

James Hubert Blake High School
2017 – 2018 School Improvement Plan (Updated October 25, 2017)

Student and Stakeholder Focus

As a result of our root cause analysis it was revealed that our students, especially our Black or African American and Hispanic/Latino students, **in order to access rigorous curriculum, need teachers to implement differentiation strategies on a daily basis.**

Faculty and Staff Focus

As a result of the root cause analysis teachers will need professional learning on:

- Implementing culturally responsive instructional practices that support a learning environment of high expectations for all students through the development of learning partnerships with our diverse student population.
- The effective use of multiple measures to monitor student progress.
- The development of effective Professional Learning Communities focused on collaborative planning for quality first instruction.
- Identifying and utilizing differentiation strategies to modify the content, process, product of their lessons and the classroom environment.

As a result of the root cause analysis instructional leaders will need professional learning on:

- coaching, modeling, recognizing, and providing feedback on culturally responsive instructional practices focused on creating and maintaining learning partnerships with our diverse student population
- coaching, modeling, recognizing, and providing feedback on the effective use of data to support teachers and professional learning communities.
- coaching, modeling, recognizing, and providing feedback on the implementation of differentiated instructional strategies.

Leadership

Core Values: Diversity, Engagement, Appreciation, Global Citizen

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

Vision: James Hubert Blake High School is place where all students grow and are prepared for the next challenge in their lives, be it college or career.

Strategic Plan

Literacy:

To increase the percentage of students meeting at least 2 of the 3 Literacy Evidence of Learning measures with an ultimate goal of 100%, with a particular focus on increasing the percentage of BAA meeting the Literacy Evidence of Learning measures from 76% to 85% and HL meeting the Literacy Evidence of Learning from 69% to 85%.

Mathematics:

To increase the percentage of students meeting at least 2 of the 3 Mathematics Evidence of Learning measures with an ultimate goal of 100%, with a particular focus on increasing the percentage of BAA meeting the Literacy Evidence of Learning measures from 58% to 75% and HL meeting the Literacy Evidence of Learning from 54% to 75%.

Process Management

As a result of the Root Cause Analysis, the following processes and structures will be implemented and monitored to address student and staff needs:

- job-embedded professional learning to examine and study the instruction focus through our Instructional Leadership Team, staff meetings, and departmental professional learning. (Leading for School Improvement)
- the use of departmental collaboration time to collaboratively plan for culturally responsive, differentiated, effective first instruction. (Leading for High Functioning Teams and Leading for Equity, Leading for Learning)
- focused observations, including feedback and reflection, by instructional leaders of both classroom instruction and collaborative planning. (Leading for School Improvement)

Organizational Performance Results
See attached tables for trend data

Measurement Analysis and Knowledge Management

The impact of the steps in the action plans will be monitored and measured by analysis of the following data:

- Classroom assessment and grade data
- County assessment data
- Formal and informal observation data
- Ineligibility data
- PSAT, SAT, AP, ACT, Accuplacer Data
- Student voice data
- Staff voice data
- Parent voice data
- Classroom walk-through data
- Collaborative planning observation data.
- Staff SLO data

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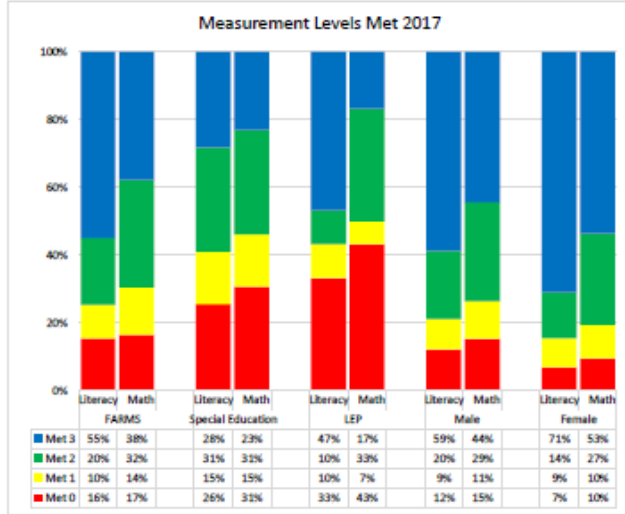
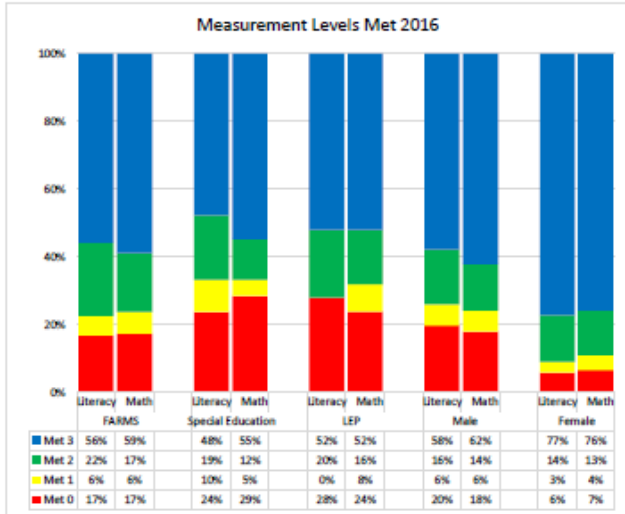
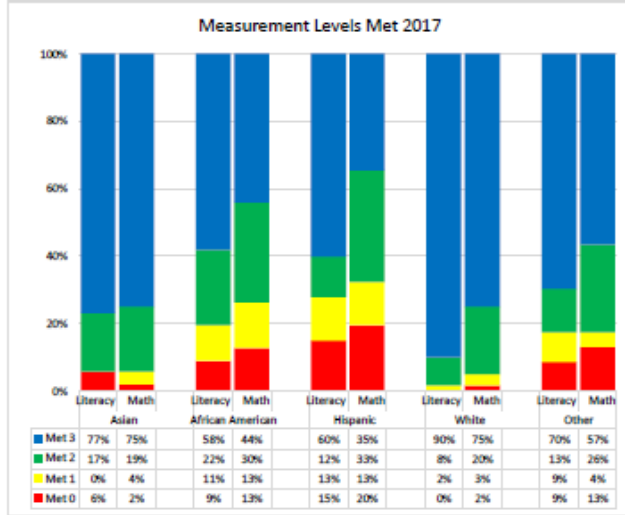
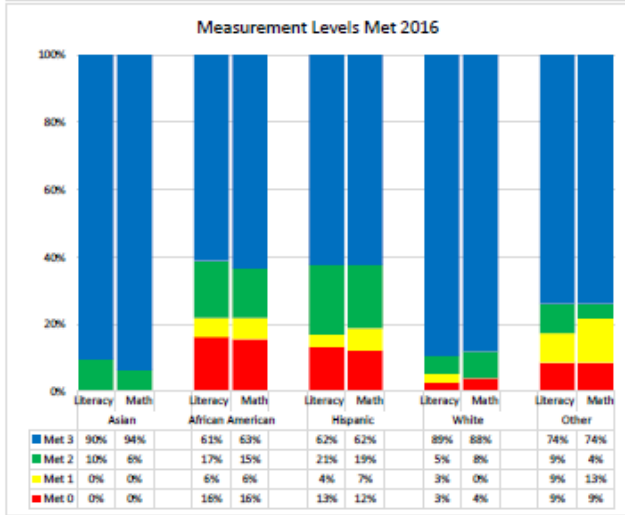
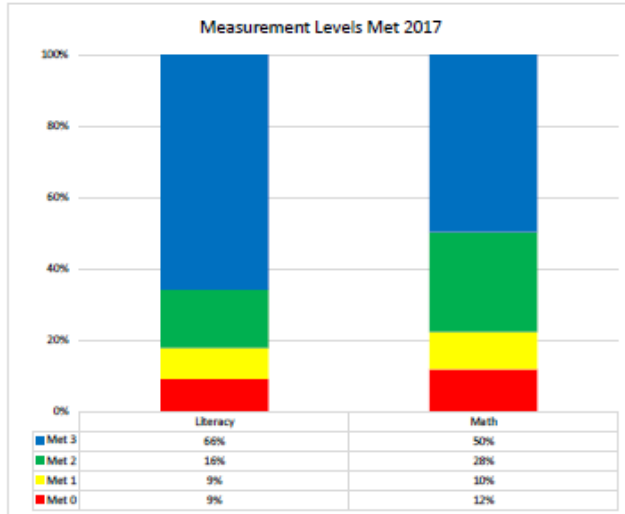
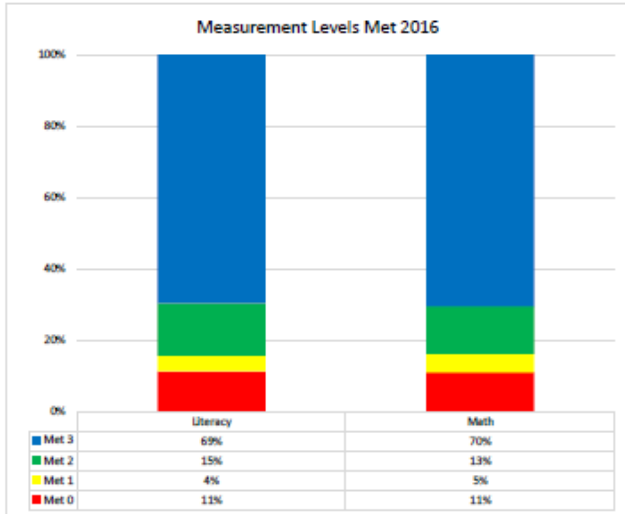
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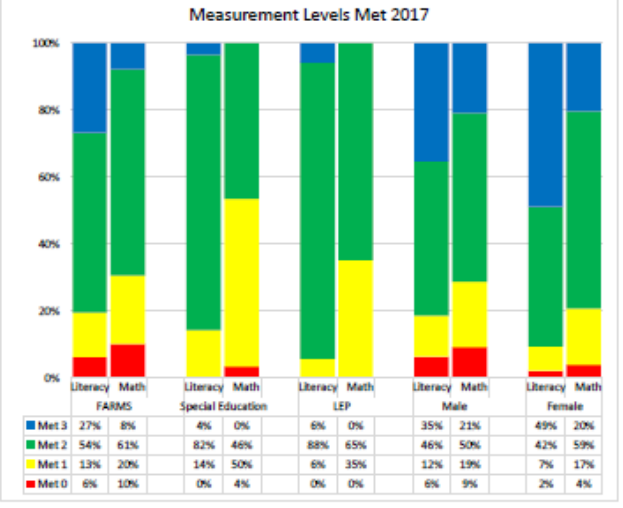
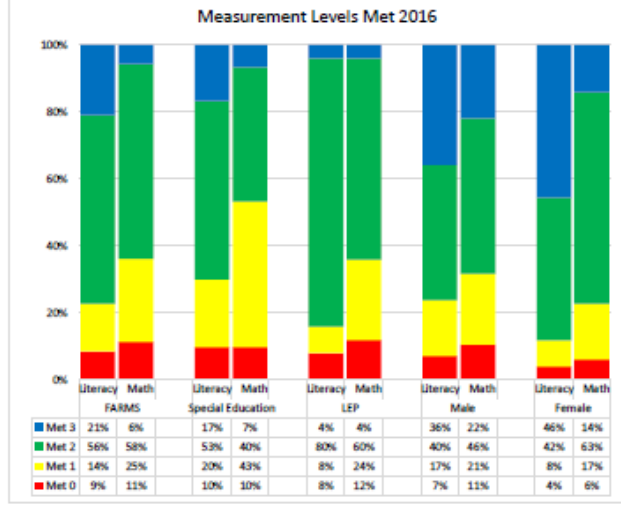
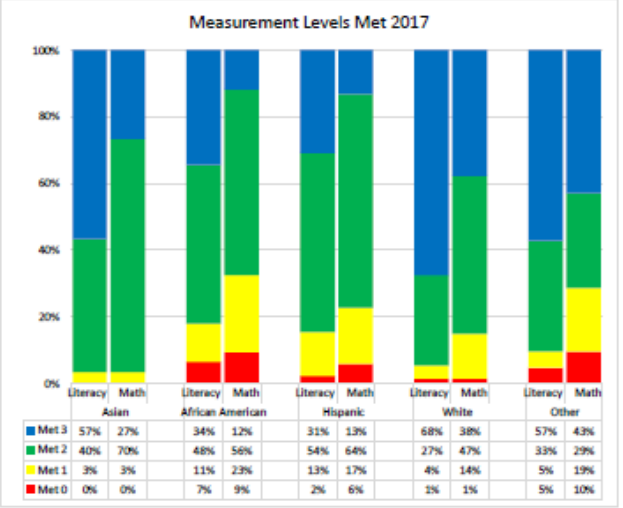
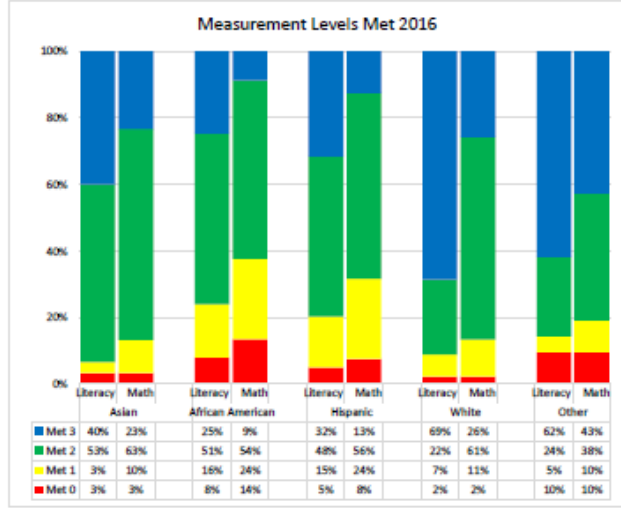
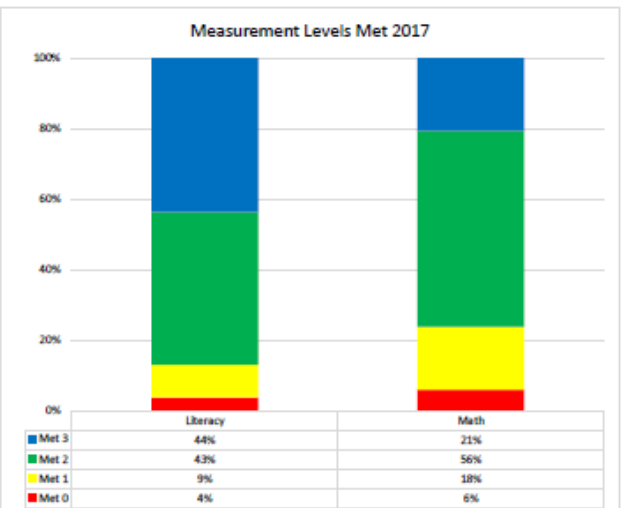
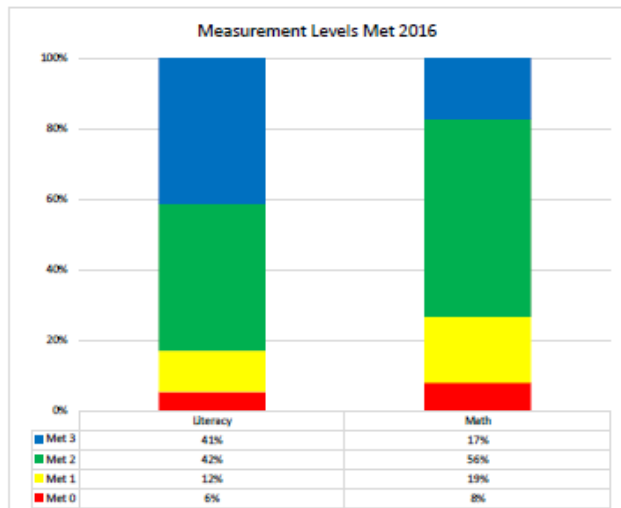
James Hubert Blake High School
Grade 9: Successful Transition to High School–June 2017



	All Students	Asian	African American	Hispanic	White	Other	FARMs	Special Education	LEP	Male	Female
Total 2017 Students	447	52	179	133	60	23	193	39	30	189	258

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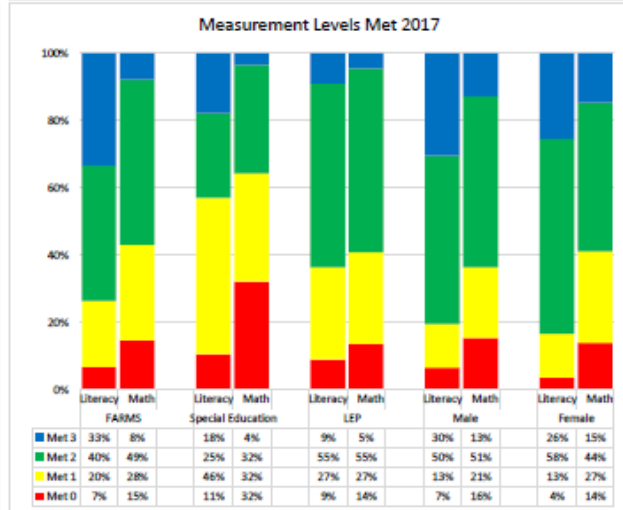
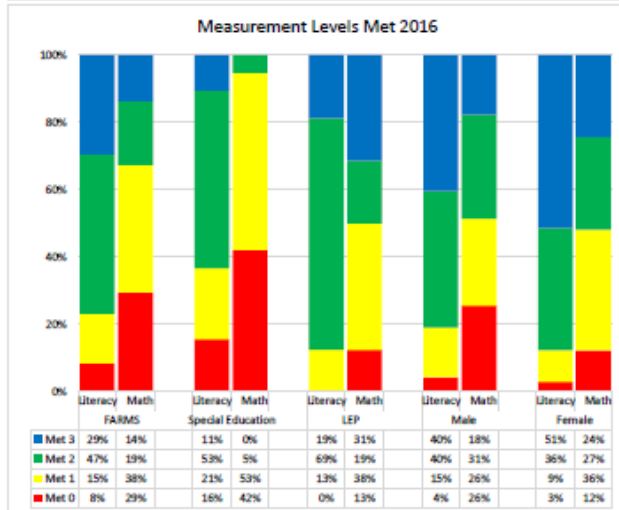
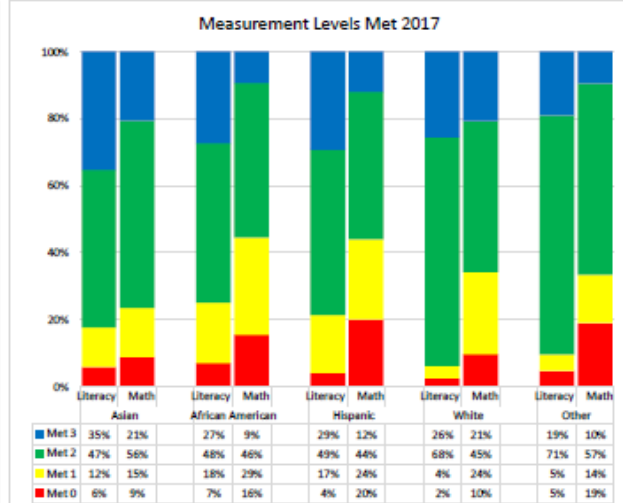
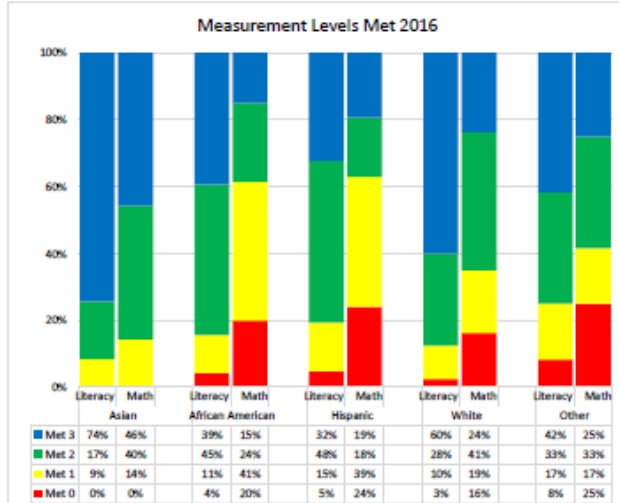
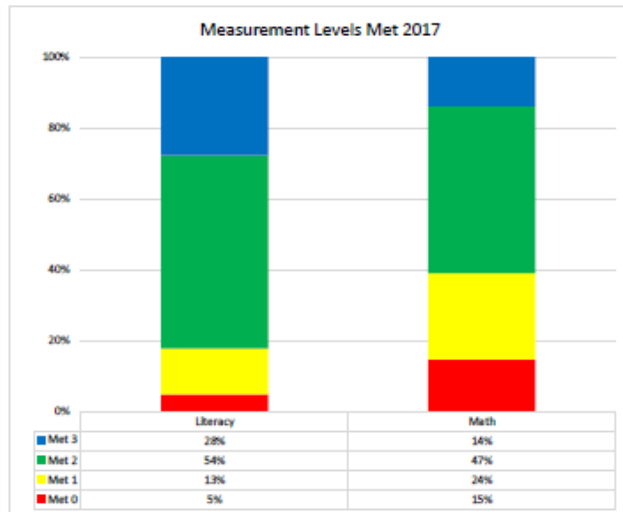
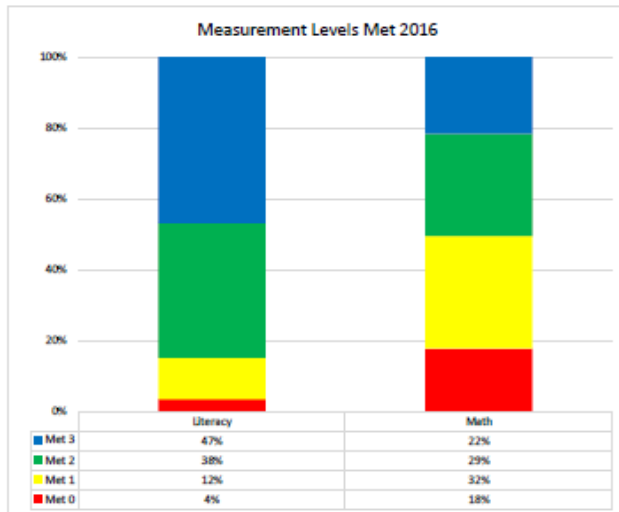
James Hubert Blake High School
Grade 10: Progress in High School–June 2017



	All Students	Asian	African American	Hispanic	White	Other	FARMs	Special Education	LEP	Male	Female
Total 2017 Students	360	30	151	84	74	21	127	28	17	139	221

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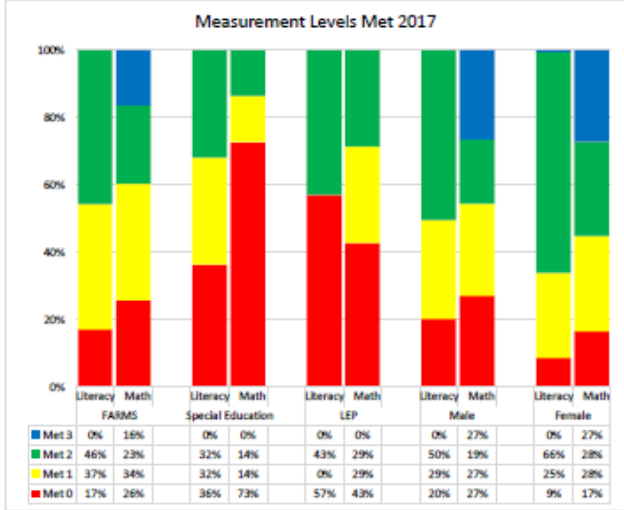
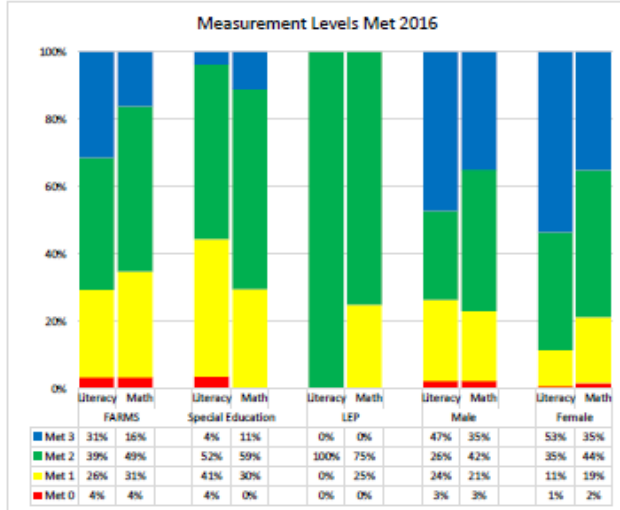
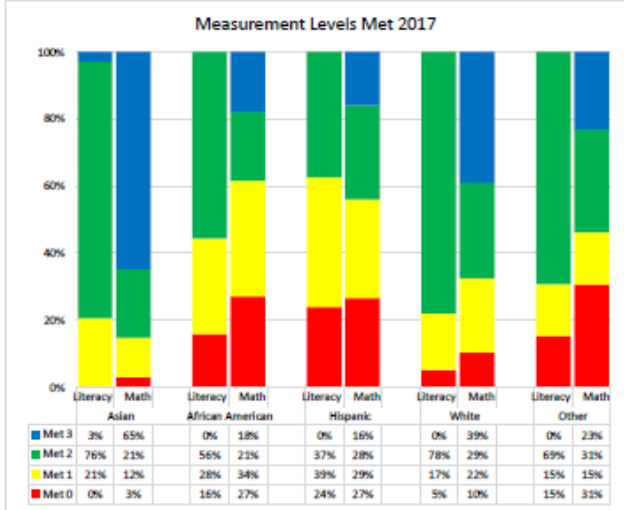
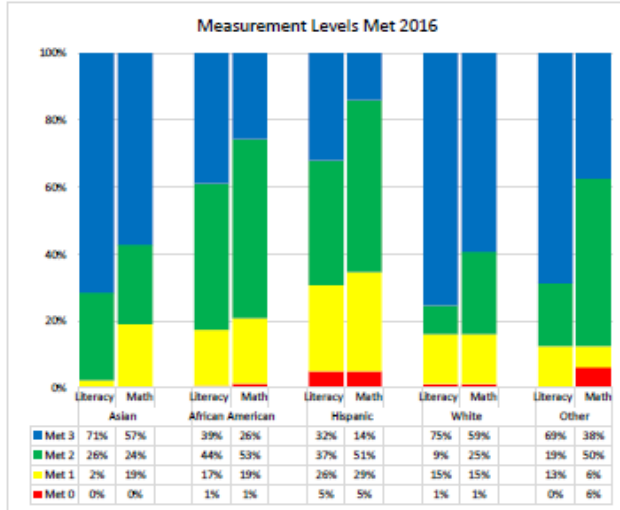
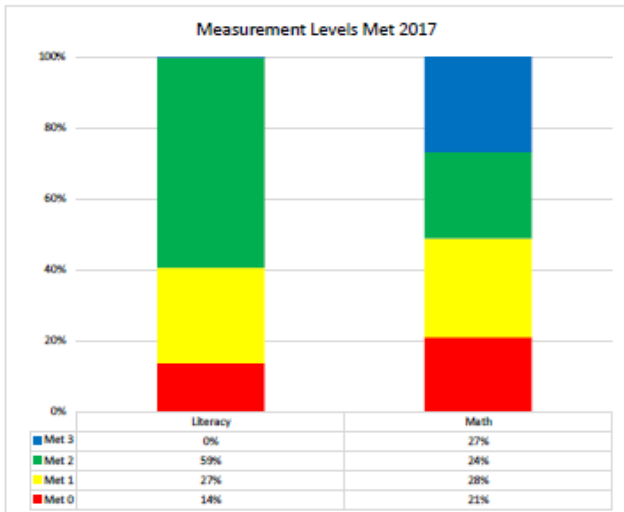
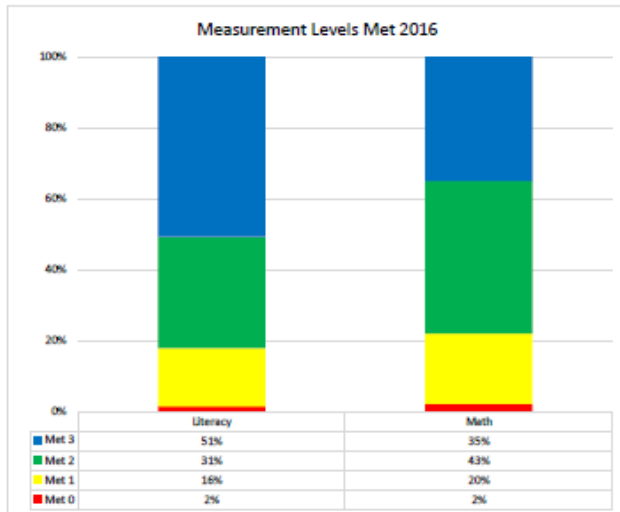
James Hubert Blake High School
Grade 11: Readiness for Postsecondary Education and Career–June 2017



	All Students	Asian	African American	Hispanic	White	Other	FARMs	Special Education	LEP	Male	Female
Total 2017 Students	340	34	128	75	82	21	102	28	22	148	192

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James Hubert Blake High School
Grade 12: Successful Transition to Postsecondary and Career–June 2017



	All Students	Asian	African American	Hispanic	White	Other	FARMs	Special Education	LEP	Male	Female
Total 2017 Students	350	34	151	75	77	13	116	22	7	147	203