

2018-2019 Action Plan

Uplift Williams High School

Brief Background

Over the last few years, Uplift Williams has steadily increased school performance and scholar performance in several areas: stakeholder culture, teacher retention, scholar performance in CAs, STAAR, and ACT, as well as improvement in the quality of scholar college matriculations. Science, math, scholar writing, and deeper college-going culture behaviors are areas that still need improvement.

9th Grade

Reading pre-ACT performance was 16.25, 5th in the network and 0.75 points below college ready level. This subject saw a growth of **2.31** points. In the same grade level, we also experienced **1.99** point growth in Science and **1.77** points in English. Scholars in 9th met their Spring Growth Goal: **61%** in Reading, **57%** in Science, and **56%** in English.

10th Grade

English pre-ACT performance was **14.96**, 5th in the network and right at college ready level. This subject saw a growth of 1.6 points. Scholars in 10th met their Spring Growth Goal: **62.2%** in English, and 50% in Reading

11th Grade

English ACT performance was **20.05**, 2nd in the network and more than **2 pts** above college readiness levels. This subject saw an incredible growth of **4.5** points. Scholars in 11th met their Spring Growth Goal: **83.5%** in English, **55%** in Math, and **58.7%** in Reading. In the same grade level we also experienced **2.26** point growth in Reading and 1.6 points in Math.

12th Grade

Williams's scholar had the highest acceptance meeting the 2+ application to match colleges.

We have done a lot of foundational work on practices (curriculum alignment, use of data, and scholar engagement) that will be our focus for this year to ensure a high fidelity of implementation of the IB program. Based on our needs assessment, interviews with departments, department leads, teachers, and alignment to our network priorities, we will need to strengthen our philosophy and ATLs implementation. As a learning community, we will have to take more focused and decisive steps to ensure all stakeholders stay aligned towards our desired outcomes.

Philosophy -- beliefs, goals, and priorities of our school

1. Ensure teachers, staff, parents, scholars, and administrators understand and support the top academic priorities (IB, ATLs, College Readiness, and STEM)

Indicators of success

- At least 90% of the staff members are able to state the priorities of the school action plan as measured by our coaching cycle, and quarterly surveys.
- There is high congruence between what staff members believe the school priorities *are* and what they believe the priorities *should be* – at least 80% of the returned surveys show *high* congruence as determined by quarterly surveys.
- Each staff member develops two SMART goals that support our goals by the end of August.

Specific actions

BUILDING LEADERS

- Admin team, content leaders, and grade level leaders will conduct ATL learning walks
- Admin team, content leaders, and grade level leaders will monitor the progress of the strategic priorities during PLC once per month
- Communicate to the staff a professional development plan that demonstrates support and training on the key priorities.
- Admin team will intentionally communicate the rationale the key priorities.
- Design a building communications plan that identifies steps to call attention to the priorities through bulletin boards, newsletters, the website, and e-mails.
- Hold monthly, small-group leadership team meetings to enhance understanding of the priorities and receive input from key staff members. Make adjustments that address relevant concerns *and* that maintain focus on the indicators of success.
- Train staff on how to write SMART goals Review goals with each staff member.
- Assess goal accomplishment of staff members during coaching sessions

STAFF

- Review the School Action Plan during week of summer PD. Identify areas of relevant input.
- Make sense of the school priorities and actions; ask for clarification or questions if necessary.
- Write two SMART goals that support the building's goals
- Facilitate two Socratic Seminars per year
- Provide written feedback on at least two written pieces of scholar work

SCHOLARS

- Learn the learner expectations of Socratic Seminars
- All scholars will set goals for the year
- All scholars will write two reflections per quarter on the two ATLs for the year (Communication and Research skills)
- All scholars will reflect on two assessments performances

IB Culture – We are intentional about creating and maintaining a visible culture of excellence, building on our Learner Profile and fostering deep healthy relationships among stakeholders in order to create a safe environment.

Relationships – the strength of the relationships in our community as measured by culture walks and quarterly surveys

2. Expand the quality of interactions between scholars and teachers

Indicators of success

- All teachers will self-assess on the strength of their relationships with their scholars, and the level will increase by the end of the year
- Teachers and staff will report positive reactions to the training provided by admin on teacher/scholar relationships
- Teachers will report on positive interactions with all members of admin team
- All high school teachers will be able to articulate different ways of building positive rapport with their scholars AND identify what their approaches to connecting with their scholars

- All high school teachers will submit a written reflection on their teacher/scholar relationship practices to determine their areas of strength and opportunity

Specific actions

BUILDING LEADERS

- The DOS and Social-Emotional Counselor will facilitate relationship training sessions for the entire staff
- Admin team will conduct culture walks together with team leads
- Admin team will attend DEI (Diversity, Equity, and Inclusion) training in September and October and will select a group of teachers to help deliver this sessions to the entire staff
- Each member of admin team will check in informally with teachers on the state of the school at least four times in the year
- Admin will provide materials for teachers to deliver culture sessions to all scholars
- Admin will use IB language when interacting with scholars
- Admin will recognize scholars using the Learner Profile on a monthly basis
- Admin will hold parent meetings by grade level to improve their level of understanding of the Learner Profile and its implications to the lives of their scholars

STAFF

- Teachers will debrief with leaders on results of culture walks
- Teachers will attend DEI training and commit to implement two items in their classroom practices
- Teachers will deliver culture training for their scholars at the beginning of the year and will plan on ways to create safe classrooms and positive teacher/scholar relationships
- Teachers will use IB language when interacting with scholars
- Will provide feedback to leaders on ways to improve our IB culture
- Teachers will greet their scholars as they come into their classroom each period with a positive attitude
- Teachers will celebrate both academic and behavior scholar accomplishments in their classrooms

SCHOLARS

- Scholars will provide feedback about teacher/scholar relationships in Panorama surveys
- Scholars will lead quarterly conferences to their parents on their academic progress

- Scholars will demonstrate college going behaviors both in the classroom as well as outside the classroom

3. Improve scholar respect and discipline.

Last school year, we saw an increase in the number of referrals and suspensions for bullying. General scholar behavior seems to be declining and teachers cite more problems with discipline. This year we will help scholars understand what positive behavior looks like and reinforce positive behavior through the learning profile.

Indicators of success

- The overall number of student discipline referrals for each quarter declines by 25% when compared with the previous year.
- Each student receives a positive *Hero* report in September, November, February, and April.

Specific actions

BUILDING LEADERS

- Train teachers on the use of Hero
- Provide training for teachers on ways to positively support scholar behaviors
- Monitor scholar behavior data
- Communicate with parents on uses of Hero

STAFF

- Attend training on Hero
- Assess scholar behavior and use data to impact positive and negative trends
- Use Hero to document scholar violations of the scholar code of conduct

SCHOLARS

- Scholars will check Hero once a week in their elective classes
- Scholars will be rewarded for positive points with the Falcon store

IB Assessments – We must find the careful balance between challenging our scholars without defeating them

4. Emphasis on authentic and differentiated MYP & DP unit assessments

Indicators of success

- All IB courses will conduct 1 Performance Task per unit (non-multiple choice assessment)
- Teachers will include authentic performance tasks that meet the IB specific program requirement throughout the school year
- Teachers will receive two iShine feedback sessions on Assessments focused on scholar work
- All language arts, math, science, and humanities teachers have a prioritized list (quarterly objectives) of what scholars have to know and be able to do
- Unit planning expectations: MYP – use network unit planners; DP – use ManageBac unit planners

Specific actions

BUILDING LEADERS

- Admin team will attend IB subject training, read IB subject area guide, and visit an established IB school for at least one course)
- Admin will revise unit plans before observing lessons
- Admin will provide two feedback sessions focused on assessments
- Facilitate department review of the quarterly objectives.
- Conduct refresher training on effective unit planning and alignment of lesson cycle components.

STAFF

- Teachers will train scholars on IB rubrics and performance tasks
- Will conduct 1 performance task per unit
- Teachers will study their IB subject guides, use GRASPS when unit planning, take assessments from the scholar perspective
- Teachers will engage in collaborative conversation with their admin on ways to implement network assessment guidelines
- Plan and teach aligned lessons

SCHOLARS

- Scholars will actively participate in the school-wide use of IB rubrics
- Will conduct 1 performance task per unit in every IB course

Planning to Improve Communication and Research Skills–
Emphasis on providing opportunities to actively contribute to the school community as planners, decision makers, and development partners

5. Planning with content teams and grade level teams on ways to infuse ATLs into content instruction and improving scholar writing

Indicators of success

- Increase the percentage of scholar performance as measured in CAs to at least 10% above the network level in every grade level.
- All language arts teachers administer timed writing assessments once every two weeks.

Specific actions

BUILDING LEADERS

- Will monitor teacher team meetings to ensure adherence to the network initiative around writing and scholar discourse and provide feedback and guidance to teachers during/after each teacher team meeting
- The DOI will collaborate with Language A and Humanities teachers to norm on writing feedback practices
- The School Director will collaborate with STEM and Spanish teachers to norm on writing feedback practices

STAFF

- Teachers will norm on writing feedback practices

All teacher teams will have engaged in consistent monitoring of scholarly writing and discourse through the following: (1) defining and monitoring teacher writing feedback methodology (2) reviewing and responding to scholar reflections about their writing, and (3) monitoring Socratic seminar implementation for content area