

RANCHO BUENA VISTA HIGH SCHOOL

WASC Self-Study 2009-2010

Chapter V: Schoolwide Action Plan

The Rancho Buena Vista High School (RBVHS) Single Plan for Student Achievement (SPSA) for 2009-2010 is aligned with the current objectives of the Vista Unified School District (VUSD), with the overarching instructional focus of the VUSD, and with the RBVHS self-study findings regarding our Critical Academic Needs (CANs) as well as our under-performing student groups.

Our SPSA articulates four SMART goals. Two goals focus on achievement in English language arts and in math. The other two goals focus on performance of students who are English Learners and students with disabilities.

- In 2010, 65% of 9th graders and 55% of 10th graders will achieve Proficient or above in ELA CSTs.
- In 2010, 16% of all students will reach Proficient or above in Algebra and 35% of students will reach Proficient or above in Geometry.
- In 2010, 10% of EL RBV students will be reclassified.
- In 2010, the number of Special Ed 9th, 10th and 11th grade students performing in the Far Below Basic and Below Basic categories in ELA will decrease by 2%.

Since our two identified CANs state that our critical needs are with increasing literacy and mathematical literacy, the two SMART goals that address the English language arts and math programs are clearly relevant to our CANs. The two other SMART goals, with a focus on performance of students who are English Learners and students with disabilities, are responsive to our self-study analysis of student performance. These two groups of students require special attention as their performance on the CSTs is significantly lower than the performance of any other identified group at RBVHS.

Our SMART goals for English language arts and math require that more students in these two programs will reach the Proficient or above levels on their respective CSTs. We articulated these goals in order to help RBVHS meet AYP mandates for achievement. The SMART goal for our English Learners is focused on reclassification percentages. In this, we are aligning the goal with VUSD's Objective #1, which states that all English Learners will be reclassified within five years of continuous enrollment in the VUSD English Language Development (ELD) program. More importantly, this SMART goal also enhances our efforts to address our identified critical need in literacy. The final SMART goal, for students with disabilities, requires that we will work to decrease the percent of those students who are at the Far Below Basic and Below Basic levels on the English language arts CST. Here, we intend to improve not only our API score, but also to address our identified critical need in literacy. It should be noted that all four SMART goals are also supportive of VUSD Objective #2, which seeks to have students with three years of continuous enrollment will reach grade level or above in English Language Arts and mathematics.

The steps within the action plans of our SPSA build upon a recognized RBVHS strength, which is staff collaboration. The Monday morning staff sessions, incorporated into our weekly schedule, allow for ongoing collaborative work. We intend to work on implementation of SIOP strategies such as language objectives, on school-wide

instruction of academic vocabulary, on realignment of pacing guides, on publication of common assessments and common rubrics, and on dissemination of data and analysis of data. Any collaboration which occurs outside our Monday morning articulation will be financed by categorical funding, a practice that has been supported by and approved by our School Site Council in our current SPSA and in years past.

The SMART goals and action plans within our SPSA are mirrored in the direction articulated within our WASC goals. Our WASC goals recognize the need for improved student academic performance, particularly within grades 9 and 10, as well as the need to bring to pass adequate support systems in core, strategic and intensive programs.

In some ways, RBVHS is fortunate to benefit from the ongoing work within VUSD to exit the federal designation of a district in Program Improvement. In the 2009-2010 school year, the district published a district-wide instructional focus that *all students will make meaning of text through explicit instruction of academic language, common academic vocabulary, and reading strategies resulting in comprehension and understanding of the grade level standards-based content being taught*. This district level work, which certainly includes RBV, provides welcomed support as we addresses our critical needs. An RBV team—the principal, two assistant principals, our ELD resource teacher, and our four core department chairs—has attended monthly training days, organized by the district and by San Diego Office of Education staff in order to move the district out of Program Improvement through full implementation of the district's instructional focus. As a result, our team began to introduce to our staff several teaching strategies that aim to improve reading comprehension in all classes. During the fall of this school year, RBVHS was selected for a pilot district Learning Walk, and two more such Learning Walks are scheduled for 2009-2010. The district plans to maintain the articulated Instructional Focus for at least two additional years, and since this work is so very much relevant to RBVHS's stated critical needs, we are confident in our expectation that our staff will experience increased capacity in addressing our needs to improve student literacy and academic performance across the campus. Certainly, the ultimate beneficiaries will be our students.

During the years beyond 2009-2010, as we work to meet our SMART action plans and WASC goals, and to ensure that our staff does not lose sight of our plans, RBVHS will make use of our Monday morning articulation sessions as well as our existing leadership structures. At the start of each semester, department chairs and teaching staff will publish a department plan for implementation of WASC goals. This work will drive Monday morning articulation throughout the year. Every other month, department chairs will share in our scheduled department chairs sessions what their department's have accomplished toward implementation. Twice a year, toward the end of each semester, our Focus Groups will meet and publish their assessment of the WASC implementation work. These Focus Group sessions will be infused into our Monday morning schedule which is approved by our Shared Governance Committee at the start of each year. Following each Focus Group session, our Leadership team will meet to review achievements as reported by the Focus Groups, to summarize them and to suggest next steps. The summaries and recommendations will be reviewed by Home

Groups (content departments) at the start of each semester, and, thus, the cycle of implementing our WASC plans will move forward.

Our challenge through this process will be potential turnover of staffing, especially those in leadership positions. Additionally, the financial crisis that is currently enveloping the entire district may negatively affect the financial resources RBVHS will need to support the level of in-house staff development and program improvement that we would like to conduct. Conversely, we are optimistic that the existent culture of collaboration within our staff will continue to drive our communal effort toward improving student achievement.