

Urbana High School
School Continuous Improvement Plan
Last Updated November 2014

IIB04) Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others.	
Current level of development or implementation:	Differentiated instruction is currently taking place in classrooms, but individualized instruction based on pre-assessment data is limited.
How it will look when fully met:	Fully implemented, differentiation of instruction based on assessment results will require changes to current philosophical frameworks and successful implementation of assessment strategies.
Tasks	1. Teachers will meet with specifically certified/trained co-teachers in order to discuss student assets when planning instruction and assessments for all students with IEP and 504 plans. <i>Assigned to Michael Gourley</i>
	2. Teachers will cultivate and maintain relationships with all students and families in order to serve as informal assessments of students' interests, goals, and needs. <i>Assigned to Michael Gourley</i>
	3. Common formative and summative assessments will be created by teachers and course teams to promote collaboration and responsive teaching practices across the school. <i>Assigned to Michael Gourley</i>
	4. The leadership team will work with department chairs and course team leaders to identify essential categories/skills necessary to transition to standards-based grading/reporting by the 2016-2017 school year. <i>Assigned to Michael Gourley</i>
	5. Teachers will meet with specifically certified/trained co-teachers in order to discuss student assets when planning instruction and assessments for all English Language Learners. <i>Assigned to Michael Gourley</i>

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CL1) The school's Learning Support System will include academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs.	
Current level of development or implementation:	We are currently at the beginning stages of developing a system-wide Response to Intervention framework (Academically and Behaviorally) at UHS. We have developed Tier 1 teams to meet twice a month to begin planning and developing this framework. We are developing the school culture/climate for a well implemented PBIS framework.
How it will look when fully met:	The School will have a system-wide framework for a strong instructional core and tiered levels of supports for students to be successful academically, socially, emotionally, and behaviorally. Students will be able to have a schedule that matches their individual needs and teachers will continuously reflect on their progress in their course, teams, departments, and as a school.
Tasks	<ol style="list-style-type: none"> 1. TIER TWO and TIER THREE BEHAVIORAL SUPPORTS: Create an advocate program to monitor academic and behavioral progress of struggling juniors and seniors. These teams will work with support services and the administration to identify appropriate supports for these students (Minority Enrichment Program, Study Center, etc.). <i>Assigned to Travis Courson</i> 2. TIER TWO ACADEMIC SUPPORTS: Implement Composition 9 Block, Algebra I Block, World Studies English Lab, American Studies English Lab, Geometry Lab, Algebra II Lab, and study support for juniors and seniors to better meet the needs of students who are struggling. <i>Assigned to Matthew Stark</i> 3. TIER TWO ACADEMIC SUPPORTS: Evaluate the effectiveness of new support structures (Composition 9 Block, Algebra I Block, World Studies English Lab, American Studies English Lab, Geometry Lab, Algebra II Lab, and study support for juniors and seniors). <i>Assigned to Matthew Stark</i> 4. TIER TWO and TIER THREE ACADEMIC AND BEHAVIORAL SUPPORTS: Design and implement a weekly data monitoring system ("In Good Standing"). <i>Assigned to Travis Courson</i> 5. TIER TWO AND THREE ACADEMIC AND BEHAVIORAL SUPPORTS: Evaluate "In Good Standing" as a weekly data monitoring system. <i>Assigned to Matthew Stark</i>

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CL12) All school personnel will work effectively and equitably with racially, culturally, linguistically, and economically diverse students.	
Current level of development or implementation:	We currently have systems and initiatives in place to address issues of equity and social justice, however we need to continue to work systematically to address issues of misrepresentation of students of color in AP/Special Education/Discipline referrals through systemwide staff development, policy analyses, and school improvement initiatives.
How it will look when fully met:	<ul style="list-style-type: none"> • We will increase the number of students of color and students from lower SES in Honors courses (AP prep and AP courses) and support them so that they are successfully passing the course and the AP exams. • We will increase and/or maintain the level of success with graduation rates with students of color and all students. • We will decrease the disproportionate rate of students of color receiving discipline referrals and suspensions. • We will decrease the dropout rate of students of color <p>Working with the staff to define what this indicator means, what it looks:</p> <ul style="list-style-type: none"> • Well-Versed Culturally Responsive Teaching/Methodology in theory and in practice. • All staff are engaging in critical praxis, reflecting on everyday practice with theory related to culturally responsive teaching, reflecting one's cultural frame of reference • Looking at data across student groups, not colorblind approach (race, gender, social class, etc.): achievement data on standardized tests, enrollment in AP classes, discipline data, failure rates, student feedback and voice • Working towards a framework • Creating a Common Language • Constant reflection and improvement, • Access to expertise: ongoing reflection, how to act on data and reflection
Tasks	1. Leadership team will monitor progress in relation to working effectively and equitably with racially, culturally, linguistically, and economically diverse students in order to achieve the desired outcomes explained previously. <i>Assigned to Matthew Stark</i>
	2. The Leadership team will collect data and use the SIP for monitoring progress towards stated goals. <i>Assigned to Matthew Stark</i>
	3. The Director of Equity and Student Learning Programs, Mr. Stark, and the new social justice committee chairs will expand the social justice trainings to include counselors and department chairs. <i>Assigned to Matthew Stark</i>
	4. The leadership team will work with all staff to build a common, working language of social justice with an emphasis on equity. <i>Assigned to Matthew Stark</i>

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ID10) The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.	
Current level of development or implementation:	We currently look at school performance data on an ongoing basis, however the way we use the data to have deep, meaningful conversations and to make decisions about school improvement and professional development needs is being developed.
How it will look when fully met:	The process will demonstrate a continuous feedback loop that allows for response to collected data by the leadership teams. This data will be used to reflect on the effectiveness of how well current initiatives are improving assessment results of student growth (including Type I, II, III assessments), discipline, and walk through data.
Tasks	1. Department Chairs will analyze formative assessment data, standardized test data (if available), and feedback from classroom observations to assess professional needs of their department. <i>Assigned to Matthew Stark</i>
	2. Implement a school-wide focus on disciplinary literacy and evidence-based writing with support from Program Council, instructional coaches, and department chairs. <i>Assigned to Michael Gourley</i>
	3. The administrative team and the deans will review discipline and attendance data as well as gather input from the CLASS Classroom Leadership And Support System) committee to assess equity. PBIS strategies and RtI information will be used to assist in addressing needs. <i>Assigned to Travis Courson</i>
	4. Implement ROAR strategies (Respect, On-Task Attitude, Responsible) more consistently across classes. Administrative team, deans, and instructional coaches will actively participate in cultural responsive training to support this initiative. <i>Assigned to Travis Courson</i>