



# School Wide Action Plan

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### **A NOTE ABOUT FORMATTING AND CONTENT**

This document was reformatted for easier understanding and evaluation. The purpose of this was to make transparent our efforts in completing our Action Plan.

The content of this plan is an updated version of our 2005 WASC Action Plan. As we worked through the plan, some of the areas of responsibility, timing, funding and accountability were edited to reflect the implementation.

## **INTRODUCTION**

For the 2005 WASC (Western Association of Schools and Colleges) process the ten goals that comprised the School Site Plan were reassessed. Overlap in goals was identified and six focus groups were created incorporating the school's critical areas of need. It was decided to make Goal #1 (from the 2003 – 2004 Site Plan) the over arching tenet for all focus groups and for the entire 2004 – 2005 WASC self-study process. The following Action Plans were generated through the work of the six focus groups composed of staff, students and parents are listed below. This document is reviewed for progress and re-evaluation of goals and approved by School Governance Council on an annual basis. This plan, in addition is the Berkeley High School single plan for Student Achievement.

### **Small School Conversion Process**

In addition to the creation of six Action Plan areas for the 2004 – 2005 WASC Self-study, an additional Action Plan area was retained from our 2003 – 2004 School Site Plan. Implementation of this plan will happen over the course of the six years of the most recent accreditation process.

### **Action Plans**

- Curriculum
- The Ninth Grade Program
- The Special Education Program
- Safety and Discipline
- Attendance
- School Culture
  - a. Governance Structure
  - b. General School Culture
  - c. Communication Action Plan Area
- Small School Conversion Process

### **2004 – 2005 WASC Focus Groups**

**CURRICULUM**

**NINTH GRADE PROGRAM**

**SPECIAL EDUCATION**

**SAFETY AND DISCIPLINE**

**ATTENDANCE**

**SCHOOL CULTURE:**

▶ **GOVERNANCE**

▶ **SCHOOL CULTURE**

▶ **COMMUNICATION**

**ACTION PLANS DEVELOPED THROUGH WASC 2004 – 2005 SELF-STUDY**

## School-wide Action Plan Area: **CURRICULUM**

### **Goal**

Berkeley High School will provide for an increasingly rigorous and challenging curriculum.

### **Purpose**

Berkeley High School will continue to raise the level of rigor for all students by all staff members by raising expectations, strengthening the curriculum, improving students' support services, motivating and supporting professional development training, and using disaggregated data in order to improve the academic outcomes for all students while eliminating the achievement gap.

### **Intended outcomes**

- Increase student academic achievement at high levels while eliminating the achievement gap
- Student groups participating: all students
- Performance gains expected for these students: All groups will show growth equaling or exceeding the target set by the API and AYP
- Means of evaluating progress towards this goal: Review of API and federal AYP assessment data, local assessments, review of selected lesson plans, review of student work, and curriculum overviews.

### **Assessment/s**

Collect baseline data for new course offerings. School Governance Council (and AP Project) will assess and make recommendations to appropriate leadership bodies.

See also: *Achievement Gap, Attendance, and 9th Grade Program*

**TASK 1**

- Use assessment or diagnostic method to identify students who should be in the accelerated reading class. Evaluate progress of students throughout the year, but give at least two more assessments during the year.
- Continue to assess and evaluate the Math program. To include:
  - Creating a Math A class for students who have not been in the Berkeley Unified School District
  - Give assessment to all 9th grade students in Science and Math at the beginning of the year to determine if they are enrolled in the correct course as measured by CST scores courses to measure by CST scores.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Students</li> <li>• English teachers</li> <li>• Math teachers</li> <li>• Counselors</li> <li>• Spanish Teachers for Native Speakers</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Specialists</li> <li>• Special Education teachers</li> <li>• Algebra Project</li> <li>• Workshops</li> <li>• Spanish Teachers for Native Speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to common assessment measures:                             <ul style="list-style-type: none"> <li>› Average GPA</li> <li>› STAR Test – CST</li> <li>› High School Exit Exam</li> <li>› SAT</li> <li>› AP: Scores and classes students enrolled in 11-12th grade</li> <li>› Attendance Rate</li> <li>› Discipline-Suspension/Expulsion Rate</li> <li>› UC/CSU Eligibility</li> <li>› Graduation Rate</li> <li>› CEDLT Classification</li> <li>› ELL Reclassification Rate</li> <li>› Program to be evaluated Spring 07</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Math A program started Spring 2005                             <ul style="list-style-type: none"> <li>› Completed</li> </ul> </li> <li>• Planning for reading program, Spring of 2005                             <ul style="list-style-type: none"> <li>› Completed</li> </ul> </li> <li>• Implement Fall, 2005                             <ul style="list-style-type: none"> <li>› Completed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration Meetings</li> <li>• Staff Meetings</li> <li>• Yearly Updates</li> </ul>	<ul style="list-style-type: none"> <li>• Revitalizing Algebra Project</li> <li>• CASHEE Review sessions 1/06 and ongoing</li> <li>• Title II</li> </ul>

**TASK 2**

- Implement BIHS in accordance with BUSD Board approved RFA – Assess year end

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• BIHS Design Team</li> </ul>	<ul style="list-style-type: none"> <li>• BIHS teachers Middle Years Programme</li> <li>• Diploma Programme</li> <li>• IB Workshops</li> <li>• BIHS Curriculum Planning Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Student Survey</li> <li>• Attendance</li> <li>• GPA (Refer to Common Assessment Measures )</li> </ul>	<ul style="list-style-type: none"> <li>• RFA to Board 2/06</li> <li>• Presentations to Middle Schools Spring 06</li> <li>• 9th Grade 2006-2007</li> <li>• 10th Grade 2007-2008</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration</li> <li>• Yearly Updates</li> </ul>	<ul style="list-style-type: none"> <li>• Title II Funds</li> <li>• BayCES funds for curriculum meetings</li> <li>• BHSDEG and Discretionary Block Grants for Technology Support</li> </ul>

**TASK 3**

- Investigate Night School option to replace summer school
- Evaluate current summer school programs

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Students</li> <li>• Articulation/middle school support personnel</li> <li>• Summer school teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers (district-wide)</li> <li>• Teachers involved with Algebra Project</li> </ul>	<ul style="list-style-type: none"> <li>• Track GPA and attendance data for participation students</li> <li>• Utilize common assessment measures for identified students</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation Spring 06</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration Meetings</li> <li>• Staff Meetings</li> <li>• Yearly Updates</li> </ul>	<ul style="list-style-type: none"> <li>• State summer school funds</li> </ul>

**TASK 4**

- Work with each small school and each program to develop a curriculum plan that aligns curriculum with State standards. Implement an assessment system to insure that all teachers are using these standards as a basis upon which to build their curriculum.
- Use real time data to assess student achievement. Analyze the implications of the data for it's use in improving instruction through teacher professional development
- Academic data will be given to each small school, and program. Each will then develop and implement a plan to increase student performance in specific areas of need.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Data committee</li> <li>• Teachers</li> <li>• Team Leaders</li> <li>• Small School, Program, and Large School Lead Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• BayCES</li> <li>• Teachers</li> <li>• Workshops in data-based inquiry</li> <li>• Small Schools, Programs, and Large School Design Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Common Measures</li> <li>• Small School, Program, and Large School Curriculum Plans</li> <li>• Department Curriculum Plans</li> </ul>	<ul style="list-style-type: none"> <li>• SY 05-06</li> <li>• Ongoing</li> <li>• Small Schools</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration Meetings</li> <li>• Staff Meetings</li> <li>• Department Meetings</li> <li>• Yearly Updates</li> </ul>	<ul style="list-style-type: none"> <li>• .4 FTE DATAWISE; Measure A</li> <li>• PD Plan 06/07 BayCES</li> <li>• Title II Funds</li> </ul>

**TASK 5**

- Class size will be lowered selectively.
- Distribute students so that each small school, and programs have an equitable average class size.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Team Leaders</li> <li>• Counselors</li> <li>• School Governance Council</li> </ul>	<ul style="list-style-type: none"> <li>• Data committee</li> </ul>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Data on average class size</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 05</li> <li>• Continued and monitored yearly ELL, Accelerated Reading, Lower Algebra 1, and Integrated Science</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration Meetings</li> <li>• Staff Meetings</li> </ul>	

**TASK 6**

- Implement students staying in their classes on a year long basis, so students are not rescheduled mid-year.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Teachers</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops</li> <li>• Tied to Professional Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Master Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• SY 05-06 and ongoing</li> <li>› Completed</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration Meetings</li> <li>• Staff Meetings</li> </ul>	

**TASK 7**

- Develop advisory program for all students to be implemented for the 2008/2009 school year. The advisory program goals are:
  - To personalize the BHS experience by providing a safe, caring, and cooperative community that evolves over four years.
  - To empower students to be their own advocates
  - To develop habits of successful engaged students, and community members
  - To provide students information on academic progress, policies, resources, and opportunities, activities, etc.
  - To provide every student with an adult advocate and peer support
  - To direct students to the appropriate academic support

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Teachers Union (BFT)</li> <li>• Teachers</li> <li>• Small School teams</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Small School teachers exploring this model now</li> <li>• School visitations</li> <li>• Workshops</li> <li>• Teacher research groups</li> <li>• Site administration</li> <li>• On Campus Intervention (OCI) Staff</li> <li>• Diversity Centered Workshops</li> <li>• Berkeley Community Support</li> <li>• Parent Volunteers</li> <li>• Student Leadership</li> <li>• Identified expert teachers among staff</li> </ul>	<ul style="list-style-type: none"> <li>• Program attendance</li> <li>• Lesson plans</li> <li>• Student feedback</li> <li>• Advisory plans</li> <li>• Student evaluations</li> <li>• Teacher and student feedback through survey and/or evaluation forms of advisory program's effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and small school pilots:</li> <li>› SY 05 -06</li> <li>› 2007-2008 Comprehensive school implementation</li> <li>› 2008-2009 Comprehensive school implementation evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• School</li> <li>• Governance Council</li> <li>• Administration Meetings</li> <li>• Staff meetings</li> <li>• Department Meetings</li> <li>• Yearly Updates</li> <li>• All Parent Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• \$10,000 from School Wide discretionary Block grant SY 07-08</li> </ul>

**TASK 8**

- Require teachers to provide course syllabus to students and parents at the beginning of each semester. Encourage teachers to sign onto the home-work site or provide some type of online access to the course curriculum and calendar.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Team Leaders</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Team Leaders</li> <li>Teachers</li> <li>Teacher training Fall 07 on Edline systems which provides online access to students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Course Syllabi</li> <li>Student and Parent Feedback</li> <li>Handed out during Back to School Night</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>School Governance Council</li> <li>Administration Meetings</li> <li>Staff meetings</li> <li>Department Meetings</li> <li>Yearly Updates</li> <li>All Parent Organizations</li> </ul>	

**TASK 9**

- Train departments, programs and small school leaders to facilitate departmental discussions regarding best practices and curriculum development to better meet the needs of all students.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Small School and Program Lead Teachers</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>BayCES</li> <li>Teachers</li> <li>Workshops in data-based inquiry</li> <li>Small School, Program, and Large School Design Teams</li> <li>Stanford Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Meeting agendas and Notes</li> <li>Training Materials from Workshops</li> <li>Lesson Plans</li> <li>Student Work Examples</li> </ul>	<ul style="list-style-type: none"> <li>SY 05 – 05</li> <li>Summer of 05 team went to Stanford for training on PD</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>School Governance Council</li> <li>Administration Meetings</li> <li>Staff meetings</li> <li>Department Meetings</li> <li>Yearly Updates</li> <li>All Parent Organizations</li> </ul>	<ul style="list-style-type: none"> <li>BayCES funds</li> <li>Measure A</li> </ul>

**TASK 10**

- Continue to strengthen and monitor the current academic support programs available to all students.
- Continue to develop a coordinated support plan so that students, teachers, and parents know where and how to access support.
- Hire an Intervention Coordinator to develop, coordinate, oversee, and evaluate a school-wide support service plan.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Data committee</li> <li>• Small schools, Programs, and CHS Lead Teachers</li> <li>• Student Support Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• BayCES</li> <li>• Teachers</li> <li>• Workshops in data-based inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Support program records</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration Meetings</li> <li>• Staff meetings</li> <li>• Department Meetings</li> <li>• Yearly Updates</li> </ul>	

**TASK 11**

- Increase African American and Latino enrollment in Advanced Placement, Honors, and other high level courses.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Student Support Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• BayCES</li> <li>• AP Project</li> </ul>	<ul style="list-style-type: none"> <li>• Course enrollment</li> <li>• AP and Honors test data</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration Meetings</li> <li>• Staff meetings</li> <li>• Department Meetings</li> <li>• Yearly Updates</li> </ul>	<ul style="list-style-type: none"> <li>• Measure A</li> </ul>

**TASK 12**

- Develop a data team to work with math and English teachers to analyze local math and English assessments created in the 8th grade, creating access and support for high school to utilize middle school math skills and English literacy assessments.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Data Committee</li> <li>• Teachers</li> <li>• Articulation/middle school support personnel</li> <li>• English teachers</li> <li>• Math teachers</li> </ul>	<ul style="list-style-type: none"> <li>• District support in data</li> <li>• Data inquiry workshops</li> <li>• Teachers with data background</li> <li>• UCB Interns</li> </ul>	<ul style="list-style-type: none"> <li>• Data presentations</li> <li>• Minutes from meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• AC created literacy goals for assessments for 9-10th</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration Meetings</li> <li>• Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Measure A</li> </ul>

**TASK 13**

- Service Learning Credit: investigate a service learning credit for graduation with peer tutoring as the main element of the program. Look at the current math programs as a working example.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Counselors</li> <li>Teachers</li> <li>Students Leadership</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum training and professional development</li> <li>Workshops</li> <li>Small School teachers input</li> <li>Math teachers input</li> <li>School visitations</li> </ul>	<ul style="list-style-type: none"> <li>Student evaluation of the peer tutoring program</li> </ul>	<ul style="list-style-type: none"> <li>Not Completed</li> <li>CPA has implemented, other small schools and programs working on plan</li> </ul>	<ul style="list-style-type: none"> <li>School Governance Council</li> <li>Administration Meetings</li> <li>Staff Meetings</li> </ul>	

**TASK 14**

- Maintain technical systems that support a rigorous curriculum with clearly defined standards and outcomes. These systems include updating attendance, grades and assessments and sharing this information with other teachers and counselors.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Small Schools</li> <li>IT Department</li> <li>Team Leaders</li> </ul>		<ul style="list-style-type: none"> <li>Technology Plan implementation of online attendance 1/07 and online grades Fall 07. Parent access to online to student attendance and grades</li> </ul>	<ul style="list-style-type: none"> <li>Implement 2006-2007</li> <li>Fall 07/08</li> </ul>	<ul style="list-style-type: none"> <li>School Governance Council</li> <li>Administration Meetings</li> </ul>	<ul style="list-style-type: none"> <li>School Wide Discretionary Block Grant</li> <li>Arts &amp; PE Grant</li> </ul>



## School-wide Action Plan Area: **NINTH GRADE PROGRAM**

### **Goal**

Berkeley High School will continue to strengthen the 9th grade academic program that imparts a strong foundation of knowledge that will help students not only in the 9th grade but throughout their academic careers as well.

### **Purpose**

To better meet the academic and emotional needs of incoming 9th graders and provide the necessary resources and support for these students throughout their 9th grade year. The goal is to ensure students transition successfully into the 9th grade and be successful throughout their career.

### **Intended outcomes**

- Increase student achievement in math and reading
- Develop Freshman English and History courses common core curriculum
- Increase 9th grade support services
- Provide more academic support for at-risk students

### **Assessment/s**

Assess using academic data and 9th grade history and English teacher perception survey (include feedback on professional development training). Create baseline data for 9th Grade support team interventions regarding targeted students

See Also: *Rigorous and Challenging Curriculum, Attendance, and Achievement Gap*

**TASK 1**

- Continue the work of the 9th Grade Support team. This work includes:
  - Case management
  - Monitoring academic performance and attendance
  - Designing intervention protocols based on the on-going assessment of current interventions
  - Utilize alternative support resources such as parent volunteers making attendance calls
  - Gather and review multiple forms of data
  - Expand team membership to include more support personnel.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• 9th Grade Support Team which consists of the following support personnel:</li> <li>• Counselors</li> <li>• Special Education Coordinator</li> <li>• ELL Specialist</li> <li>• ELL Home-School Liaison</li> <li>• Special Education Teacher</li> <li>• 9th grade Intervention Counselor and also:                             <ul style="list-style-type: none"> <li>› Parent Volunteer Coordinator</li> <li>› Intervention Coordinator</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Staff Planning Meetings</li> <li>• Coordination with Data Committee</li> <li>• Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Student Academic Performance</li> <li>• Meeting minutes</li> <li>• 9th Grade attendance data</li> <li>• Review of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Yearly Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Measure A</li> <li>• State counseling funds</li> </ul>

**TASK 2**

- Allocate time and professional development resources for freshman English and History teachers and 9th grade support personnel to analyze data, investigate how to increase rigor in the curriculum, and to develop resources that are data driven and individualized to our student population. Included to but not limited by: 1. Math placement and 2. Reading assessment.
  - As a result of 05/06 program evaluation a new curricula, approved by the Board, was adopted for AC and BIHS.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• 9th Grade Support Team</li> <li>• Lead Teachers</li> <li>• Administration</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/Counselor collaboration time</li> <li>• Data inquiry workshops</li> <li>• BayCES</li> <li>• District Data personnel</li> <li>• District articulation support</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Individualized plans for 9th grade students</li> <li>• 9th Grade disaggregated data</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 05</li> <li>• Ongoing yearly evaluation</li> <li>• Fall 07</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Staff meetings</li> <li>• Yearly updates</li> </ul>	<ul style="list-style-type: none"> <li>• Measure A</li> </ul>

**TASK 3**

- Continue to implement an incoming 9th grade transitional summer program to better prepare at-risk students. Proposed steps include:
  - Research current successful models with a similar population and urban school environment
  - Use data to inform programming
  - Identify resources for project
  - Design program based on these findings, resources, and student data
  - Create an assessment plan for the program

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• 9th grade students</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops</li> <li>• Data inquiry workshops</li> <li>• BAYCES</li> <li>• District articulation support</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Plan for the summer program</li> <li>• Student evaluations</li> <li>• Participating staff evaluations</li> <li>• Assessment plan</li> </ul>	<ul style="list-style-type: none"> <li>• Not Completed</li> </ul>	<ul style="list-style-type: none"> <li>• School Board</li> <li>• School Governance Council</li> <li>• Staff Meetings</li> <li>• Yearly Updates</li> </ul>	

**TASK 4**

- Implement a library orientation program for all 9th graders to include access to print and electronic resources. Libraries should coordinate orientation efforts with Lead Teachers of each small school and learning community.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Librarian</li> <li>• 9th Grade History and English teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Tech department led workshops</li> <li>• Articulation with librarians</li> <li>• Technology department staff</li> </ul>	<ul style="list-style-type: none"> <li>• Library usage</li> <li>• Technology resources usage</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 06</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Measure A</li> </ul>

**TASK 5**

- Implement a small 9th grade learning option, *Life Academy*, dedicated to guiding incoming 9th graders through the transition into Berkeley High. Students will be part of an intimate learning environment with extra individual support and attention. The program will emphasize core academic skills and subjects as well as community service.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• Intervention Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/counselor collaboration time.</li> <li>• Extra prep period for teacher collaboration and curriculum planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Student academic performance</li> <li>• Meeting minutes</li> <li>• 9th Grade attendance data</li> <li>• Review of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 05 implementation of Life Academy</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• State Opportunity Grant</li> </ul>

## School-wide Action Plan Area: **SPECIAL EDUCATION PROGRAM**

### **Goal**

Berkeley High School will continue implementing, evaluating and improving an inclusive special education program. By continuing to develop an inclusive model, Berkeley High School will allow all students to access a rigorous, rich curriculum and achieve their highest potential.

### **Purpose**

Inclusive education and higher achievement are linked. Equity depends on inclusive education. An inclusive model benefits all students because teachers develop differentiated instructional strategies. In particular, students with learning differences who do not have IEPs will have access to the curriculum through these different modes of instruction.

### **Intended outcomes**

- Increase rates of high school completion.
- Increase number of students in special education who continue on to post-secondary training and/or education.
- Improve pass rates of students with IEPs in general education classes.
- Change teacher practices to lead to increased differentiated instruction
- Increase the number of students who exit Special Education

### **Assessment/s**

Conduct interviews with both special education and regular education teachers in small schools, 9th Grade History and English, and where team teaching occurs; collect baseline data on students in those classes (listed above) in order to make data-informed decisions to increase student achievement for all students while eliminating the achievement gap. See also: *Achievement Gap, Attendance, Curriculum, and Safety and Discipline.*

**TASK 1**

- Assign special education staff member to Ninth Grade Support Teams, Academic Choice, Berkeley International High School.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Special Education Department</li> <li>Ninth Grade Support Team</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Workshops for all teachers</li> <li>Collaboration time between special education teachers and general education teachers</li> <li>Special Education teachers</li> <li>Special Education supervisor</li> </ul>	<ul style="list-style-type: none"> <li>Ninth grade support team minutes</li> <li>Teacher evaluations and feedback</li> <li>Lesson plans and student work that results from collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Fall 04 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration Meetings</li> <li>School Governance Council</li> <li>Staff Meetings</li> <li>Small School and Program Meetings</li> </ul>	

**TASK 2**

- Provide ongoing staff development to each small school, program and departments on how to support Special Education

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Counselors</li> <li>Site Administration</li> <li>Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Workshops on differentiated instruction</li> <li>Teacher expertise in this area</li> <li>Small school models inquiry to monitor effects of differentiated instruction</li> <li>Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Draft of Professional Development plan</li> <li>Agendas for professional development days</li> <li>Teacher evaluations</li> <li>Lesson plans</li> <li>Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>SY 05-06 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff Meetings</li> <li>School Governance Council</li> <li>ELAC</li> </ul>	<ul style="list-style-type: none"> <li>Development Group</li> <li>Measure A</li> <li>BayCES</li> </ul>

**TASK 3**

- Assign special education teachers to each small school, and program. Each small school and program is developing its own particular plan to be updated yearly.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration Team</li> <li>• Team Leaders</li> <li>• Special Education teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration time between small school teachers and special education teachers</li> <li>• Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Lesson plans</li> <li>• Academic performance of special education students</li> </ul>	<ul style="list-style-type: none"> <li>• SY 04-05 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Meetings</li> <li>• School Governance Council</li> <li>• Staff Meetings</li> <li>• Special Education Department Meetings</li> <li>• Small School meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Development Group</li> <li>• Measure A</li> <li>• BayCES</li> </ul>

**TASK 4**

- Continue to develop assistive technology plan that includes audio books, accessible texts, and instructional materials to support mainstream curriculum. Disseminate assistive technology in an equitable manner to each academic program and comprehensive school department..
- Assign Special Education staff members(s) release time for this job.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Special Education teachers</li> <li>• District support</li> <li>• Technology Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Teachers</li> <li>• Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Grant Applications to BSEP and BHS Development Group</li> </ul>	<ul style="list-style-type: none"> <li>• SY 04-05 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Meetings</li> <li>• School Governance Council</li> <li>• Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Development Group</li> <li>• Measure A</li> <li>• State Technology Funds</li> </ul>

**TASK 5**

- Develop handbook for inclusion and support of special education students. The handbook should include such topics as: staff notification protocol, grading rubrics, and suggested curricular accommodations.
- Provide summer staff development time for completion of this task.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Special Education teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Teachers</li> <li>• Special Education Supervisor</li> <li>• Teachers</li> <li>• Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Handbook</li> <li>• Teacher feedback on handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 07</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Meetings</li> <li>• School Governance Council</li> <li>• Staff Meetings</li> <li>• Special Education Department Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Development Group</li> <li>• Measure A</li> </ul>

**TASK 6**

- Design a specific pilot plan to introduce team teaching

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Special Education teachers</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Teachers</li> <li>• Special Education Supervisor</li> <li>• Teachers</li> <li>• Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Draft of plan</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented 2006-2007 Small Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• School Governance Council</li> <li>• Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Berkeley High School Development Group</li> <li>• Measure A</li> </ul>

**TASK 7**

- Improve transition services including increased use of Workability Services

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Special Education Teachers and Administrator</li> <li>• Workability teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Lead Teacher focus</li> <li>• County and State transition workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Workability data</li> <li>• Individualized Education Plan transition data</li> </ul>	<ul style="list-style-type: none"> <li>• SY 06-07 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• District Special Education Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Development Group</li> <li>• Measure A</li> </ul>

## School-wide Action Plan Area: **SAFETY AND DISCIPLINE**

### **Goal**

Berkeley High School will establish discipline procedures that emphasize early intervention, student support, and positive school culture as a means to reduce and/or prevent negative behaviors. Student behaviors will be improved by creating a school culture of success and by increasing communication between students, staff, and parents. An Intervention Coordinator that coordinates and facilitates interventions will simplify and streamline the behavior intervention process, addressing problems before they escalate and providing thorough documentation of incidents. Data analysis will indicate successes and/or improvements that need to be made.

### **Purpose**

Develop a culture of high expectations behaviorally and academically and support mechanisms so that all students can reach those outcomes. By focusing on positive early intervention and prevention Berkeley High expects to decrease inappropriate behavior and increase academic success for all students.

### **Intended Outcomes**

A focus on prevention and positive early intervention will:

- Contribute to a positive and safe environment for all students and staff.
- Reduce the number and severity of inappropriate student behaviors.
- Increase the utilization and impact of intervention services.
- Improve attendance and academic achievement by individuals and groups.
- Increase communication to inform community about safety issues.

### **Assessment/s**

Assess disaggregated discipline data and share with staff, School Governance Council. The goal is a continued reduction in major discipline incidents. School Governance Council will review and give recommendations to appropriate leadership bodies. See also: *Achievement Gap* and *Attendance*.

**TASK 1**

- Evaluate effectiveness of Intervention. A major responsibility of this position is developing programs and systems to support students who are not successful academically, behaviorally, and who are habitually truant. Possible functions could include but are not limited to the following:
  - Coordinate data collection and analysis regarding at-risk students.
  - Work closely with support personnel to ensure that at-risk students receive adequate support to be successful.
  - Develop an after-school program for students who are challenged academically
  - Coordinate Ninth Grade Support Team.
  - Utilize the Ninth Grade Support Team model to develop similar teams for 10 – 12 grades.
  - Collaborate with classroom teachers to determine support/intervention strategies for identified students.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Parent Resource Coordinator</li> <li>• ELL Personnel</li> <li>• School Support Service Personnel</li> <li>• OCI Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Site Administration</li> <li>• OCI Staff</li> <li>• Technology Support Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Incidence of repeat referrals</li> <li>• Documentation of alternative forms of intervention</li> <li>• School-wide referral analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2005: Write Measure A proposal for position</li> <li>• If approved, position would start in Fall, 2005 and planning of position to take place in Spring of 2005.</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration meetings</li> <li>• Staff meetings</li> <li>• Yearly updates</li> </ul>	<ul style="list-style-type: none"> <li>• Measure A</li> </ul>

**TASK 2**

- Provide training for staff that integrates a focus on safety and discipline and includes:
  - Collaboration between safety officers and teachers
  - Workshops focused on culturally relevant instruction and differentiated instruction
  - Monitor efficacy and outcomes of safety officers
  - Training on Forms/SASI/BeMail
  - Positive Behavioral Support Training
  - Provide staff training to help the staff become culturally competent
  - Disaster preparation training
  - Opportunities for staff to share best practices

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• OCI Staff</li> <li>• Counselors</li> <li>• Teachers</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Site Administration</li> <li>• OCI Staff</li> <li>• Data inquiry workshops conducted by BayCES</li> <li>• Technology support personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluations of PD effectiveness</li> <li>• Student work</li> <li>• Teacher collaboration time</li> <li>• Professional development agendas</li> <li>• Staff meeting minutes</li> <li>• Lesson plan collection</li> <li>• Introduce safety staff to all staff at beginning of each school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 05 and Ongoing</li> <li>• Professional development Plan</li> <li>• Disaster Preparation Training by Spring 2008</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration Meetings</li> <li>• Staff Meetings</li> <li>• Yearly Updates</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> <li>• BHS Development Group</li> </ul>

**TASK 3**

- Continue to build student awareness through:
  - Grade-level Assemblies concerning attendance, respect, safety and discipline issues. Grade level assemblies to be structured for small schools, programs, and comprehensive high school grade level groups.
  - Evaluate the effectiveness of the student behavioral contract.
  - Build student/parent/staff/community awareness of safety problems incidents on or near campus.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• OCI Staff</li> <li>• Counselors</li> <li>• Teachers</li> <li>• Students</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Site Administration</li> <li>• OCI Staff</li> <li>• Teachers</li> <li>• Diversity centered workshops</li> <li>• Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Student Perception Survey, questions regarding school climate</li> <li>• Assembly Agendas</li> <li>• Teacher feedback</li> <li>• Lesson plans</li> <li>• Student work</li> <li>• Workshop agendas/minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 05 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration Meetings</li> <li>• Staff Meetings</li> <li>• All parent organizations</li> <li>• Yearly Updates</li> </ul>	

**TASK 4**

- Work on recruitment efforts to have more gender and ethnic diversity of safety staff (safety officers, OCI staff, counselors)

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• District Support</li> </ul>	<ul style="list-style-type: none"> <li>• Safety Staff demographics representative of student population</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 05 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Meetings</li> </ul>	

**TASK 5**

- Create our own Internet Café, to provide internet access to those parents who do not have internet access at home.
- Provide parents with access to ClassXP information system for their particular child for attendance/grading.
- Create bemail account for parents

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Technology department</li> <li>• Parent Resource Center Coordinators</li> <li>• Parents</li> <li>• Parent EL liaison</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Technology support personnel</li> <li>• Parent Resource Center</li> <li>• Parent volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback through focus groups</li> </ul>	<ul style="list-style-type: none"> <li>• Not Completed</li> <li>• Spring 06</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Meetings</li> <li>• Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• State Technology Funds</li> </ul>

**TASK 6**

- Utilize technology to support safety and discipline through the following:
  - SASI read privileges for all staff.
  - Evaluate and increase number of cameras in sensitive areas
  - Make sure all intercoms in school are working in case of emergencies. (Direct intercom to safety team in case of emergencies.)
  - Create electronic referral template for teachers so they can make referrals by Bemail
  - Disseminate information to staff and parents when referrals and suspensions take place.
  - Utilize email/walkie talkies to increase and strengthen communication between safety officers and teachers.
  - Provide Teacher Handbook online supporting discipline process/expectations.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Technology Department</li> <li>• OCI Staff</li> </ul>	<ul style="list-style-type: none"> <li>• District technology support personnel</li> <li>• BHS Technology support personnel</li> <li>• SASI/ClassXP workshops</li> <li>• Staff SASI/ClassXP peer mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Technology use survey</li> <li>• Staff perception survey</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2005</li> <li>• See attached Technology Plan</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• State Technology Funds</li> </ul>

**TASK 7**

- Create a yearly safety and discipline committee comprised of support persons, teachers, student and parent representatives. The major function of this committee will be to give input on how to best implement the safety and discipline plan.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• Support Personnel</li> <li>• Counselors</li> <li>• OCI Coordinator</li> <li>• Safety Officers</li> <li>• Students</li> <li>• Community mentors</li> <li>• Small School Lead Teachers</li> <li>• Parent Resource Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Site Administration</li> <li>• OCI Staff</li> <li>• Teachers</li> <li>• Workshops</li> <li>• Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and discipline data</li> <li>• BHS Intervention Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 05 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Student assemblies</li> <li>• Student leadership meetings</li> <li>• Administration Meetings</li> <li>• Staff meetings</li> </ul>	

**TASK 8**

- Create a Student Court to provide students with intervention alternatives. Evaluate at the end of the year

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• Student Activities Director</li> <li>• Student Leadership</li> <li>• Students</li> <li>• Community mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Workshops – both for students and facilitators</li> <li>• Partnerships with community organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Review of the process from participants</li> </ul>	<ul style="list-style-type: none"> <li>• Planning; Spring 05</li> <li>• Implementation: Fall 05 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Student Assemblies</li> <li>• Student Leadership Meetings</li> <li>• Administration Meetings</li> <li>• Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Boalt Hall Law School</li> <li>• Community Fund</li> <li>• Measure A</li> <li>• In Dulci Jubilio</li> <li>• BSEP</li> <li>• Chancellor’s Community Partnership</li> </ul>

## Schoolwide Action Plan Area: **ATTENDANCE**

### **Goal**

Berkeley High School is committed to accurate, reliable, and systematic attendance practices. Attendance practices include the procedures for daily attendance taking, informing parents and staff about absenteeism, maintaining accurate records and being accountable for the daily occurrence of these procedures. Our proposal includes a strong intervention program for habitual truants.

### **Purpose**

Continue proactive and responsive measures to increase the attendance rate for all students leading to increased achievement outcomes for all students while working towards eliminating the achievement gap.

### **Intended outcomes**

- Increase the attendance rate for all students
- Increase the effectiveness of the attendance policy
- Increase the utilization and impact of intervention services

### **Assessment/s:**

Continue to share disaggregated attendance data and discuss proactive strategies to increase the attendance rate for all student (in both the comprehensive high school and small schools) sub groups at staff meetings/professional development days. All student sub groups will show an increase in yearly attendance. See also: *Achievement Gap, Curriculum, 9th Grade Program.*

**TASK 1**

- Implement and evaluate use of online attendance
- Add email addresses in SASI to notify parents via email
- Develop technological capacity of parents' ability to login with a password to view own students' attendance for 2007-08 school year using Edline

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• BHS Administration &amp; Technology Coordinator</li> <li>• Site and District Technology Coordinators</li> <li>• Districtwide support</li> </ul>	<ul style="list-style-type: none"> <li>• Training on taking online attendance and data retrieval regarding students.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase accuracy of daily attendance reports submitted by teachers</li> <li>• Technology plan</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2007</li> <li>• Ongoing</li> <li>• NTI.com Reports</li> <li>• Fall 06</li> <li>• Fall 07</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Meetings</li> <li>• Staff Meetings</li> <li>• Yearly Report</li> </ul>	<ul style="list-style-type: none"> <li>• Technology funds</li> <li>• Measure A</li> <li>• Parent support</li> </ul>

**TASK 2**

- Assess attendance policy and attendance data including:
  - Create Attendance Policy Committee comprised of students, administration, teachers, and parents, to review, assess, and give input on an ongoing basis
  - Provide quarterly attendance reports to School Governance Council.
  - Create and implement mechanism to generate reports that identify students who are in danger of having their grade lowered due to tardies and/or absences.
  - Add comment code to Report Card which warns students who are close to having grades lowered and add possibility of two separate comments on Report Card: "Grade lowered due to unexcused absences" and "Excessive absences" (grade not lowered)
  - Assess teacher implementation of new policy.
  - Assess effectiveness of methods used to contact parents and explore alternative methods of communication
  - Integrate attendance data into ongoing staff development
- Provide data and information regarding attendance policies to staff and community.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administrative Team</li> <li>• Attendance Office</li> <li>• Technology Coordinator</li> <li>• Counseling Department</li> <li>• Panel for appeals</li> <li>• School Governance Council</li> <li>• School Governance Council</li> <li>• Attendance data reviewed within small school/program teams</li> </ul>	<ul style="list-style-type: none"> <li>• Training for staff on inquirybased assessment and decisionmaking</li> </ul>	<ul style="list-style-type: none"> <li>• Overall decrease in tardies and absences</li> <li>• Increase in number of teachers implementing new attendance policy</li> <li>• Compare student data on SASI with teacher records, and include survey items on</li> <li>• Teacher Perception Survey</li> <li>• NTI Reports</li> <li>• Online access to Edline for attendance/grades</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 07</li> <li>• Ongoing</li> <li>• Fall 07</li> <li>• Ongoing</li> <li>• Fall 05</li> <li>• Spring 05</li> <li>• Fall 05</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Meetings</li> <li>• Staff meetings</li> <li>• School Governance Council</li> <li>• Yearly Report</li> <li>• Department meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletter</li> </ul>

**TASK 3**

- Augment automated attendance technology by utilizing parent volunteers. Expand the role of the Volunteer Coordinator to create a structured plan for calling parents/guardians of students whose absences are not cleared within 5 days.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administrative Team, Community Volunteer Coordinator, Attendance Office</li> </ul>		<ul style="list-style-type: none"> <li>Decrease in number of calls made and letters sent. Improved communication between school and families. Improved attendance of target students.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Measure A</li> </ul>

**TASK 4**

- Whole School Advisories Plan: Each academic program will have a component of their advisory plan that is directed at improving student attendance.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Small School Administrators, Counselors, Student Support Teams, School Governance Council</li> </ul>	<ul style="list-style-type: none"> <li>School visitations</li> <li>Workshops</li> <li>Teacher research groups</li> <li>Site administration</li> </ul>	<ul style="list-style-type: none"> <li>Overall decrease in tardies and absences in small schools</li> <li>Compare to large school where advisories are not in place</li> </ul>	<ul style="list-style-type: none"> <li>Fall 08</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> <li>Yearly report</li> <li>Small Schools Transition Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>BayCES</li> </ul>

**TASK 5**

- Identify students with habitual tardies and absences, and develop an intervention plan which utilizes supports services, such as mentor programs, SART, or other systematic approaches, to improve their attendance.
- Pilot a Student Attendance Review Team (SART) that focuses on using proactive measures to reduce high rate of unverified absences for target students.
- Work with the district to use the Student Attendance Review Board (SARB) process.
- Implement random tardy sweeps

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administrative Team, On Campus Intervention, Intervention Coordinator, counselors</li> <li>• 9th grade Support Team</li> <li>• District Support Services</li> <li>• Lead Teachers</li> </ul>		<ul style="list-style-type: none"> <li>• Identified students show decrease in tardies and absences</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• 9th grade Fall 06</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Meetings</li> <li>• Staff Meetings</li> <li>• School Governance Council</li> <li>• Yearly Report</li> <li>• Fall 07</li> <li>• Fall 06</li> <li>• Implement Fall 06/07 and ongoing</li> </ul>	

**TASK 6**

- Explore implementing a program to recognize and reward students with outstanding attendance.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administrative team, counselors, Student Leadership</li> </ul>		<ul style="list-style-type: none"> <li>• Change in student culture regarding attendance and increase in number of students with perfect attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• Staff meetings</li> <li>• School Governance Council</li> <li>• Yearly report</li> <li>• Department meetings</li> <li>• Student Government meetings</li> </ul>	

## School-wide Action Plan Area: **GENERAL SCHOOL CULTURE**

### **Goal**

Berkeley High staff and students will establish and agree to systems, policies and organizations that foster collaborative cultures and encourage stakeholders to trust each other, share information and accountability, serve all students effectively, and continue to contribute to a positive academic, social and physical environment.

### **Purpose**

1. To build positive relationships and community at BHS
2. To increase student support (especially for at-risk students) and student ownership of their social activity, behavior, and academic expectations at BHS
3. To create a culture with the underlying goal being high academic and behavioral standards.

### **Intended outcomes**

Timely and consistent implementation of these action items should:

- Empower students within the Berkeley High community.
- Increase sense of trust and buy-in for all stakeholders (students, staff, parents, community).
- Increase job satisfaction for staff.
- Work toward closing the achievement gap.
- Support students to improve academic achievement.
- Create a culture of student learners.
-

## Staff Climate/Culture

### TASK 1

- Evaluate the annual school-wide professional development plan integrating professional development activities involving all BHS staff (classified and certificated) focusing on our school goal for increasing academic outcomes for all students while eliminating the achievement gap.
- Develop a classified professional development plan

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Professional Development Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Administration team</li> <li>• Staff</li> <li>• Students</li> <li>• Staff development planning sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented Fall 05</li> <li>• Ongoing</li> <li>• Training November 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• Staff meetings</li> <li>• School Governance Council</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> <li>• Measure A</li> </ul>

### TASK 2

- Train staff in the use of school systems and policies (SASI, attendance, discipline, cell phone policies)

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administrators, technology use experts, teachers</li> <li>• (See attached Technology Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Administration team</li> <li>• Staff</li> <li>• Students</li> <li>• Staff development planning sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Survey teachers at end of first grading period on comfort levels with systems and policies, efficacy of systems use, and suggested modifications.</li> <li>• Completed and ongoing for new staff</li> </ul>	<ul style="list-style-type: none"> <li>• Training before 2005-2006 school year</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• Staff meetings</li> <li>• School Governance Council</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft and Technology Grant</li> </ul>

### TASK 3

- Use communication opportunities (staff development meetings, BeMail discussions) to come to clear agreements and a commitment to consistent implementation of systems and policies.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• All staff</li> <li>• School Governance Council</li> </ul>	<ul style="list-style-type: none"> <li>• Administration team</li> <li>• Staff</li> <li>• Students</li> <li>• Staff development planning sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative oversight and feedback to observed teachers; surveys within departments, On Campus Intervention, counseling department.</li> </ul>	<ul style="list-style-type: none"> <li>• Start of 05-06 school year and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• Staff meetings</li> <li>• School Governance Council</li> </ul>	

**TASK 4**

- Work on recruiting and hiring an increasingly diverse staff that reflective of the student body.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administrators, hiring committee</li> </ul>	<ul style="list-style-type: none"> <li>Administration team</li> <li>Staff</li> <li>Students</li> <li>Staff development planning sessions</li> </ul>	<ul style="list-style-type: none"> <li>Analyze new staff demographics</li> <li>Recruitment delegations sent to NBC</li> <li>Using alternative forms of advertisement</li> </ul>	<ul style="list-style-type: none"> <li>Start of 05-06 school year</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> </ul>	

**TASK 5**

- Hold an all staff retreat at the beginning of the year and follow up community-building activities and events throughout the year.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Administration team</li> <li>Staff</li> <li>Students</li> <li>Staff development planning sessions</li> </ul>		<ul style="list-style-type: none"> <li>Not completed</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> </ul>	

**TASK 6**

- Implement a Student Experience/Perception Survey that provides feedback regarding instruction. Investigate teacher evaluations by students.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>BFT</li> </ul>	<ul style="list-style-type: none"> <li>Administration team</li> <li>Staff</li> <li>Students</li> <li>Staff development planning sessions</li> </ul>		<ul style="list-style-type: none"> <li>Small Schools/Program <ul style="list-style-type: none"> <li>CAS - 2006-2007</li> <li>BIHS Pilot - 2007-2008</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> </ul>	

## Student Climate/Culture

### TASK 1

- Use staff development time and student class assemblies to develop school wide community agreements on behavioral expectations and disciplinary consequences, post and teach these expectations and consequences.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Teachers, trained student government representatives (class presenters who share policy and explain why (prep for employment))</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff development planning sessions</li> <li>Workshops</li> </ul>	<ul style="list-style-type: none"> <li>Administrative observation, OCI report of teacher follow through in enforcing these expectations</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Start of 05-06 school year and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>BayCES</li> </ul>

### TASK 2

- Work with Student Leadership so that it becomes a central body in the school that provides representation and leadership toward academic and social goals and opportunities.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Student Activities Director and student leaders</li> <li>Administration</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff development planning sessions</li> <li>Workshops</li> </ul>	<ul style="list-style-type: none"> <li>Legitimate and transparent democratic election process in place</li> <li>Increased Student leadership/engagement in more direct social and community activities; Health and Wellness Fair, Blood Drive, Service Week, Unity Week, and cultural/gender awareness events</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> </ul>	<ul style="list-style-type: none"> <li>Throughout 05-06 school year and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>BayCES</li> </ul>

**TASK 3**

- Integrate student activities to increase positive collaboration and school culture (for example sports competition staff v. students)

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Student Leadership and/or leadership team</li> <li>• Student Activities Director</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Team</li> <li>• Staff</li> <li>• Students</li> <li>• Staff development planning sessions</li> <li>• Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Student Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• Staff meetings</li> <li>• School Governance Council</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout 05-06 school year</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> </ul>

**TASK 4**

- Create and provide community-building activities at the beginning and throughout the year.
- 3 Days of Respect and Diversity integrated into curriculum
  - Unity Week
  - Motivational speakers
  - Small-group focus on welcoming freshmen

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Student government and teachers, Youth Together</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Team</li> <li>• Staff</li> <li>• Students</li> <li>• Staff development planning sessions</li> <li>• Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• -Clubs work together to form community-building cultural/diversity issues. ie.. BBQ Club and La Raza</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• Staff meetings</li> <li>• School Governance Council</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> </ul>

**TASK 5**

- Add to existing concept of behavioral contracts to include link to participation in school activities.
- Have students develop a code of conduct agreement.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Student Activities Director</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Team</li> <li>• Staff</li> <li>• Students</li> <li>• Staff development planning sessions</li> <li>• Workshops</li> </ul>		<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• Staff meetings</li> <li>• School Governance Council</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Not completed</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> </ul>

## Student Support

### TASK 1

- Work with small school and program staff so that their students reflect the diversity of the student population at large according to Student Placement Support Plan.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Counselors, teachers, parents, tutors, senior-freshman</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> </ul>	<ul style="list-style-type: none"> <li>Student support teams in place for grades 9-12 modeled on current 9th grade support teams</li> </ul>	<ul style="list-style-type: none"> <li>Fall 05</li> <li>Beginning and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> <li>Student Leadership meetings</li> </ul>	

### TASK 2

- Continue to reduce number of serious incidents by responding rapidly, effectively, and consistently to offenses that often are treated as minor infractions creating a climate of respect for learning and the rights of others.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Intervention coordinator and/or counselors,</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> </ul>	<ul style="list-style-type: none"> <li>Dean of Students regularly provides data to administrative team and safety officers. Reviews incidents and develops ongoing response policies and preventative measures.</li> </ul>	<ul style="list-style-type: none"> <li>Fall 05 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> </ul>	

**TASK 3**

- Investigate the use of ‘vertical families’) to link freshman with senior mentors throughout small school, program, and large school (similar to the CAS model).

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Teachers, Administration, Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> </ul>		<ul style="list-style-type: none"> <li>Fall 05</li> </ul>		

**TASK 4**

- Send support strategies home to parents of all students via multiple forms of communication to include the BHS website, brochures, and newsletter. Investigate incorporating the use of parent nights to teach strategies on how parents can work with their children to ensure their academic success.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Teachers, OCS, admin., counselors, PIQE</li> <li>ELL Department</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> </ul>	<ul style="list-style-type: none"> <li>Small Schools</li> <li>Parent Counsels</li> </ul>	<ul style="list-style-type: none"> <li>Not completed</li> <li>Ongoing</li> <li>2007 Back-to-School Night</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Progress Report data and sending letters home detailing resource options to families of most academically challenged students</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer Coordinator</li> </ul>

**TASK 5**

- Continue to strengthen our community efforts in order to bring more parents, particularly parents of color, into our school learning community to ensure that all parents have equitable opportunity to give input on the school’s program.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration, teachers, counselors, student support personnel, ELL, Parent Groups, PIQE</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer Coordinator</li> <li>Parent Resource Center Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Regularly access composition of our school committees and decision-making bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>-Parent Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>Measure A</li> </ul>

## Berkeley High School Facilities

### TASK 1

- Develop a clear custodial and maintenance plan for the school.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Students</li> <li>Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> <li>Recycling Committee</li> <li>City of Berkeley</li> </ul>	<ul style="list-style-type: none"> <li>Develop &amp; Follow work expectations with consistent accountability measures. Also implement a evening Maintenance Supervisor and an Athletic facilities Grounds Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>06-07 School Year and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> <li>Small Schools Transition Team</li> </ul>	<ul style="list-style-type: none"> <li>Measure B Funds</li> <li>Board Funds</li> </ul>

### TASK 2

- Continue to improve courtyard landscaping.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Students</li> <li>Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> <li>Recycling Committee</li> <li>City of Berkeley</li> </ul>	<ul style="list-style-type: none"> <li>Develop &amp; Follow written grooming and re-planting schedule</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> <li>Small Schools Transition Team</li> </ul>	<ul style="list-style-type: none"> <li>Measure B Funds</li> <li>Board Funds</li> </ul>

**TASK 3**

- Provide for clean and well-maintained restrooms

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Students</li> <li>Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> <li>Recycling Committee</li> <li>City of Berkeley</li> </ul>	<ul style="list-style-type: none"> <li>Develop &amp; Follow continuous daily monitoring schedule</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> <li>Small Schools Transition Team</li> </ul>	<ul style="list-style-type: none"> <li>Measure B Funds</li> <li>Board Funds</li> </ul>

**TASK 4**

- Plan for renovation of C building and the Community Theatre

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Students</li> <li>Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> <li>Recycling Committee</li> <li>City of Berkeley</li> </ul>	<ul style="list-style-type: none"> <li>Replace Berkeley Community Theater main curtain and work with District &amp; Project Manager on major renovation</li> </ul>	<ul style="list-style-type: none"> <li>05-06 School Year and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> <li>Small Schools Transition Team</li> </ul>	<ul style="list-style-type: none"> <li>Measure B Funds</li> <li>Board Funds</li> </ul>

**TASK 5**

- Finalize and work to implement the South of Bancroft Master Plan

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Students</li> <li>Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> <li>Recycling Committee</li> <li>City of Berkeley</li> </ul>	<ul style="list-style-type: none"> <li>-Replace athletic field turf and work with South of Bancroft Committee on major renovation</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> <li>Small Schools Transition Team</li> </ul>	<ul style="list-style-type: none"> <li>Measure B Funds</li> <li>Board Funds</li> </ul>

**TASK 6**

- Promote the display of student art work and create a student art gallery

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Students</li> <li>Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> <li>Recycling Committee</li> <li>City of Berkeley</li> </ul>	<ul style="list-style-type: none"> <li>-Create Art Gallery and work with Art teachers for display schedules</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>06-07 School Year</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> <li>Small Schools Transition Team</li> </ul>	<ul style="list-style-type: none"> <li>Measure B Funds</li> <li>Board Funds</li> </ul>

**TASK 7**

- Continue to improve the recycling program

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Students</li> <li>Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> <li>Recycling Committee</li> <li>City of Berkeley</li> </ul>	<ul style="list-style-type: none"> <li>Monthly meetings with recycle committee and custodial staff</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> <li>Small Schools Transition Team</li> </ul>	<ul style="list-style-type: none"> <li>Measure B Funds</li> <li>Board Funds</li> </ul>

**TASK 8**

- Work with small schools to clearly identify small school contiguous space.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Students</li> <li>Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Staff</li> <li>Students</li> <li>Staff Development Planning sessions</li> <li>Workshops</li> <li>Recycling Committee</li> <li>City of Berkeley</li> </ul>	<ul style="list-style-type: none"> <li>-Work with School Governance Council</li> </ul>	<ul style="list-style-type: none"> <li>05-06 School Year</li> </ul>	<ul style="list-style-type: none"> <li>Administration meetings</li> <li>Staff meetings</li> <li>School Governance Council</li> <li>Small Schools Transition Team</li> </ul>	<ul style="list-style-type: none"> <li>Measure B Funds</li> <li>Board Funds</li> </ul>

## School-wide Action Plan Area: **COMMUNICATION**

### **Goal**

Improve communication among all members of the Berkeley High Schools Learning Community through various media and many languages

### **Purpose**

To improve and facilitate communication among all of the stake holders in the Berkeley High Schools Learning Community and collect data concerning the needs and wants of the various member groups towards increasing the academic outcomes for all students

### **Intended outcomes**

Timely and consistent implementation of these action items should:

- Provide transparency in the school systems
- Provide access for all stake holders to all information
- Improve information about student opportunities for support, input, and activities
- Diverse communities of Berkeley receive information about excellent academic options that are available to all students

### **Assessment/s:**

Student, parent, teacher, survey as well as School Governance Council feedback

**TASK 1**

- Student Daily Bulletin:
  - Read aloud over the PA and post written copies in visible areas around the school.
  - Teachers to ensure that students are listening to bulletin when read over PA

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Students</li> <li>• Teachers</li> <li>• Student Government</li> <li>• BHS Clubs</li> </ul>		<ul style="list-style-type: none"> <li>• Student Perception Survey</li> </ul>	<ul style="list-style-type: none"> <li>• 05-06 School year and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• Staff meetings</li> <li>• Student Government meetings</li> </ul>	

**TASK 2**

- Ensure that all teachers are reachable by BeMail and have access to SASI.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Technology Department</li> </ul>	<ul style="list-style-type: none"> <li>• Experienced teacher tech users</li> <li>• Tech Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher technology use survey</li> </ul>	<ul style="list-style-type: none"> <li>• Completed and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• Staff meetings</li> <li>• School Governance Council</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Funds</li> <li>• Measure A</li> </ul>

**TASK 3**

- Continued website development:
  - Make sustainable process for keeping the website updated
  - Add information in multiple languages
  - Make website higher priority
  - Encourage teachers to have an individual websites
  - Continue technology class

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Students</li> <li>• Teachers</li> <li>• BHS Technology Department</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Workshops</li> <li>• Students</li> <li>• Tech Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Web site monitoring</li> <li>• Staff feedback at meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Not completed</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meetings</li> <li>• Staff meetings</li> <li>• School Governance Council</li> </ul>	

**TASK 4**

- Develop a student, parent, and staff perception survey. To be piloted in April of 2005.
- Curriculum Nights

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> <li>• Site Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>• Piloted Spring of 05</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff meetings</li> <li>• School Governance Council</li> <li>• Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> </ul>

**TASK 5**

- Hold a community forum once each semester to update the community on the state of BHS.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> <li>• Student Leadership</li> <li>• Student Activities Director</li> </ul>	<ul style="list-style-type: none"> <li>• Site Administration</li> <li>• Teachers</li> <li>• Parents</li> <li>• Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations of forum</li> <li>• Agenda from forum</li> <li>• Newsletter from principal</li> <li>• 9th grade parent coffee with principal</li> </ul>	<ul style="list-style-type: none"> <li>• SY 05-06 and Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff meetings</li> <li>• School Governance Council</li> <li>• Student Leadership</li> </ul>	

**TASK 6**

- Develop a system so that parents are part of the Four-year Plan process.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Team Leaders</li> <li>• Intervention Coordinator</li> <li>• Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting attendance rosters</li> <li>• Parents perception survey</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 07</li> <li>• SGC</li> </ul>	<ul style="list-style-type: none"> <li>• Parent meetings</li> <li>• Counselor meetings</li> </ul>	<ul style="list-style-type: none"> <li>• SB 813 funds</li> </ul>

**TASK 7**

- Distribute existing information on incoming freshman (regarding reading and math) to teachers to improve articulation with middle schools.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Counselors</li> <li>• Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Administration</li> <li>• Data Analyst</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 07</li> <li>• Data from middle schools on reading used to assign direct support via accelerated reader program.</li> </ul>	<ul style="list-style-type: none"> <li>• Department meetings</li> <li>• 9th grade support meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Measure A</li> </ul>

**TASK 8**

- Hire a Latino, Spanish Speaking Parent Liaison

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Students</li> <li>• ELL Department</li> </ul>	<ul style="list-style-type: none"> <li>• Site Administration</li> <li>• ELL Department</li> <li>• Parent volunteers</li> <li>• Students</li> </ul>		<ul style="list-style-type: none"> <li>• Fall 07</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff meetings</li> <li>• School Governance Council</li> <li>• ELAC</li> </ul>	<ul style="list-style-type: none"> <li>• Measure A</li> </ul>

**TASK 9**

- Explore placing kiosks in key locations where important information can be posted. (Hi-tech TV monitors around school / visual kiosk / computer kiosk station)

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Technology Department</li> <li>• Parent Resource Director</li> </ul>	<ul style="list-style-type: none"> <li>• Site Administration</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parent survey</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 05 – install computer stations</li> <li>• Pilot: Fall 05</li> <li>• Not Completed</li> </ul>		

**TASK 10**

- Consolidate information regarding academic support options – have a central location in the college career center where students can find out about academic support options.
- Design and distribute student support poster to be placed in all classrooms and offices.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Students</li> <li>• Parents</li> <li>• Student Leadership</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Counselors</li> <li>• Support program providers</li> </ul>	<ul style="list-style-type: none"> <li>• Student perception survey</li> <li>• Support program data regarding use of services</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Poster/flyer completed . Available through College Career Center and Admin office</li> <li>• Fall 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff meetings</li> <li>• School Governance Council</li> <li>• Student Leadership Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Measure A</li> </ul>

**TASK 11**

- Implement parent survey regarding communication. (Support Parent efforts to make the e-tree a mainstream source of information and investigate other mediums for parent outreach, like a phone-tree for parents who do not have internet access)

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Students</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Site Administration</li> <li>• Parents</li> <li>• Student Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data</li> </ul>		<ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff meetings</li> <li>• School Governance Council</li> <li>• Student Leadership meetings</li> </ul>	

**TASK 12**

- Question and answer cards at staff meetings.
- Monthly early morning staff meetings for teachers.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Q/A cards</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff meetings</li> </ul>	

**TASK 13**

- Regular distribution of the College Advisor’s Bulletin to all parents via multiple forms of communication.
- Inclusion of College Advisors’ column in all newsletters

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• College Career Advisors</li> </ul>	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• College/Career Advisors</li> </ul>		<ul style="list-style-type: none"> <li>• Completed and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff Meetings</li> <li>• Student Leadership Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Measure A</li> </ul>

**TASK 14**

- Get students sitting on various committees to go out to classes and give 5-10 minute talks about the meetings attended. Give students information from the eyes of students.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Student Leadership</li> <li>• Student Activities Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Student Activities Director</li> <li>• Student Leaders</li> <li>• Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Student Perception Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Not Complete</li> <li>• Small school leadership students make visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff Meetings</li> <li>• Student Leadership Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> </ul>

**TASK 15**

- Hold weekly 9th Grade Parents Coffee meetings.
- Have monthly meetings with Principal’s Advisory Council

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Principal</li> <li>• Parents</li> <li>• Students</li> <li>• Administration</li> </ul>			<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>		

School-wide Action Plan Area:  
**SMALL SCHOOL CONVERSION PROCESS**

**Goal**

Continued implementation and assessment of the Guiding Principles for BHS Small School Initiative established by the Berkeley Unified District School Board.

**Purpose**

- To eliminate the achievement gap.
- To improve personalization and academic outcomes for all students.

**Intended outcomes**

Develop Small Schools that

- Support high student achievement and equity
- Strengthen equity-centered professional learning communities
- Strengthen the collaboration and partnership among staff, students, parents and community
- Support struggling students, increase post-secondary opportunities, and create an equitable school culture

**Assessment/s**

Evaluate Achievement and Equity Goals throughout year in each Small School. Create intervention plan based on progress toward reaching the achievement and equity goal. Constant feedback from Leadership Council; Presentation to School Board.

See also: *Achievement Gap, Attendance, Safety and Discipline, Governance and School Culture.*

**TASK 1**

- Instructional Leadership
  - Provide support to improve curriculum and classroom instruction
  - Focus on differentiated instruction, culturally relevant pedagogy, and data-based inquiry
  - Prepare a 4-year course of study centered on the small school’s focus
  - Develop interdisciplinary projects and internship program

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Small schools staff, students, parents and Assistant Principal assigned to the small school</li> <li>• BayCES</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> <li>• Teacher Leaders</li> <li>• Small School Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Council</li> <li>• Leadership Team</li> <li>• BayCES</li> <li>• School Board</li> <li>• Administration</li> <li>• Datawise</li> <li>• Small School Individualized Work Plan for each small school</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Board</li> <li>• School Governance Council</li> <li>• Small School Leadership Council</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> <li>• Measure A</li> <li>• School Wide Discretionary Block Grant</li> <li>• Career and Technical Education Grant</li> </ul>

**TASK 2**

- Equity-Centered Professional Learning Community
  - Establish and monitor annual achievement and equity goals
  - Develop a yearly strategic work plan for each small school
  - Develop distributed leadership among small school staff for selected areas of work

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Small schools staff, students, parents and AP assigned to the small school with the support of BayCES</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> <li>• Teacher Leaders</li> <li>• Small School Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Council</li> <li>• Leadership Team</li> <li>• BayCES</li> <li>• School Board</li> <li>• BHS Administration</li> <li>• Datawise</li> <li>• Small school individualized work plan for each small school</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Small school Leadership Council</li> <li>• BayCES</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> <li>• Measure A</li> <li>• School Wide Discretionary Block Grant</li> </ul>

**TASK 3**

- Family and Community Partnerships
  - Develop a cross-constituent Leadership Council (composed of 4 teachers, 4 parents, 4 students, Lead Teacher (s), Counselor, and Assistant Principal) to guide the overall direction of the small school and monitor progress toward annual goals
  - Establish a Parent Council to build parent participation and advocacy
  - Post homework assignments on the PTSA homework site or on individual small school website
  - Arrange at least one public exhibition of student work each year

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Small schools staff, students, parents and AP assigned to the small school with the support of BayCES</li> </ul>	<ul style="list-style-type: none"> <li>• BayCES</li> <li>• Teacher Leaders</li> <li>• Small school</li> <li>• Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Council</li> <li>• Leadership Team</li> <li>• BayCES</li> <li>• School Board</li> <li>• BHS Administration</li> <li>• Datawise</li> <li>• Small School Individualized Work Plan for each Small School</li> </ul>	<ul style="list-style-type: none"> <li>• In Progress</li> <li>• Completed and Ongoing</li> <li>• Completed and Ongoing</li> <li>• Completed and Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School of Social Justice and Ecology (SSJE)</li> <li>• Community Partnership Academy (CPA)</li> <li>• Communication Arts and Science (CAS)</li> <li>• Arts and Humanities Academy (AHA!)</li> <li>• Completed and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• BHS Development Group</li> <li>• BayCES</li> </ul>

**TASK 4**

- Academic, Social, and Emotional Support for Student Learning
- Develop a student support plan to increase the academic success of all students
- Develop a plan for implementing advisories using input from all constituencies

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Small schools staff, students, parents and AP assigned to the small school with the support of BayCES</li> </ul>		<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Team Leaders</li> <li>• Counselor</li> <li>• Leadership Council</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Small schools</li> <li>• Leadership Team</li> <li>• Administration</li> <li>• Assistant Principal</li> <li>• Leadership Council</li> </ul>	

**TASK 5**

- Implement and evaluate Leadership Team’s (Composed of Lead teacher (s), Assistant Principal and BayCES coach) Work Plan for the 06/07 School Year.

Responsible and Involved Persons	Professional Development Resources	Means to Monitor Action Plan	Timeline	Methods to Report	Resources Other than General Fund
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Payroll Records</li> </ul>	<ul style="list-style-type: none"> <li>• SY 05 -06 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• Administration Meetings</li> </ul>	

## PROFESSIONAL DEVELOPMENT PROPOSAL

The following is a proposal for a Berkeley High School professional development three-year plan. The plan incorporates professional learning needs identified by staff members during the 2004 - 2005 WASC self-study process. The purpose of the proposal is to create a structure for the BHS staff that ensures coherence across the school's professional community while allowing for differentiation within the developing small school, program, and large school learning communities. For example, the goal of developing a college-going culture among all students will be a part of each professional development activity – however the strategies and methods of achieving that particular goal may differ according to the individual small school, program, and large school. The model will utilize teacher leaders to lead small groups of teachers in the examination of teaching practice, the exploration of varied teaching practices, and an ongoing analysis of student work as it related to changes in instruction. The overarching goal is to create a professional development structure that will support the development of an Equity Centered Development Learning Community (ECDLC) and which will be focused on our central tenet of providing educational equity and high achievement for all students while eliminating the achievement gap.

Professional Learning Content Area Identified in Self-Study	Structures, Strategies, and Tools	Phase 1: 2005 – 2006	Phase 2: 2006 – 2007	Phase 3: 2007 – 2008
<ul style="list-style-type: none"> <li>Differentiated Instructional Practices</li> <li>Culturally Relevant Instructional Practices</li> <li>Literacy</li> <li>Best Practices 101</li> <li>Sharing Services in Large School Transition Process</li> <li>Block Scheduling</li> <li>Data Based Inquiry</li> <li>Developing Math Skills</li> <li>Implementing Advisories</li> <li>Respect and Diversity Training</li> </ul>	<ul style="list-style-type: none"> <li>Structure:</li> <li>ECDLC</li> <li>Strategies (not limited to)</li> <li>Critical Friends</li> <li>Lesson Study</li> <li>Action Research</li> <li>Tools</li> <li>Data Based Inquiry</li> <li>Shadowing Protocols of staff and students</li> <li>Looking at Student Work Protocols</li> <li>Looking at Teacher Practice Protocols</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Reading and Math</li> <li>Primary Task(s):</li> <li>Identify Teacher Leaders</li> <li>Train Teacher Leaders</li> <li>Implement Small Teacher Learning Groups</li> <li>Determine whole-school staff development resources (workshops, speakers.)</li> <li>Determine learning community resource</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Reading and Math</li> <li>Primary Task(s):</li> <li>Continue support for Teacher Leaders</li> <li>Assess program and make necessary modifications</li> <li>Review configuration of Small Teacher Learning Groups</li> <li>Continue to locate and make available whole school and small learning group resources.</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Reading and Math</li> <li>Primary Task(s):</li> <li>Continue support for Teacher Leaders</li> <li>Assess program and make necessary modifications</li> <li>Review configuration of Small Teacher Learning Groups</li> <li>Continue to locate and make available whole school and small learning group resources.</li> </ul>

*In February 2006, the Berkeley High School Shared Governance Committee set goals for technology at the high school. These goals were consistent with the WASC Plan and set to maximize student achievement with a very limited set of resources devoted to technology. The goals from that document are below:*

### **BHS TECHNOLOGY GOALS 2006-08**

- ☑ **ESTABLISH ONLINE ATTENDANCE:** Teachers will be able to do their attendance online (Priority 1) and students and their parents/guardians will be able to access a student's attendance records online (Priority 2).
- ☑ **SUPPORT ONLINE GRADING:** Teachers will be able to utilize Grade Machine to calculate grades and Class XP to post their grades online (Priority 1) and students and their parents/guardians will be able to more easily access a student's grade records online (Priority 2).
- ☑ **IMPLEMENT SECURE WIRELESS:** Staff members and students will have the ability to connect to the web and BHS intranet through secure wireless access in the library, college/career center, and Student Union.
- ☐ **UPDATE EXISTING TECHNOLOGY:** Replace teaching staffs' computers with new PCs capable of supporting goals 1 and 2. Replace computers in computer labs with newer computers and upgrade software to support new programs. Improve functionality (including speed and reliability) of the network infrastructure.

*Passed by Berkeley High School Shared Governance Feb. 2006*

- ☑ **TECH REPRESENTATIVES MENTOR PROGRAM** re-instated Fall 2007
  - A Rep/Mentor has been identified for each learning community at BHS. This group includes parents/students/staff members/teachers.
  - Regular monthly meetings beginning Fall of 2007
  - Reps/Mentors were provided with a resource binder including a description of their role, guidelines, technology priorities, and a list of all mentors.
- ☑ **EDLINE IMPLEMENTED** at a foundational level with plans for increasing its use in the future beginning Fall 2007.
  - Teachers have been given access and provided with in-person training opportunities and printed materials with more follow-up training opportunities in the future.
  - Parents have been given access and provided with printed materials with more follow-up training opportunities in the future as of Fall 2007.

- All teachers have entered their progress reporting period grades electronically as of October 2007, in ClassXP. This information is then sent to our SASI information system, which is then automatically communicated with Edline for access by staff members, parents, guardians, and students.
- A Technology Newsletter is published monthly with important and useful information related to technology developments/uses at Berkeley High School.

**NOTES:**

1. Goal #4's intent is to replace, not augment existing computer systems. When a new system goes in, an old one goes out. Given that many of the computers are six or more years old, retaining aging systems, even if currently functional, is not a reasonable action, as the costs for staff time spent maintaining aging equipment exceeds the value of the equipment.
2. Staff has been, and is likely to continue to be two full-time classified staff (one a 12-month employee, and one a 10-month employee) and a certificated position partially dedicated to technology support. The two classified positions are funded by the Technology allocation of Measure A.
3. On a campus as large as the high school, and with the varied support needs, standardization of systems is essential, as it leads to efficiencies in maintaining the equipment.
4. Security for technology systems is a necessary component of any technology deployment in the high school.
5. Increase Home to School communication.
6. Provide Instructional Technology Resources/Training to Teachers for their specific teaching area.

**THE FOLLOWING ACTIONS WERE TAKEN TO MEET THESE GOALS:**

1. The Berkeley High network, which was implemented with an inefficient design, was completely redesigned and equipped with new network switches in summer 2006. The new network:
  - Allows rapid access to the district SASI server for attendance and other functions
  - Allows segregation of traffic in labs ("student" traffic) from computers on teachers' desktops ("teacher" traffic).
  - Has three subnets for the campus instead of the previous one, speeding network functions

2. A lease of 200 computers placed one new PC in each classroom (or other room where students worked with certificated staff). An additional 20 new computers replaced 20 of the 32 computers in the G204 computer lab. The new computers, coupled with the new network infrastructure, were necessary to accomplish goal #1 of the Technology Plan.
3. Since January 30, 2007, teachers take role electronically, sending their attendance directly in SASI. The system is successfully operational, with very little change in ADA from the previous year (based on February 2006 vs. February 2007).
4. Wireless access has been implemented in the D Building.

**IMPORTANT NOTE:** It should be noted that the ongoing technology monies for the school which come from Measure A are completely allocated to the paying the lease payment for the new classroom computers, with only a small amount left over for routine maintenance. Therefore, additional computers for the high school, including replacement of existing computers must come from one-time funds or outside sources.

#### **Next steps: Spring and Summer 2007**

1. Online access for parents of grading information is scheduled to be implemented by the beginning of the 2007-08 school year.
2. Electronic grading was implemented by the beginning of the 2007-08 school year, and introduced to teachers in August 2007.
3. Continue the replacement of existing computers with new computers. This includes the computer labs in G204 (the final 12 computers), H205, H102 (the Jacket and Yearbook labs, Digital Photography classroom), and other pods of computers throughout the school. Based on current estimates of one-time money from the Microsoft Anti-Trust settlement, there will be sufficient funds to finish the replacement computers in the G204 and buy new computers for either H205 and H102. Additional one-time Microsoft Settlement funds are likely in 2008-09 which could be used to finish whatever of these two rooms was not finished in 07-08.
4. There is the availability of other one-time funds that may be used for technology, as determined by School Governance Council. In order to maintain these computers, there must be consistent platforms and security schemes for all new computers.

## **Current Status: General Purpose Computer Labs**

### **CLASSROOM LABS**

For a school with an enrollment of more than 3000 students, Berkeley High does not have sufficient computer lab space for non-computer classes. The only two general-use labs are G204 and the library computer lab, which being located in the far northeast corner of campus, is difficult to use effectively for many classes. Since classroom space is at a premium, it is not possible to consider devoting another classroom space into a full-time computer lab.

- The library computer lab is functional is, the computers should be functional for at least two additional school years.
- Twenty of the computers in G204 have been replaced. An additional 14 computers are needed.

### **MOBILE COMPUTER LABS (CARTS)**

Mobile carts house 15 to 30 computers, and generally come equipped with a wireless access point for connecting to a printer and for accessing the Internet. These carts are very valuable in a school like Berkeley High, where classroom space is at a premium, and are recommended as an alternative to devoting

N.B. Carts are designed to be moved between classrooms in a building. Carts fit easily on an elevator; however they are NOT designed to be moved outside, as the weight of the cart combined with the unevenness of the pavement damage the cart, and potentially, its contents.

There are three working mobile carts:

- A brand-new 30-computer Macintosh mobile cart that belongs to CPA.
- A working, but old 30-computer cart with Gateway laptops.
- A very old Macintosh cart that was resurrected recently. This cart will not remain functional for very long, as the computers are quite old and functional for only the most rudimentary tasks.

### **INFORMATION FOR FUTURE PURCHASES:**

Estimating costs:

- A good rule of thumb is that a desktop computer (Windows or Apple) costs about \$1000 after tax, lockdowns, etc are factored in.
- The list price of an Apple or Windows mobile lab (with printer, wireless switch, etc) with 20 computers, including tax, is almost \$30,000. However, buying several as one order, combined with end-of-quarter pricing, general discounts this number 10% or

more. Generally, allocated \$1250/laptop computer plus \$2000 for a cart is a good way to estimate costs.

**MINIMUM SPECIFICATIONS FOR ALL COMPUTER PURCHASES:**

- Apple Tiger operating system or later; or Windows XP SP2 or later (we do not recommend Vista at this time)
- 1 GB RAM larger, 60Gb hard drive or larger
- All computers must be purchased with a 3 or 4-year maintenance agreement.
- All computers must be purchased with lockdowns and/or other security devices and software. Laptops not on carts must include three years of Computer coverage.
- All computer purchases must have Tech Department approval as consistent with current standards.

## Berkeley High School **DECISION-MAKING MODEL 2006-2007**

### **Purposes and Goals**

#### Shared Decision-Making

While the Berkeley High School administrators and teaching staff bear the fullest responsibility for critical decision-making about pedagogy, curriculum and staff, it is crucial that there be ongoing collaboration, critical advice and partnership from the entire school community (students, parents and community members). The evolving shared decision making model proposed here is intended to more completely and efficiently involve the multiple overlapping constituencies on the Berkeley High School campus. The broad purposes and goals of this decision-making model are as follows:

#### **PURPOSES**

- To establish an effective school-wide interdependent decision-making structure at Berkeley High School that is transparent and available to teachers, students, parents and community
- To support appropriate forums for all voices to be heard, share information, learn and make crucial decisions
- To distribute school leadership among teacher leaders, parents, students and administrators

#### **GOALS**

- To empower all members of the Berkeley High School community through representative structures to share in decision-making that impacts the whole school community
- To provide opportunities to support productive dialogue in creating a shared vision toward educating all students attending Berkeley High School
- To create a shared decision-making process that takes collective responsibility for the academic achievement and success for every student
- To develop teacher leaders who are actively involved in the professional development and leadership of the entire faculty

## **ROLES OF CAMPUS GROUPS**

### **School Governance Council**

School Governance Council members will solicit input from their representative groups prior to a decision being made. The School Governance Council will meet twice a month.

#### **RESPONSIBLE FOR MAKING DECISIONS IN THE FOLLOWING AREAS:**

- School-wide curriculum decisions
- Issues related to curriculum and scheduling
- WASC Plan development, implementation and monitoring for results
- BSEP Fund 6 Allocation
- Planning for professional development
- Room assignments to departments and small schools
- Comprehensive school/small schools issues
- Staffing Allocations
- School wide policies
- Review of Facility Plans
- Review Safety plans
- Oversee categorical fund allocations

#### **MEMBERSHIP**

- All Teacher Team Leaders (11)
- Humanities and African American Studies Department Heads
- Administrators (2)
- Classified Staff Representative
- Parents (4) (One of these parents must be from a small school and they cannot all be from the same diversity category)
- Students (4) (One of these students must be from a small school)

- New Teacher Representatives (1)
- One additional representative from Counseling, Special Education, EL or Technology (1)

**NOTE:** When this group meets as the School Site Council, there will be 16 voting members: 8 staff, 4 parents, 4 students. A proportional number of staff will be small school teachers. The group as a whole will identify these 16 members and when the group will meet as the School Site Council. All of the above members will attend these meetings, but only the identified individuals may vote following School Site Council By Law and Education Code guidelines.

### **BSEP Committee**

The BSEP Committee will meet on average once a month.

#### **RESPONSIBLE FOR DECISION-MAKING IN THE FOLLOWING AREAS:**

- BSEP Fund 5 allocations
- Coordinate BSEP fund allocations with WASC Action Plan goals

#### **MEMBERSHIP**

- Parents (5)
- Students (5)
- Teachers (3 from School Governance Council)
- Administrator
- Classified staff representative

### **Departments, Smaller Learning Communities and Small Schools**

#### **RESPONSIBLE FOR DECISION-MAKING IN THE FOLLOWING AREAS:**

- Professional development
- Data collection and analysis
- Curriculum planning and development
- Department budget development and expenditures
- Master schedule input
- Room Assignments

- Input regarding Team Leader to the Principal
- Other curriculum issues

**NOTE:** Other areas of responsibility may be added with the approval of the principal.

### **Principal's Advisory Group**

The Principal's Advisory Group will be selected by the principal and serve for 1-year terms. This group will provide advice to the principal. Members will include parents, community members and students. The group will meet monthly, and will make no decisions.

### **English Learner Advisory Committee (ELAC)**

This body will meet at least once per quarter. The purpose of the committee is to advise the school on matters pertaining to its educational program for English Learners. The committee will operate according to the legal requirements described in the BUSD Master Plan for English Learners. Legally required committee activities are:

- Advise on the WASC Plan
- Conducting the school's needs assessment for ELLs.
- Discussing the school's language census (R30-LC form).
- Making parents aware of the importance of regular school attendance.
- In addition to these mandated activities, the committee will survey EL parents and include topics of interest.
- This group is made up of parents & staff of the ELL Department. Officers will be elected from this group.
- Chairperson
- Vice-Chairperson
- Secretary
- DELAC Representative
- SSC Liaison
- All other parents attending the meeting are considered members.

## **PTSA**

### **RESPONSIBLE FOR DECISION-MAKING IN THE FOLLOWING AREAS:**

- Input to the Administrative Team
- PTSA Funds
- Newsletter
- Etree
- Selection of representatives to the above decision making groups

## **Student Government**

### **RESPONSIBLE FOR DECISION-MAKING IN THE FOLLOWING AREAS:**

- Proposals to the Administrative Team regarding student activities
- Providing input to the above groups
- Student Body Funds
- Selection of representatives to the above decision making groups

