

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ACTION PLAN

Goal 1				
Develop and implement systematic school wide instructional practices so that students demonstrate higher critical thinking in all content areas.				
Rationale	CST, CAHSEE, CFA data, student writing samples, teacher and department reflection indicates that students: <ul style="list-style-type: none"> • Struggle to think and write with depth and complexity • Lack skills necessary to comprehend challenging texts independently • Demonstrate weakness in problem solving without direct teacher guidance 			
ESLRs	Critical Thinkers, Academic Achievers, Effective Communicators			
Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
1a. Provide on-going professional development that assists faculty and staff with consistently providing instruction that accesses higher critical thinking. Topics to include: <ul style="list-style-type: none"> • Assessment writing • Instructional practices • Differentiation • Scaffolding • Effective use of instructional time • Self-selected areas to address Growth Goals (Marzano) 	Instructional Leaders <ul style="list-style-type: none"> • Department Chairs • Instructional Coordinators • Teacher Experts • Administrators Educational Consultants	Professional literature Dedicated time Dedicated funding	California Standards Test(CST)/CAHSEE Data Common Formative Assessment (CFA) Data Analysis of student work Professional development evaluations Pre and post professional reflection Feedback from instructional rounds Common Summative Assessment (CSA) Data Course evaluation by students Passage rate by course (after implementation of uniform grading policy)	Ongoing Fall 2011 – ongoing Spring 2012 – ongoing Spring 2012 – ongoing Fall 2012 – ongoing Fall 2012 – ongoing Fall 2013 – ongoing Spring 2014 – ongoing Fall 2014 – ongoing

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ACTION PLAN

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
1b. Provide additional collaboration time for: <ul style="list-style-type: none"> • Sharing effective practices • Examining student assessment data • Developing common assessments • Examining student work • Developing learning targets in course-alike groups 	Curriculum & Instruction Committee Instructional Leaders <ul style="list-style-type: none"> • Department Chairs • Instructional Coordinators • Teacher Experts • Administrators 	Professional literature Collaborative Time <i>Zoom! DataDirector</i> CA Content/Common Core Standards Course Pacing Guides Dedicated Funding	Monitor CST/CAHSEE data Monitor CFA data Monitor CSA data Pre and post professional reflection Course evaluation by students Monitor passage rate by course (after implementation of uniform grading policy)	Ongoing Fall 2011 – ongoing Spring 2013 – ongoing Fall 2012 – ongoing Spring 2014 – ongoing Fall 2014 – ongoing

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
1c. Develop and Implement uniform grading practices that emphasize higher critical thinking and include: <ul style="list-style-type: none"> • Use of common rubrics • Use of common grading criteria • Use of CFAs • Use of CSAs 	Department Chairs Teachers Instructional Coordinators Administrators	Professional literature Collaborative Time <i>Zoom! DataDirector</i> CA Content/Common Core Standards Course Pacing Guides Learning Target Data CFAs/CSAs Data Dedicated Funding	Common Rubrics Common grading criteria – school wide and course specific Monitor passage rate by course	School year 2013-2014 School year 2013-2014 Fall 2014 – ongoing

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ACTION PLAN

Goal 2				
Develop and implement a school wide vocabulary program that accesses students' background knowledge to increase understanding, retention and application of curriculum in all content areas.				
Rationale	CST, CAHSEE, CFA data, student writing samples, teacher and department reflection indicates that students: <ul style="list-style-type: none"> • Demonstrate limited ability to understand and use essential content vocabulary • Demonstrate limited ability to understand and use essential general academic vocabulary 			
ESLRs	Critical Thinkers, Academic Achievers, Effective Communicators			
Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
2a. Identify academic terms for all courses	Course-alike teachers Department chairs Administrators	CA content/common core standards Content textbooks	Vocabulary lists	Fall 2011- ongoing

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
2b. Identify school wide vocabulary strategies and provide applicable professional development for their implementation	Instructional Leaders <ul style="list-style-type: none"> • Department Chairs • Instructional Coordinators • Administrators 	Professional literature	Classroom observations	November 2011 – ongoing
		CA content/common core standards	Pre and post professional reflection	Spring 2012 – ongoing
		Content textbooks	Monitor CFA data	Fall 2012 – ongoing
		Collaborative time Dedicated funding	Monitor CST/CAHSEE data	Fall 2012 – ongoing

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ACTION PLAN

Goal 3	Implement policies and programs to increase students' knowledge and understanding of the skills, requirements, and planning necessary to pursue post-secondary opportunities.			
Rationale	EAP data, A-G course completion, graduation rate, and enrollment in post-secondary education data indicates that: <ul style="list-style-type: none"> The number of students qualified to apply for post-secondary education is less than desired The number of qualified students applying for admission to post-secondary education is less than desired Students are not considering and/or pursuing all post-secondary options 			
ESLRs	Critical Thinkers, Academic Achievers, Responsible Citizens, Effective Communicators			
Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
3a. Develop and implement school wide computer literacy program to develop skills and knowledge necessary to become competitive in the 21 st century workforce.	Joint Leadership Team <ul style="list-style-type: none"> Department Chairs SLC Lead Teachers Administrators Teachers	Computer literacy software Up-to-date software Computers Dedicated classrooms Teaching personnel Professional development for teachers Dedicated funding – BCCHS funds + grant money Time Counselors SLC Clerical Staff	Monitor passage rate on computer literacy test of 9 th grade students (graduation requirement) Demonstrated computer knowledge of faculty Computer literacy program by grade level Establishment of computer labs Monitor percentage of students who have met graduation requirement by end of senior year (100% expected)	Spring 2012 Fall 2012 Fall 2012 – ongoing Fall 2012 – ongoing Spring 2015

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ACTION PLAN

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline	
3b. Establish partnerships with post-secondary educational institutions and community businesses to: Expose students to real world career experiences (job shadowing and internships) <ul style="list-style-type: none"> • Provide students with information and guidance regarding preparation for post-secondary goals • Provide students with business and educational contacts to assist in pursuing post-secondary goals 	Career Advisor/Internship Coordinator	Dedicated Funding	Establishment of Career Advisor/Internship Coordinator	Fall 2012	
	College Advisor	Dedicated Space			
	SLC Lead Teachers	Counselors	Data from Individualized Graduation and Post-Secondary Plan (IGPSP)	2012-2013 School year – ongoing	
	Administrators	College Advisor			
		Career Advisor/Internship Coordinator		Establishment of Post-Secondary Center	Spring 2013
			Post-secondary educational institutions	Monitor number of qualified seniors applying to post-secondary educational institutions	Spring 2013 – ongoing
			Community businesses		
			Career and college planning literature	Monitor number of students participating in job shadowing/internships	Fall 2013 – ongoing
		Individualized Graduation and Post-Secondary Plan (IGPSP)			
		Post-Secondary Student Survey	Data from Post-Secondary Student Survey (end of 11 th grade)	Spring 2014 – ongoing	

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ACTION PLAN

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
3c. Identify the following groups of students and provide differentiated post-secondary planning support to: <ul style="list-style-type: none"> • Capable students in low performing subgroups • Accelerated learners – Freshman Academy focus • Low performing students • Developing (mid-range) students 	SLC Lead Teachers	Middle School counselors	Compare EAP data year to year	Spring 2012 – ongoing
	Bilingual Coordinator	High School teachers	Compare graduation rates year to year	Fall 2012 – ongoing
	Special Education Coordinator/Administrator	High School counselors	Monitor SAS enrollment and college course completion data	Fall 2012 – ongoing
	College Advisor	Parents	Monitor number of students applying to post-secondary educational institutions	Fall 2012 – ongoing
	Career Advisor/Internship Coordinator	CST data	Monitor number of students admitted to post-secondary educational institutions	Fall 2012 – ongoing
	Teachers	CFA data	Monitor number of students completing A-G requirements	Fall 2012 – ongoing
	Administrators	EAP data	Monitor college entrance exams (SAT/ACT) data <ul style="list-style-type: none"> • Participation • Scores • Waiver applications 	Fall 2012 – ongoing
	School for Advanced Studies (SAS) Advisor	SAT/ACT data	Data from Individualized Graduation and Post-Secondary Plan (IGPSP)	2012-2013 School year – ongoing
		SAS data	Monitor number of students participating in job shadowing/internships	Fall 2013 – ongoing
		A-G completion data	Data from Post-Secondary Student Survey (end of 11 th grade)	Spring 2014 – ongoing
		Graduation rate data		
		Post-Secondary partners		

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ACTION PLAN

--	--	--	--

Goal 4	Implement policies and programs to increase awareness of civic and ethical responsibility, and promote positive school and community interactions school wide.
---------------	--

Rationale	<ul style="list-style-type: none"> Little participation in community/civic programs Minimal participation in school honor, service, and charitable groups/activities Disciplinary referrals and actions are higher than desired
ESLRs	Critical Thinkers, Responsible Citizens, Effective Communicators

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
4a. Develop and implement a civic responsibility program that encourages our students to serve community and charitable organizations	Joint-Leadership Team Teachers Administrators	Counselors	Establish school wide civic responsibility guidelines	Fall 2012
		SLC Clerical Staff	Monitor student involvement at the SLC level	Fall 2012 – ongoing
		Community business partners	Monitor participation in school honor, service and charitable groups/activities	Fall 2012 – ongoing
		School service groups	Amend BCCHS' graduation requirements to include a civic responsibility component	Fall 2013
		Charitable organizations	Monitor staff participation in the civic responsibility program	Fall 2013 – ongoing
		BCCHS Board members		
		Dedicated time		

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL ACTION PLAN

Task	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline
4b. Continue to develop and implement programs that promote positive interactions between all stakeholders	Student Services Committee All stakeholders	Safe & Civil Schools program	Recognize students' success, e.g.:	Ongoing
		Dedicated funding	<ul style="list-style-type: none"> • Improved attendance • Honor roll • CAHSEE passage 	
		School service groups	Monitor and assess the number and effectiveness of new and ongoing programs	
		Community organizations/agencies	Monitor staff participation in Safe & Civil Schools program	Fall 2012 – ongoing
		Parents	Monitor number of suspensions/expulsions quarterly	Fall 2012 – ongoing
		Counselor	Monitor the number and type of disciplinary referrals	Fall 2012 – ongoing
		Deans		
		Teachers		
		Administrators		
		Classified staff		
Dedicated time				