Public School Choice School Plan Guide for Banning Academies of Creative and Innovative Sciences (BACIS) – **www.bhsacademy.org**

Guiding Questions	Explanation	Rationale	Glossary of Terms
Section 1: Vision of the Student • What skills and knowledge will students gain to prepare them for the next level of learning? • What will students know and be able to do when they leave this school?	 **Magnet** Supplemental Leadership Curriculum All students will demonstrate proficiency on CAHSEE LAUSD will require A-G completion for graduation Comprehensive pre-engineering program with hands-on manufacturing practices Certification programs valued in modern workplaces – Microsoft, Adobe, etc. **Academic Preparedness** Intrinsic motivation High-level thinking skills Mastery of standards in all courses Common Core instruction in non-core **Career Readiness** All students will graduate ready for work Multiple opportunities for job certifications Mastery of Soft Skills for Workplace Success Ability to apply advanced computer skills **College Knowledge** Students will know which postsecondary education options lead to success in their chosen careers Preparation for PSAT, SAT, ACT, and AP Exams Marks of "C" or better in all A-G courses 100% FAFSA Completion **Academic Tenacity** Students will understand that learning is an active intellectual process that requires hard work Positive academic mindsets Confidence Pride Robotics, digital electronics, digital manufacturing, computer integrated (multiple branches) engineering MS Office Specialist, IT Professional, Associate, Certified Adobe, electronic art & music **Academy of Manufacturing and Engineering** **Academy of Computer Science and Digital Arts** Common Core & Next Gen Science Standards Preparation for Supt. Deasy's tech initiatives	• BACIS will provide the necessary skills and habits to students so they can succeed in postsecondary education and high-demand careers. • BACIS will provide students with soft skills, work habits, critical thinking, social skills, and pathways to certifications to enable successful transition into postsecondary education and workforce. • All BACIS students will have rigorous programs that teach them to apply, analyze, and synthesize complex information, preparing them for postsecondary education and careers. • All BACIS students will have opportunities to earn certifications, depending on their selected pathways. • All BACIS students will learn positive behaviors that persist beyond high school, to encourage life-long learning. They will consistently apply learning through college and career training • Students will choose pathways in one of the two academies. Magnet students will learn leadership skills, in addition to the academy pathway.	**Advisory**- Program to develop interpersonal relationships, provide academic support and college preparation, enrich the curriculum and build school culture. **Certifications**- specialized in Microsoft, Adobe, and Project lead the way to pathway to Engineering **Compassionate pressure**- Pushing others to succeed and improve in a caring, respectful manner **Competitive GPA**- Grades of A, B, C will be expected in all subjects **Effective School Reform**- An effective plan is crafted and owned by stakeholders that sets forth action steps, establishes timelines, and identifies outcome measures to monitor and evaluate success

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Section 2: Vision of the School • What will the school feel like for students and parents at your school? • What must the school do to make sure all students are successful and prepared to be successful at the next school level and beyond?		• Students will develop academic knowledge, skills and acquire valuable life and career competencies throughout their four years. • Students will have the opportunity to earn entry-level job certifications prior to graduation. • Employers value "soft skills" our students will be proficient in these skills • Parents and the community are an integral part of effective school reform, they will be an integral part of the instructional day, parent board, PTA, Friday Folder, frequent and consistent communication • The indicators outlined in the school plan will inform a BACIS teacher immediately thus providing "real time" intervention or enrichment. • Students will graduate with a competitive GPA ready for College, Career and have the needed interpersonal skills for the 21st Century workforce.	**Enrichment**-lessons, classes, any opportunity that allows a student to progress above the standard **E-portfolios**-Students can create and customize portfolios for academic, career, or personal uses; maintain their plan of study; and share their work, goals, and achievements with advisors, career counselors, and employers. **FAFSA**-Federal Student Aid, a part of the U.S. Department of Education, is the largest provider of student financial aid in the nation **Folder Friday**-A folder is sent home weekly to parents with evidence of their child's progress towards proficiency on standardized assignments

The diagram content includes:

Manufacturing and Engineering — Leadership Magnet — Computer Science and Digital Art

Comprehensive pre-engineering courses and hands–on manufacturing experiences — **BACIS Academies** — High tech job certifications, including those from Microsoft and Adobe

All three academies will share consistently high standards and expectations, supported by the four pillars of student success and productive parent partnerships.

HIGH EXPECTATIONS

Pillar 1: Academic Preparedness
All students and teachers will achieve at high levels

Rigorous teaching - application, analysis, and synthesis of complex concepts

Time is flexible; standards are not

Standards-based grading

Pillar 2: Career Readiness
High-order thinking & problem solving

Job certifications

Soft Skills for Workplace Success

Career Academies

Pillar 3: College Knowledge
Advisory

A-G Completion

College-going culture

PSAT, SAT, ACT

100% FAFSA Completion

Pillar 4: Academic Tenacity
E-portfolios

Project Based Learning

Focused intervention and enrichment

Compassionate pressure

BANNING ACADEMIES OF CREATIVE AND INNOVATIVE SCIENCES

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Section 3: Where is the School Now? Student Performance • What is the current reality of the school? • What areas of the school show strength? • What areas of the school are of concern and require growth? • What information was used to determine where the school is currently in terms of student's school performance? • How will you address the needs of each subgroup of students?	 **High grades** + **for low performance** = • 55% Graduation rate • Inequity between SLCs • 12% A–G completion rate • Freshman Academy *far below* AGT-predicted English scores • 56% promote to 10th grade **indicates low standards**	• The large BHS lacks intimacy and timely communication • Students are slipping through the cracks. Of those who graduate, few are prepared for careers or college. • Ineffective SLCs lack systems to indicate students at risk and provide systematic intervention and/or enrichment • English 72% math 76%: we are moving towards the state and district averages • 80% of students enroll in A–G courses but only 12% actually complete A–G requirements. • District Strategic Plan 2012-2015 calls for 100% graduation, matriculation, and attendance, proficiency for all, safe campuses, and parent and community involvement • Data comes from the District data systems MyData, CoreK12, and AGT, as well as the CA Department of Education. • Staff will implement positive structures that support developing relationships and high expectations for all.	**High-Order Thinking Skills**- Educational objectives of analysis, synthesis, and evaluation the most important in developing critical thinking **Integral**-consisting or composed of parts that together constitute a whole **Interpersonal Skills**- ability to get along with others while getting the job done **Interventions**-lessons or any opportunity that allows a student to remediate a standard or group of standards **PBL**-Project Based Learning, is the use of in-depth and rigorous classroom projects to facilitate learning and assess student competence **Proficient**-performing at levels expected of all students; skilled

SWOT Analysis

	Internal		
Positive	**Strengths** –Gradual API increase –Standards–based instruction in core –Capable student body with demonstrated success in lower grades –Professional Learning Communities in early stages of development	**Weaknesses** –Failure of SLCs, despite ample time and money –Sharp drop in 9th grade performance leads to dropping out –Failure to graduate 45% of students on time –Culture of low standards & remediation	**Negative**
	Opportunities –PSC enables formation of small, agile, student centered schools –Modern technology supports learning –New structures can prepare students for college and high-demand careers	**Threats** –Fear of and resistance to change –Weak structures (SLCs) are vulnerable to future backslides –Large schools lack the intimacy necessary to support at–risk students –Low expectations difficult to change	
	External		

BACIS will assess and address students' needs

District and state data systems report too little, too late, producing insufficient information to make informed data–based decisions

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BACIS will use a Comprehensive Data System that will collect and report timely, actionable student–level information

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Each student will have a personal data profile that will enable teachers to focus on individual strengths and weaknesses

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Students who start to struggle will receive *immediate* intervention. Those who need more challenges will receive enrichment

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Section 4: School Plan Priorities To Turnaround Student Performance • What are the top three to five priorities must the school address to improve student achievement? • What is required to achieve the growth needed to get to the school of the future where all students are high achievers? • What type of academic strategies will be implemented? • What type of support is needed for faculty and staff to turnaround the school?	**Our top priorities to improve Banning High School are** Turn around of culture of low expectations • System to support data based decision making • Support English Learners to be language proficient • Individualized interventions & enrichment **Supported by four pillars of student achievement** Academic Preparedness • Career Readiness • College Knowledge • Academic Tenacity **central to the philosophies of three academies** Academy of Manufacturing and Engineering • Leadership Magnet • Academy of Computer Science and Digital Art **using the following common strategies** Academic Advisory • Access Strategies • Project Based Learning • Electronic Portfolios • Differentiation **by staff who have access to the following supports.** Elective Curricula • Advisory Curriculum • Differentiated PD • Access to MOODLE Experts • Dedicated Instructional Administrator • Educational Technology Training • Course Content Training	• Small teacher led schools provide the best opportunity for creating and sustaining a positive environment. All students can and will master content. BACIS will use a real time monitoring system, providing a structure for all stakeholders to be active contributors to student success. • Relationships between parents, students, and teachers build a culture and climate of high expectations by creating programs that are purposeful, data driven, responsive, and incorporate parent contributions. • Teachers will use access strategies to support English Learners. • Academic Advisory will provide the interpersonal skills necessary for career readiness. • Project based learning will link and integrate all four pillars. • E-portfolios will document progression of learning to meet college and career ready indicators. • Differentiation will provide students the ability to use strengths and overcome weaknesses. • Training will be ongoing using established programs to support differentiated instruction, advisory, data collection, and RtI2.	**PTA**- National Parent Teacher Association that addresses fundraising, teacher resources, parent resources all aimed to benefit the successes of the student. **Soft Skills**-Six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism (United States Department of Labor) **Tenacity**-persisting, especially in spite of opposition, obstacles, or discouragement