

**Urbana High School**  
**School Continuous Improvement Plan**  
*Last Updated November 2013*

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| <b>IIB04) Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others.</b> |  |
| <b>Current level of development or implementation:</b>   | Differentiated instruction is currently taking place in classrooms, but individualized instruction based on pre-assessment data is limited.  |
| <b>How it will look when fully met:</b>  | Fully implemented, differentiation of instruction based on assessment results will require changes to current philosophical frameworks and successful implementation of assessment strategies.   |
| <b>Tasks</b>   | <p>1. Student assets will be taken into consideration when providing instruction and assessment to all students including ELLs and students with IEP and 504 plans. Teachers will need time to meet with and/or co-teach with specially certified/trained co-teachers, and will need access to any materials/technologies required as accommodations. They will need training in order to understand and reflect on the pitfalls inherent to deficit-model thinking, and will need differentiation strategies. Evidence of implementation will come partially from the Danielson teacher-evaluation system, IEP data, instructional assessment data collected and student growth data. Assigned to Michael Gourley</p>     |
|  | <p>2. Teachers cultivate and maintain relationships with all students and families that serve as informal assessments of student needs and goals. The help manual and teacher-to-teacher mentoring provided through CLASS committee will be integral to meeting this goal, as will the voluntary mediation program, and the restructuring of Teams/Study Support/ALS. Once teachers understand the importance of cultivating these relationships, the school must provide a framework (time/space) for maintaining them. Evidence of implementation will come partially from the Danielson teacher-evaluation system, the instructional assessment data collected and student growth data. Assigned to Michael Gourley</p> |
|  | <p>3. DEA data will continue to be collected in all Math and English classes. Teachers will need time for reflection on DEA data through Teams and course teams, and coaches will be needed to interpret DEA data with teachers and their students. Course teams will also need to plan differentiated instruction based on DEA results. Evidence of implementation will come partially from the Danielson teacher-evaluation system, evaluation of core course formative assessment binders and student growth data. Assigned to Michael Gourley</p>  |
|  | <p>4. Formative and summative assessments that are differentiated will be created by teachers and course teams. Teachers will require exemplars, coaching, and time with their course teams. Evidence of implementation will come partially from the Danielson teacher-evaluation system, evaluation of core course formative assessment binders and student growth data. Assigned to Michael Gourley</p>  |

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| <b>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.</b> |  |
| <b>Current level of development or implementation:</b>   | 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.  |
| <b>How it will look when fully met:</b>  | 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.  |
| <b>Tasks</b>   | 1. TIER ONE UNIVERSAL ACADEMIC AND BEHAVIORAL SUPPORTS: 9th and 10th grade teams and the support services department will use the new RtI data chart to collect and monitor data to identify academic and/or behavioral interventions for students who are struggling. Assigned to Travis Courson  |
|  | 2. TIER TWO and TIER THREE ACADEMIC SUPPORTS: Create a new support structure for ALS and Study Support in order to offer flexible and stackable supports to better meet the needs of students who are struggling. Assigned to Matthew Stark  |
|  | 3. 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.). Assigned to Travis Courson   |
|  | 4. TIER TWO and TIER THREE ACADEMIC SUPPORTS: Expand credit recovery opportunities for students with multiple failures (9th-12th). Working with more freshmen and sophomores in this program has the potential to prevent these students from becoming at-risk of not graduating. Require juniors and seniors who are behind in credits to attend an 8th period study support class in order to support them through the credit recovery process/program. Increase the number of APEX licenses from 30 to 50 in order to include credit recovery opportunities for students at all grades. Assigned to Michael Gourley |

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| <b>CL12) All school personnel will work effectively and equitably with racially, culturally, linguistically, and economically diverse students.</b> |  |
| <b>Current level of development or implementation:</b>  | 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.  |
| <b>How it will look when fully met:</b>   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• We will increase and/or maintain the level of success with graduation rates with students of color and all students.</li> <li>• We will decrease the disproportionate rate of students of color receiving discipline referrals and suspensions.</li> <li>• We will decrease the dropout rate of students of color</li> </ul> <p>Working with the staff to define what this indicator means, what it looks:</p> <ul style="list-style-type: none"> <li>• Well-Versed Culturally Responsive Teaching/Methodology in theory and in practice.</li> <li>• 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</li> <li>• 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</li> <li>• Working towards a framework</li> <li>• Creating a Common Language</li> <li>• Constant reflection and improvement,</li> <li>• Access to expertise: ongoing reflection, how to act on data and reflection</li> </ul> |
| <b>Tasks</b>  | <ol style="list-style-type: none"> <li>1. Leadership team will analyze data and feedback from research team who studied the effectiveness of SIP for social justice in order to set goals for the school year. Assigned to Matthew Stark</li> <li>2. Leadership team will analyze student feedback from the Social Justice class and meet with student leaders to discuss their recommendations. Assigned to Matthew Stark</li> <li>3. Leadership team will monitor progress related to goals set throughout the year in relation to working effectively and equitably with racially, culturally, linguistically, and economically diverse students in order to achieve the desired outcomes explained previously. Assigned to Matthew Stark</li> <li>4. The Leadership team will constantly use the SIP for monitoring progress towards stated goals. Assigned to Matthew Stark</li> </ol>  |

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| <b>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.</b> |   |
| <b>Current level of development or implementation:</b>  | 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.  |
| <b>How it will look when fully met:</b>   | 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. |
| <b>Tasks</b>  | 1. Department Chairs will work through formative assessment data, standardized test data (if available), and feedback from classroom observations to continually assess professional needs of their department. Assigned to Matthew Stark   |
|   | 2. Coaches/Department Chairs– planning time to share common data improvements in reading/math. This information could help drive Wednesday conversation and possible changes to ALS and study support. Assigned to Mike Lehr  |
|   | 3. Implement a school-wide focus on disciplinary literacy and evidence-based writing with support from Program Council, instructional coaches, and department chairs. Assigned to Michael Gourley   |
|   | 4. Instructional Coaches and Teams – ► DEA and classroom performance. ► Students identified with specific needs will be placed in ALS and study supports based on need. Assigned to Mike Lehr   |
|   | 5. Administrative team and deans will review discipline and attendance data as well as gather input form the CLASS committee to assess equity. PBIS strategies and RTI information will be used to assist in addressing needs. Assigned to Travis Courson   |
|   | 6. Strategies on application of ROAR in a more consistent way across classes. Administrative team, deans, and instructional coaches will actively participate in cultural responsive training. Assigned to Travis Courson   |