- problem solving and real world applications and
- the use of CCSS Literacy skills, applications, and processes.

LEADERSHIP

James Hubert Blake High School actively engages our diverse and inclusive school community with challenging learning opportunities in and beyond the classroom that foster a passion for learning, appreciation of the arts, and productive citizenship.

PERFORMANCE RESULTS

Percentage of chronically ineligible students

	2009	2010	2011	2012
Target	22.0	22.0	19.4	16.9
All	15.1	17.1	19.0	15.6
Asian	8.2	8.7	6.3	4.9
AfAm	22.3	23.4	25.0	19.7
Hisp	19.2	24.9	29.7	24.0
White	7.1	6.9	7.0	6.7
SPED	31.5	33.3	35.9	35.3
LEP	10.0	27.3	47.1	19.0
FARMS	30.0	29.2	32.4	24.7

STRATEGIC PLANNING

Goal:
Decrease to 11.7% the percentage of all students who are chronically ineligible (3 or 4 marking periods).

FACULTY AND STAFF FOCUS

Teachers need professional development on:

- Common definition of critical thinking (what it means and what it looks like in the classroom);
- Various strategies for implementing CCSS Literacy Skills;
- Various strategies for students to make real world connections.

Leaders need professional development on:

- Coaching practices to engage teachers in reflective examination of practices through use of observation data;
- Use of CCSS Literacy Observation Tool;
- Problem-solving observation tools;
- Strategies leading to increased engagement of students.

PROCESS MANAGEMENT

The following structures and processes are implemented and monitored to meet student needs:

- PLC Timelines/Guidelines created by leadership team.
- Teacher-led PLCs with regularly scheduled meeting times (2 hours per month) so teachers can engage in collaborative planning, goal setting, and the creation of common assessments.
- Focused observations by instructional leaders with feedback and reflection.
- Job-embedded professional learning to examine and study the instructional focus.
- Identification by leadership of common critical thinking focus for second semester.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Student Data Points

- Ineligibility data
- Quarterly monitoring of interims and grades
- Student survey/feedback/dialogue related to school focus

Teacher Data Points

- Teacher survey/feedback/dialogue related to school focus
- Feedback from training on school-wide focus areas
- Analysis of PLC action plan goals and results
- Monthly PLC minutes and action items
- Student Learning Objectives analysis with RT and AP
- Feedback about PLC and SLO goals from ILT, AP, and RT
- Revisions to PLC and SLO goals
- Focused peer visits and reflection data from classroom observations
- Data from paired observations with AP and RT
- Evaluation data from the School Wide Comprehensive Professional Development Plan.