

**Teacher Team Leaders and Principal's Action Plan to Implement School Board Decisions Submitted for approval from the SGC to forward as an information item to the School Board**

**December 3, 2009**

This proposal was developed at a crux-point, after a third full year of research and debate over the best way to implement an advisory, and as part of a determined effort to attack the equity/achievement gap at Berkeley High that has been ongoing for over six years. In SGC retreats, Futures Committee meetings, schedule redesign subcommittees, with input from active community members throughout, we have devised schedules, imagined new ways of working together, and wrestled with the tradeoffs. The most recent bell schedule proposal was not supported by a 2/3rds majority of the Shared Governance Council. Despite a firm commitment to address the equity/achievement gap and to make substantive school reform, there was not strong support for the trimester proposal. Probably the biggest concern was that the complexity of our master schedule would be compounded by the trimester system, and the small learning communities we have worked so hard to build would be seriously debilitated.

In our role as curriculum leaders, the teacher Team Leaders at Berkeley High are determined to implement a multitude of strategies to tackle the equity/achievement gap. We want substantive changes that increase personalization, and we are committed to ensuring that every student is connected to an advisor. We believe we can do that by affirming the reform direction already approved by the board, strengthening and adding to the flexibility of our smaller learning communities, and creating an advisory program within that structure, designed by the staff of each small learning community.

The schedule is a tool, not a magic bullet. It is a component of this plan, and one we expect to revisit as we continue to transform our school. The board's decision to support the further development of smaller learning communities at Berkeley High last year was based on education research that indicates that increased personalization can improve student equity/achievement. But without substantive changes in curriculum and instruction, an advisory and small learning community structures alone are not adequate. The first priority goal identified in the 2020 Plan for grades 9-12 in Berkeley schools is:

*Ensure the academic equity/achievement of all students through effective instruction and a challenging and engaging curriculum, thereby diminishing the historic racial pattern of the Equity/achievement Gap.*

This year Berkeley High was identified as the high school with the largest racial equity/achievement gap in the state. This is unconscionable. All students, regardless of ethnicity, deserve effective instruction with challenging and engaging curriculum. All students deserve to learn the skills and content needed to be prepared for college. We need to know our students, to ensure that they have the information and support they need to find their way through Berkeley High and beyond. Strengthening our small learning community structures and creating advisories within them will go a long way toward the second of the 2020 9-12 goals;

*Create a safe, affirming, and inclusive environment for participatory learning for every group of students.*

But by itself personalization is not enough. We need to harness the strengths and commitment to equity that our staff has expressed, to set up structures in which they can collaborate, and to support them as they design equity-based approaches to the equity/achievement gap. We need effective teams responsible for the educational experience of a knowable group of students. And we are committed to holding ourselves, our colleagues, and our programs accountable, to monitoring our progress and revising our strategies as needed until we eliminate the equity/achievement gap.

With that in mind, the Team Leaders discussed what we mean by equity. We came up with over a dozen definitions, and reviewed each to develop a deeper conceptual foundation. This is the lens we intend to use as we consider the use of resources over the coming years.

### **Berkeley High School Team Leaders Definitions of Equity**

- ❖ Removing barriers and excuses to serve students who make up the equity gap by providing them with more resources/opportunities and the most highly qualified teaching staff.
- ❖ All black and brown students are ready and have the capacity, resources to go to college when they graduate.
  - Ex. CPA's augmentation class for A.P. combined with heterogeneous English classes
- ❖ Provide a place where all students are challenged and can reach the same benchmarks. Provide help to those who need help getting there.
- ❖ Providing and creating access to resources for all students in order to achieve academic success.
- ❖ All students have the opportunity, support/opportunity and resources to succeed.
  - Ex. providing more support to those students who don't already get it from home, school, social network, etc.
- ❖ Providing additional resources and opportunities to those who have fewer of either in order to support academic success and whole child development for all students.
  - Ex. Reorganize instructional time for struggling students so that they get more expert teacher support to understand concepts, and to successfully complete work.
- ❖ Providing different resources and a variety of supports to help students achieve the same academic expectations.
- ❖ Organizing and allocating resources to support all students so that outcomes can not be predicted based on race/ethnicity, SES, nor disability status, or EL status.
- ❖ Allocating resources towards needs and being flexible to adjust when needed. Ability to rethink towards just outcomes.

- ❖ Providing all students with the skills to continue their education by allocating resources as they are needed.
- ❖ *“From each according to his (or her) ability, to each according to his (or her) need”*
  - Karl Marx
- ❖ Equity = Fairness
  - Ex. Heterogeneous classes
- ❖ A socially just distribution of resources that provides all individual students with equal opportunities to access social benefits and rewards.
  - Ex. Providing an AP curriculum through an augmentation class. Provides access to associated benefits without tracking or lowering expectations for other students (offer 0 period twice a week with online component; required reallocation of FTE needed to accomplish)
  - Using our resources to best serve the largest possible effort to minimize or eliminate the number of students who are failing to achieve at BHS. When resources are scarce, the focus must be on taking care of those who are most unable to take care of themselves.
- ❖ Every students, particularly those underserved n the current system including African American, Latino, English learners, low income students, and students with disabilities have access to rigorous, culturally-relevant curriculum that empowers them to be active participants in creating a more just society AND have any support they need to access and excel in curriculum.
  - Ex. De-track 9<sup>th</sup> grade math so that all students have access to grade-level curriculum in heterogeneous classes AND allow for flexible grouping within 9<sup>th</sup> grade math in which a group of teachers takes responsibility for a group of students to meet their diverse learning styles and support them in understanding grade level problem solving concepts and skills
- ❖ Providing support for all students to be successful in non-tracked college-prep classes and creating a school community where all students feel included and can see their successes.
- ❖ Access to the same:
  - Resources/grants
  - Facilities
  - Decisions
  - Playing field



Strategy	Rationale	Implementation Benchmarks	Accountability
<p><b>Developing and Supporting Small Learning Communities</b></p> <ul style="list-style-type: none"> <li>Houses or a core system in grades 9-11 within AC and BIHS of approximately 480 students as approved by the school board in 2009.</li> </ul>	<ul style="list-style-type: none"> <li>Houses promote curricular collaboration, professionalism, and effective student support. Promotes flexibility for SLCs to core and restructure time as needed for Advisory.</li> <li>Looping: <ul style="list-style-type: none"> <li>supports student/teacher relationships.</li> <li>helps teachers challenge and support students by knowing their academic strengths and weaknesses.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Houses: staff will be assigned to AC/BIHS houses after the development of the master schedule.</li> </ul>	<ul style="list-style-type: none"> <li>The organization of houses will be demonstrated through the development of the master schedule.</li> </ul>
<p><b>Advisory</b></p> <ul style="list-style-type: none"> <li>Looping will be done within all SLCs in a format to be determined by each SLC. for every student to have an advisor.</li> <li>Common Curriculum and Pacing Guides: Each SLC will develop common curriculum outcomes for advisory approved by the school board.</li> <li>Each SLC will meet the tied to state content standards and pacing guides for English, History, Science, and Math.</li> <li>Advisories will be structured within houses and small schools.</li> <li>Each SLC must plan and leave room for at least three years of a World Language.</li> </ul>	<ul style="list-style-type: none"> <li>Each student should have an adult at BHS who can advise them regarding academic, social, and other support services.</li> <li>eliminating that "get-to-know-you" period each year.</li> <li>increases student trust and academic risk-taking for struggling students.</li> <li>Advisory outcomes can be met in a variety of ways. It will be up to each SLC to determine which way works best for their students.</li> <li>Common curriculum and pacing guides ensure that all students receive a quality education that meets their learning needs.</li> <li>Each SLC has the autonomy to determine how to meet advisory outcomes.</li> <li>Access to three years of a world language increases students' options for post-secondary education.</li> </ul>	<ul style="list-style-type: none"> <li>Looping: Each SLC will present how they will use looping.</li> <li>Each SLC will develop a plan as to how they will set up SGC in May of 2010. advisors and meet the advisory outcomes.</li> <li>Curriculum and pacing guides will be approved by the SGC developed in the spring by the end of March and summer of 2010.</li> <li>A resource guide will be developed that provides multiple strategies for meeting advisory outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>SGC will approve and review the use of looping within each SLC.</li> <li>Each SLC will report regularly to the PD team on their progress towards monitor and approve advisory outcomes, curriculum and pacing guides.</li> <li>The administrator in charge of each SLC will monitor the meeting of and native speakers' classes Advisory outcomes. will be monitored by team leaders in the development of their master schedule and approved by their administrator.</li> </ul>
<ul style="list-style-type: none"> <li>Each SLC must allow students to passport out into a Native Speakers or upper level language class.</li> <li>SLCs will develop a coordinated master schedule using an equity lens.</li> </ul>	<ul style="list-style-type: none"> <li>The development of a coordinated master schedule will reinforce equity and the SLC model. This will also reduce conflicts that prevent students from accessing the courses that they may need to maximize their post-secondary options.</li> </ul>		<ul style="list-style-type: none"> <li>The master schedule will be approved by team leaders and the site administration by the end of March.</li> </ul>

Strategy	Rationale	Implementation Benchmarks	Accountability
<p align="center"><b>Equity Grants</b></p> <ul style="list-style-type: none"> <li>• Enhancement FTE will be used to support equity.</li> <li>• Each SLC and department will make proposals for use of this resource to the SGC.</li> <li>• Equity grants will be for one year.</li> </ul>	<ul style="list-style-type: none"> <li>• Equity grants will support meeting the WASC and 2020 Vision goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposals will be presented at the first January meeting.</li> <li>• SGC will make decisions at the second meeting in January.</li> </ul>	<ul style="list-style-type: none"> <li>• Each grantee will document and present to the SGC the impact of their grant. Project progress reports will be due at the end of the first semester and final report will be presented in the fall of the following year.</li> </ul>

Strategy	Rationale	Implementation Benchmarks	Accountability
<p align="center"><b>Bell Schedule</b></p> <ul style="list-style-type: none"> <li>• Bell schedule will be 1/2, 3/4, lunch, 5/6.</li> <li>• There will be a nutritional break between pds. 2 and 3.</li> <li>• Late start PD time on Mondays will be maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• This is a modification of current bell schedule that promotes flexibility for SLCs to core and restructure time as needed for Advisory.</li> <li>• Students (and staff) may need a short break between 1/2 and 3/4 cores for nutrition.</li> <li>• BHS staff has indicated they would like to maintain the current model for professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule and minutes presented to staff and SGC by February 1<sup>st</sup>.</li> </ul>	<p align="center">N/a</p>



## BHS Grade Level Advisory Outcomes

Grade Level	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
9	Student will get to know themselves as a learner.	Student will learn study skills.	Students will learn note taking skills.	Students will learn organizational strategies.	Student will develop a personal learning plan.	Student will learn to set personal and academic goals.	Students will build community.
10	Students will build community.	Students will make a 5 year plan.	Students will understand college requirements.	Student will learn how to access BHS resources.	Students will learn time management strategies.	Students will learn test taking strategies.	Students will update their Personalized Learning Plan (PLP).
11	Student will build community.	Student will review and update their 5 year plan.	Students will identify service learning opportunities.	Students will learn the norms of professional work environments.	Students will learn about the Peralta college system and concurrent enrollment.	Students will begin the college and career exploration process.	Students will learn about work and internship options.
12	Student will review and update their 5 year plan.	Students will identify benchmarks in Post-secondary planning.	Students will develop leadership skills.	Students will complete a college entrance essay.	Students will identify a college/career that meets their needs and interests.	Student will investigate different careers.	Students will identify resources for post secondary support.

<b>Grade Level</b>	<b>Outcome 8</b>	<b>Outcome 9</b>	<b>Outcome 10</b>	<b>Outcome 11</b>	<b>Outcome 12</b>	<b>Outcome 13</b>	<b>Outcome 14</b>
<b>9</b>	Students will learn about making positive choices.	Students will learn about A-G requirements.	Students will learn about academic progress and resources available to them.	Students will learn about cultural competency.	Students will learn the characteristics of effective learners.	Student will learn self advocacy.	Student will learn effective communication skills.
<b>10</b>	Students will learn strategies to build resilience.	Students will learn the characteristics of effective learners.	Student will learn how to manage conflict.	Students will learn effective study skills.	Students will learn about different types of post secondary institutions.		
<b>11</b>	Students will learn about SAT/ACT.	Students will receive SAT/ACT preparation.	Students will learn the characteristics of effective learners.	Student will review academic progress and access necessary resources.			
<b>12</b>	Student will learn about making adult choices.	Students will learn to set goals.	Students will learn about financial aid and other funding options.	Students will learn the characteristics of effective learners.	Students will learn to write a resume and other professional functional writing types.	Students will plan and complete a Senior project.	Students will receive ongoing reviews of academic progress and graduation requirements.

**Berkeley High School  
Proposed Bell Schedules 2010-2011**

<b>Monday</b>		
<b>Period</b>	<b>Time</b>	<b>Minutes</b>
PD Time	8:00-9:30	90
1	9:57- 10:40	43
2	10:46-11:29	43
Nutrition Break	11:29-11:34	5
3	11:40-12:23	43
4	12:29 -1:12	43
Lunch	1:12-1:52	40
5	1:58:-2:41	43
6	2:47-3:30	43
7	3:36-4:19	43

<b>Tuesday-Friday</b>		
<b>Period</b>	<b>Time</b>	<b>Minutes</b>
0	7:19-8:17	58
1	8:23-9:21	58
2	9:27-10:25	58
Nutrition Break	10:25-10:40	15
3	10:40-11:38	58
4	11:44 -12:42	58
Lunch	12:42-1:22	40
5	1:28-2:26	58
6	2:32-3:30	58
7	3:36-4:34	58

