

2016-17 SPSA Literacy Plan

Rancho Bernardo High School

Target Goal #1: Increase student achievement and College and Career Readiness for ALL students by 5% over two years (2.5% each year) as measured by CAASPP, AP Participation, AP Pass Rate, A-G Completion, CTE Pathway Participation, Attendance and Survey Data.

Measure	Current	2016-17 Goal	2017-18 Goal
CAASP Language Arts	83%	85%	88%
CAASP Mathematics	66%	68%	71%
AP Participation	71%	73%	76%
AP Pass Rate	46%	48%	51%
A-G Completion	71%	74%	77%
CTE Pathway	10%	13%	15%
Attendance	96.6%	97%	98%
Parent Survey (Safe School)	91%	95%	99%

Target 1 Action Plan Tasks	Action Plan Steps/Strategies	Monitoring, Evaluation, Assessment of Progress	Timeline
<i>Ensure teachers and staff are actively engaged in the PLC process in order to support student learning and growth.</i>			
Each PLC will create SMART goals addressing one of the four areas of the PLC Cycle (planning, instruction, assessment or intervention.)	<ul style="list-style-type: none"> Review and analyze school-wide, department, course, and section data to identify areas for growth. Create a PLC SMART goal that is focused on closing the achievement gap and supporting student learning. Review and analyze school-wide, department, course, and section data regularly and at grading periods. Make necessary adjustments to SMART goal action plans, planning, instruction, assessment, intervention. 	<ul style="list-style-type: none"> CAASPP data A-G data AP enrollment Attendance/ Discipline data D/F reports Gradebooks SMART goal form 	1-2. By end of September 3-7. At Wednesday PLC meetings
PLCs will meet and learn from each other during Professional Growth days.	PLCs will: <ul style="list-style-type: none"> Meet on Professional Growth (PG) days to assess progress towards SMART goal. Use PG days to share instructional strategies (ex. Learning Wheels). Meet on PG days to plan/share. Use PG days to create and review common assessments and assessment data. 	<ul style="list-style-type: none"> PG agendas CAASPP data A-G data AP enrollment D/F reports Gradebooks Common 	1-5. Each PG day

	<ul style="list-style-type: none"> Review student data and plan interventions for students in need. 	assessments	
PLCs will meet on Wednesday morning late-start days to review SMART goal progress.	<p>PLCs will meet on late-start Wednesdays to:</p> <ul style="list-style-type: none"> Review and analyze student data. Share instructional strategies. Plan instruction and pacing. Create and review common assessments and assessment data. Review student data and plan interventions for students in need. 	<ul style="list-style-type: none"> CAASPP data A-G data AP enrollment Gradebooks Common assessments 	1-5. Each late-start Wednesday
Each PLC will review and analyze student data.	<p>Each PLC will:</p> <ul style="list-style-type: none"> Access student data through assessment software in order to review and analyze test data and individual student data. Create common assessments in order to inform instruction and ensure student achievement and content mastery. Review and align grading practices. Review school-wide, department, course, and section data in order to identify successes and areas for growth. 	<ul style="list-style-type: none"> CAASPP data A-G data AP enrollment Grade Data Gradebooks Common assessments Assessment software 	1-4. At Professional Growth day meetings and late-start Wednesday PLC meetings
Teachers and administrators will visit classrooms to observe student learning.	<ul style="list-style-type: none"> Teachers engage in peer classroom visits to observe instructional strategies and formative assessment techniques. Administrators will conduct classroom visits, both formally and informally, to observe student learning. Administrators and teachers will reflect on observations together in order to inform instruction and support student learning. Teachers will be released to visit other schools to observe student learning. 	<ul style="list-style-type: none"> Observation forms TPLES Alternative Evaluations Observation calendar 	<ol style="list-style-type: none"> Ongoing Ongoing and on evaluation cycle Within 5 days of formal observations
<i>Provide opportunities and supports for students as they become college and career ready.</i>			
Teachers and counselors will use the Rtl ² Console to track individual interventions with students.	<p>Teachers and counselors will:</p> <ul style="list-style-type: none"> Receive Rtl² Console training on staff development days. Create/update student profiles for students that are struggling academically or socially/emotionally. Document past and current intervention steps. 	<ul style="list-style-type: none"> Rtl² Console Teachers, counselors, admin, TOSA Discipline/ Attendance data 	1. August 2-3. Ongoing
Bronco Success Team (BST) will meet twice per month. (Intervention TOSA, Counselor, and Admin)	<p>BST will:</p> <ul style="list-style-type: none"> Use the Rtl² Console, counselor and assistant principal feedback, and discipline and attendance records to select students to create additional supports. Create an action plan for each student. Meet formally and informally to assess student progress and adjust the action plan as necessary. 	<ul style="list-style-type: none"> BST meeting calendar Rtl² Console Discipline/ Attendance data 	1-3. Twice monthly 4. Ongoing
RBHS will implement and	<ul style="list-style-type: none"> Students will be referred to an academic success class based on past 	<ul style="list-style-type: none"> Rtl² Console 	1-2. Prior to

support a collaborative Academic Success class model.	<p>grades, Rtl² Console data, and teacher/parent/counselor recommendation.</p> <ul style="list-style-type: none"> Academic Success teachers will collaborate to share instructional strategies and plan for a curriculum rotation that will allow each teacher to support students at each grade level. (9th-11th) Teachers and administrators will review student grades and other data to monitor student learning and progress. 	<ul style="list-style-type: none"> D/F reports Master schedule MAP testing 	<p>each term</p> <ol style="list-style-type: none"> PLC time and common prep. Ongoing evaluation.
The Bronco Center will continue to be used for college visits and college/career counseling.	<ul style="list-style-type: none"> The Bronco Center will be open daily for students to research college and career goals. The Bronco Center will schedule visits from colleges and trade schools. Students will be encouraged to sign up to attend college information session(s). 	<ul style="list-style-type: none"> College visit calendar and sign-up sheet Bulletin/announcements Counselor invitations 	1-3. Ongoing
The Counseling department will continue to host information meetings for parents and students.	<ul style="list-style-type: none"> Counselors will offer morning and evening information sessions for students and parents on a variety of topics, including financial aid, SAT/ACT, college applications, etc. Parent surveys will be used to determine obstacles to attendance and schedule meetings accordingly. EDY Rank 1 and 2 students and their parents will be targeted via email communication and personal invitations from counselors. 	<ul style="list-style-type: none"> Bulletin/announcements Calendar Counselor invitations 	1. Ongoing
RBHS will continue to support the Homework Zone for academic support.	<ul style="list-style-type: none"> RBHS will offer a weekly homework zone for students. Teachers and counselors will recommend students for participation. At least one teacher will be present to provide academic support. Peer Counselors will serve as tutors to assist students who are in need. 	<ul style="list-style-type: none"> Sign-in sheets Peer Counselor volunteer hours 	1-4. Ongoing
RBHS will continue to support Saturday schools for attendance make-ups, interventions, and additional support.	<ul style="list-style-type: none"> Teachers will offer Saturday Schools for students to make up labs, tests, work on projects, or receive additional support in the subject area. The Intervention TOSA will use D/F data and Rtl² Console profiles to identify students who need additional support and create targeted Saturday School options for students. 	<ul style="list-style-type: none"> D/F data Rtl² Console Saturday School sign-in sheets 	1-2. Ongoing
RBHS will continue to staff and utilize the Testing Center to limit time lost in class to test make-ups.	<ul style="list-style-type: none"> Interventions TOSA and classified staff facilitate a weekly testing center on late-start Wednesdays for students to make up missed assessments or retake quizzes/tests without missing class time. Teachers will provide tests, student names, and instructions to test center. 	<ul style="list-style-type: none"> Testing Center sign-in sheets Testing Center forms 	<ol style="list-style-type: none"> Weekly on late-start Wednesday Ongoing
Students will be held accountable for excessive tardies, absences, and trancies.	<ul style="list-style-type: none"> The Attendance Office will submit attendance referrals for excessive tardies, absences, and trancies to Assistant Principals. Assistant Principals will meet with each student, document applicable consequences, and communicate, as necessary, with the parent(s). 	<ul style="list-style-type: none"> Referrals Detentions Friday Schools Attendance data Grade data 	1-2. Weekly

<p>RBHS will offer 4.5 Period Classes for enrichment and support for students.</p>	<ul style="list-style-type: none"> Teachers will submit proposals for 4.5 period classes that offer enrichment outside of our current course offerings, as well as content area and skill-based support. Courses will be approved in department chair meetings and submitted to the district for funding. Teachers and counselors will recruit/recommend students they feel would benefit from the enrichment course. 	<ul style="list-style-type: none"> 4.5 Period proposals Department Chair meeting minutes 4.5 Period attendance sheets 	<ol style="list-style-type: none"> September September Varies
<p>Academic Tutors will provide targeted one-on-one or small group support.</p>	<ul style="list-style-type: none"> Teachers/Counselors will recruit/recommend students to serve as Academic Tutors in core academic and elective courses. Academic Tutors will provide one-on-one and small group support. 	<ul style="list-style-type: none"> Course Request Forms 	<ol style="list-style-type: none"> Spring of each year
<p>Data and assessment software will be used by teachers to inform instruction and assess student progress towards content mastery.</p>	<ul style="list-style-type: none"> Every teacher has access to data and assessment software in order to review and analyze test data and individual student data. Teachers will use assessment data to inform instruction and ensure student achievement and content mastery. Teachers will review and analyze test data and individual student data in order to identify successes and areas for growth, as well as student supports and interventions. 	<ul style="list-style-type: none"> Data and assessment software A-G data D/F reports 	<ol style="list-style-type: none"> Ongoing
<p>College and Career Readiness software will be utilized to help students research and select college and career options.</p>	<ul style="list-style-type: none"> Counselors will use PSAT days to guide students through appropriate sections of the college and career readiness program available to them. Students will learn how to research schools and careers of interest. Students will be take assessments that identify areas of strength and interest. 	<ul style="list-style-type: none"> College and Career Readiness Software College acceptance data 	<ol style="list-style-type: none"> PSAT day Ongoing Ongoing
<p>A student-centered master schedule will be created each term with scheduling options, course options, and flexibility that support student learning.</p>	<p>Counselors will:</p> <ul style="list-style-type: none"> Meet with every student annually to review academic progress and their four year plans. Ensure students who need to remediate courses are scheduled appropriately. Recommend students use off-roll to allow for additional time for schoolwork and studying, as well as extra-curricular interests such as athletics, internships, and part-time work. Recommend students for appropriate Advanced Placement courses, and year-long or term courses, based on teacher input. 	<ul style="list-style-type: none"> Master Schedule A-G data D/F reports AP Enrollment Job permits Clubs and sports rosters 	<ol style="list-style-type: none"> Spring
<p>RBHS will host the PSAT in conjunction with a College and Career Readiness Day to support students with college and career goals.</p>	<ul style="list-style-type: none"> All tenth grade students will take the PSAT and all ninth and eleventh grade students will be encouraged to take the PSAT. Students not taking the PSAT will be scheduled into grade-level appropriate workshops related to college and career readiness, college and career research, and academic achievement/growth mindset. 	<ul style="list-style-type: none"> College/Career Software PSAT sign-ups PSAT workshop schedule 	<ol style="list-style-type: none"> October
<p>Programs Office/Student Support Services will be utilized to provide social and emotional</p>	<ul style="list-style-type: none"> The Programs Office will be open daily for students who need social/emotional support. Support groups (boys, girls, grief, etc.) for students who need them. 	<ul style="list-style-type: none"> Support groups Healthy Kids Survey 	<ol style="list-style-type: none"> Ongoing October

support for at-risk students.	<ul style="list-style-type: none"> ● Healthy Kids Survey results will assist in planning services for students. ● PTSA and Programs will sponsor Red Ribbon Week to encourage healthy choices and provide support information for students. 	<ul style="list-style-type: none"> ● D/F reports ● RtI² Console 	
RBHS will continue to offer and expand elective options and pathways in Career Technical Education and Visual and Performing Arts.	<p>RBHS will:</p> <ul style="list-style-type: none"> ● Continue to expand our CTE and VAPA course offerings which currently include courses in the areas of digital media, computer animation, broadcasting, drawing/painting, jewelry making, computer science, biotechnology, photography, theater. ● Create and continue to support CTE and VAPA Pathways in the master schedule and via 4.5 period classes. 	<ul style="list-style-type: none"> ● Course Request Forms ● Master Schedule ● 4.5 period class enrollment 	1-2. Ongoing
RBHS will utilize an Intervention TOSA and Intervention Counselor to support students academically and socially/emotionally.	<ul style="list-style-type: none"> ● RBHS has one intervention TOSA and one part-time intervention Counselor that focus on supporting students academically and socially/emotionally. ● The Intervention TOSA will work with teachers to provide resources, supports, and strategies for students who are struggling academically. ● The Intervention TOSA and Counselor will review the RtI² Console, conduct BST meetings, as well as provide RtI² Console training. ● The Intervention Counselor will create restorative justice/corrective measures lessons and activities for students with discipline issues (e.g. academic honesty, anger management) 	<ul style="list-style-type: none"> ● Intervention Google Files ● BST Meetings and action plans ● RtI² Console ● Homework Zone ● Professional Growth day 	1-4. Ongoing
<i>Create opportunities for connections between all stakeholders.</i>			
Student Support and Involvement:			
Human Relations Conference	<ul style="list-style-type: none"> ● RBHS will continue to host an annual Human Relations Conference for all tenth grade students to evoke a sense of community, feel connected, celebrate differences, and address stereotypes. 	<ul style="list-style-type: none"> ● ASB ● Counseling ● HRC schedule 	1. Annually
No Place for Hate campus designation	<ul style="list-style-type: none"> ● RBHS will continue to participate as an Anti-Defamation League No Place for Hate campus by conducting anti-bias activities and campaigns on campus that celebrate diversity and promote respect. 	<ul style="list-style-type: none"> ● ASB ● Counseling ● Clubs 	1. Ongoing
Peer Leaders Uniting Students	<ul style="list-style-type: none"> ● Peer Leaders Uniting Students will continue this year as a club and will host forums for students to build trusting relationships with one another, create opportunities for listening, and sustain safe school efforts. 	<ul style="list-style-type: none"> ● PLUS club ● Student Support Services 	1. Ongoing
Clubs/ Student Organizations	<ul style="list-style-type: none"> ● ASB will host an annual Club Fair to allow clubs the opportunity to promote their efforts and activities, and recruit new members. ● RBHS will continue to encourage students to join clubs as they provide a way for students to express and pursue their passions, learn new skills, and make connections to other students and advisors. 	<ul style="list-style-type: none"> ● ASB ● Club sign-ups ● Number of clubs 	1. September 2. Ongoing
Programs Office/Student	<ul style="list-style-type: none"> ● The Programs Office/Student Support Services will work with counselors, 	<ul style="list-style-type: none"> ● Student Services 	1. At the start

Support Services	<p>teachers, and administrators to determine needed support groups and invite at-risk and struggling students to participate.</p> <ul style="list-style-type: none"> ● Red Ribbon Week, hosted by the Programs Office, will consist of activities to build awareness of the dangers related to drug, alcohol, and tobacco use. ● The Programs Office is open daily for students who need a safe place or someone to talk to. ● Analyze the results from the Healthy Kids Survey to build additional programs/supports, host assemblies, or provide support groups for students who need them. 	<ul style="list-style-type: none"> ● Specialist Counselors ● Support Group lists ● Health Kids Survey 	<p>of each term; meet weekly</p> <ol style="list-style-type: none"> 2. October 3. Ongoing 4. Ongoing and at holidays 5. CHKS Every two years
Peer Counselors	<ul style="list-style-type: none"> ● Each year, approximately 80 peer counselors are selected. ● Peer Counselors provide academic tutoring in the Bronco Center before school, after school, and at lunch every day. ● Peer Counselors also serve as academic tutors during Homework Zone on Tuesday evenings. ● Volunteers from Peer Counselors are utilized at many events, including registration, our district college fair, and Back to School Night. 	<ul style="list-style-type: none"> ● Peer Counseling applications ● Peer Counseling retreats/training ● Bronco Center ● Homework Zone ● Peer Counseling volunteer logs 	<ol style="list-style-type: none"> 1. Spring 2-3. Ongoing 4. Varies
College and Career Readiness software	<ul style="list-style-type: none"> ● Counselors will use PSAT days to guide students through appropriate sections of the college and career readiness program available to them. ● Students will learn how to research schools and careers of interest. ● Students will be take assessments that identify areas of strength and interest. 	<ul style="list-style-type: none"> ● College and Career Software and data reports ● College acceptance data ● PSAT day schedule 	<ol style="list-style-type: none"> 1. PSAT day 2. Ongoing 3. Ongoing
Media	<ul style="list-style-type: none"> ● Student-produced Bronco TV highlights school events and students/student groups, and informs students of sports scores, upcoming events, and other important information. ● Bronco TV will continue to live-stream events such as football games and graduation so all students have the opportunity to be connected. ● The Silver Spur Newspaper will continue to be produced a minimum of six times per year and will cover news, opinions, features, sports, and entertainment. The paper will be archived online, where major stories will be published electronically. ● Each day at the start of second period, a daily bulletin is read and updates on sports scores and other important information is shared. 	<ul style="list-style-type: none"> ● Bronco TV ● RBHS Digital Media YouTube page ● The Silver Spur print edition ● The Silver Spur online edition ● Daily Bulletin 	<ol style="list-style-type: none"> 1. Bi-Weekly 2. Varies 3. Six+ times per year 4. Every day
Men of character	<ul style="list-style-type: none"> ● Each month, male coaches, teachers and student athletes gather for a breakfast and speakers promoting good character and leadership. 	<ul style="list-style-type: none"> ● Monthly meetings 	<ol style="list-style-type: none"> 1. Monthly
The Stable	<ul style="list-style-type: none"> ● With the support of administration and ASB, RBHS student leaders will continue their tradition of promoting school spirit and attendance at athletic events. ● Use of social media to promote school pride and activities. 	<ul style="list-style-type: none"> ● Twitter page 	<ol style="list-style-type: none"> 1-2. Ongoing

<p>Progressive Discipline Plan/Corrective Measures/Discipline presentations</p>	<ul style="list-style-type: none"> Administration will continue to follow a progressive discipline plan in tandem with corrective measures that promote growth, restorative justice, and rehabilitation. Administrators will continue to present annual discipline presentations to all students to set expectations for behavior and student safety, as well as inform students of consequences of various actions. Administrators will use mediation as a means of restoring trust, relationships, and safety. 	<ul style="list-style-type: none"> Student Handbook Intervention Google files Intervention Counselor Mediation Support groups Discipline files 	<ol style="list-style-type: none"> Ongoing September Ongoing
<p>Parental Support and Involvement:</p>			
<p>RBHS will continue to work with parents and the PTSA to support the Parent Center.</p>	<ul style="list-style-type: none"> The RBHS Parent Center will be open Tuesdays and Thursdays from 2:30pm-5:00pm for any parent who needs questions answered about our school community. The Parent Center will be used to help parents navigate the high school experience and to provide information about our RBHS school community. Parents may obtain information and forms about sports, academics, volunteer opportunities, college, clubs and co-curricular activities, parenting classes, school website, and other support for students in the Parent Center. 	<ul style="list-style-type: none"> Parent volunteers Administration and support staff 	<ol style="list-style-type: none"> 3. Ongoing
<p>Parent and community organizations will continue to be supported by RBHS.</p>	<ul style="list-style-type: none"> The Friends of the Library will continue to support the library with book donations and other supplies, equipment and furniture for the library. A designated administrator will attend all FoL meetings. The RBHS Foundation will continue to support teachers through the purchase of technology and supplemental classroom resources, among other items. A designated administrator will attend all Foundation meetings. The PTSA will continue to promote membership, recognize staff; review requests for support from teachers and the site; and sponsor speakers and events related to student safety, parenting, and college and career readiness. Booster clubs for band and various athletic programs will continue to promote parent involvement and support of extracurricular activities. 	<ul style="list-style-type: none"> Friends of the Library RBHS Foundation PTSA Booster clubs 	<ol style="list-style-type: none"> Monthly meetings/regular volunteers Monthly meetings Monthly meetings and other events Ongoing
<p>RBHS will continue to host parent meetings and forums.</p>	<ul style="list-style-type: none"> An annual Freshmen Parent Meeting is offered during registration where we will promote parental involvement in the school community, address concerns or questions about the transition to high school and provide important information about our programs, organizations, and events. RBHS will continue to meet with parents in a forum setting to address questions and concerns about our schedule, student safety, academic options, etc. 	<ul style="list-style-type: none"> Freshmen Parent Meeting Registration Website Bulletins Connect Ed Parent Forums 	<ol style="list-style-type: none"> August Ongoing
<p>RBHS will continue to support online communication with</p>	<ul style="list-style-type: none"> RBHS will regularly update our website in order to provide accurate information and calendars. 	<ul style="list-style-type: none"> RBHS website Connect Ed 	<ol style="list-style-type: none"> 2. Ongoing

parents.	<ul style="list-style-type: none"> ● RBHS will provide parents with access to grades, attendance, college and career information, and class webpages/assignments. ● Administration, counseling, and attendance will provide important information to parents via online and phone messaging services. 	<ul style="list-style-type: none"> ● College and Career Software ● Online gradebook ● Course webpages 	
Parents will continue to have access to important information and events online.	<ul style="list-style-type: none"> ● Parents may access The Silver Spur or Bronco TV episodes online. ● Live-streaming of events such as plays, athletics, allowing parents to stay connected, even when they are unable to physically attend these events. 	<ul style="list-style-type: none"> ● Website ● Bronco TV ● YouTube page 	1-2. Ongoing
Community Support and Involvement:			
Community members will continue to have access to important information and events via the internet.	<ul style="list-style-type: none"> ● Access to The Silver Spur or Bronco TV episodes online. ● Live-streaming of events such as plays, athletics, and graduation will allow community members to stay connected, even when they are unable to physically attend these events. 	<ul style="list-style-type: none"> ● Silver Spur ● Bronco TV ● YouTube page ● Live-stream 	1-2. Ongoing
RBHS will continue to support the Bronco Ambassadors program.	<ul style="list-style-type: none"> ● Each year, RBHS will select a group of students to represent the school who are exemplary, diverse leaders with good character and academic/extra-curricular involvement. ● Bronco Ambassadors will promote Red Ribbon Week activities that focus on healthy choices. ● Bronco Ambassadors will conduct presentations at local elementary schools, focusing on healthy choices and good character. 	<ul style="list-style-type: none"> ● Bronco Ambassador applications ● Red Ribbon Week ● Bronco Ambassador visits ● Programs Office 	1. May 2. October 3. Ongoing
RBHS will continue to participate and host our district-wide What I Wish My Parents Knew event.	<ul style="list-style-type: none"> ● RBHS will continue to participate in the hosting rotation of the parent and community event "What I Wish My Parents Knew." ● RBHS administrators and students will continue to serve on panels such as academic pressure, social pressure, and substance use. 	<ul style="list-style-type: none"> ● What I Wish My Parents Knew events/sessions 	1. Twice annually
Faculty and Staff Support and Involvement:			
Teachers and staff will gather on Professional Growth days and designated late-start Wednesdays to discuss, share, and reflect.	<p>Teachers will:</p> <ul style="list-style-type: none"> ● Meet on Professional Growth (PG) days to analyze student data, assess progress towards PLC SMART goals, and plan. ● Participate in Learning Wheels, created and led by other teachers, that offer instructional strategies, educational research and application, and intervention/support strategies. ● Gather on Professional Growth Days and inservice days to share news, recognitions, provide updates, and discuss concerns. 	<ul style="list-style-type: none"> ● PG day meeting agendas ● Learning Wheel schedules ● A-G data ● AP enrollment ● D/F reports ● Other data sets 	1-5. Each PG day and late-start days.
Teachers and staff will be involved in regular planning and debriefing.	<ul style="list-style-type: none"> ● Administration will meet periodically with certificated and classified staff to reflect on the successes and challenges taking place. ● Meet regularly with support staff, as well as before and after major events such as registration, college fair, etc. ● Site team (consisting of administrators, office support staff, custodial staff, campus supervision, athletics, ASB) will meet once a week to 	<ul style="list-style-type: none"> ● Reflection and debrief notes and Google Forms ● Site Agenda Meetings 	1. Ongoing, at least twice yearly 2. Weekly, and preceding and following

	discuss needs, challenges, successes, and concerns.		major events
Teachers will utilize Flex Time and Release Days to collaborate.	<ul style="list-style-type: none"> Staff will participate in Flex Time in which they collaborate on planning, assessments, or instructional strategies, and/or share findings and new information from professional growth opportunities, workshops, events. Administration will support teacher release days in order for teachers to collaborate on planning, instruction, assessments, and interventions. 	<ul style="list-style-type: none"> Flex Time forms Release day requests 	<ol style="list-style-type: none"> 7.5 hours per teacher, per year As requested

Target Goal #2: Reduce the Achievement Gap by 8% over two years (4% per year) by creating opportunities and supports for students in underperforming demographic groups, Special Education, ELL, and identified as Educationally Disadvantaged Youth as measured by CAASPP, AP Participation, AP Pass Rate, A-G Completion, CTE Pathway Participation, CELDT, as well as Attendance and Survey data. (Specific target breakdowns by student groups are listed after the action plan)

All of the Action Plan Steps/Strategies for Target Goal #1 will be used to support learning for all specific, critical subgroups. In addition to those steps, we will implement and/or continue the following:

Target 2 Action Plan Tasks	Action Plan Steps/Strategies	Monitoring, Evaluation, Assessment of Progress	Timeline
Ensure teachers and staff are actively engaged in the PLC process in order to close the achievement gap.			
Each PLC will create annual SMART goals around closing the achievement gap.	<ul style="list-style-type: none"> Disaggregate and analyze data by critical subgroups Create a PLC SMART goal that is focused on closing the achievement gap, supporting student learning, and offering interventions in order to close the achievement gap. Regularly review and analyze gradebook data by subgroup. Review and analyze school-wide, department, course, and section data, by subgroup, at grading periods. Review and revise goals at the end of each grading period. 	<ul style="list-style-type: none"> CAASPP data A-G data AP enrollment Attendance data D/F reports Gradebooks SMART goal form CELDT 	1-2. By end of September 3-4. At Wednesday PLC meetings
Each PLC participates in Professional Growth days.	Teachers will use PG days to: <ul style="list-style-type: none"> Share instructional strategies that have worked to help close the achievement gap through conversations and learning wheels. Create and review common assessments and assessment data, overall and by critical subgroup. Review student data, overall and by critical subgroup, and plan interventions for students in critical subgroups. Participate in activities, readings, and discussions that focus on supporting students and closing the achievement gap through relationships, discipline methods, etc. 	<ul style="list-style-type: none"> PG day meeting agendas CAASPP data A-G data AP enrollment D/F reports Gradebooks Common assessments CELDT 	1-4. Each PG day
Each PLC meets on Wednesday	PLCs will meet on late-start Wednesdays to:	<ul style="list-style-type: none"> CAASPP data 	1-5. Each

morning late-start days.	<ul style="list-style-type: none"> ● Review and analyze student data, overall and by critical subgroup. ● Share instructional strategies that have worked to help close the achievement gap. ● Plan for reteaching based on assessment data. ● Create and review common assessments and assessment data, overall and by critical subgroup. ● Review student data and plan research-based strategies and interventions for students in critical subgroups. ● Collaborate with teachers at other schools on strategies and pacing. ● Meet with department administrators around supporting specific student populations. 	<ul style="list-style-type: none"> ● A-G data ● AP enrollment ● D/F reports ● Gradebooks ● Common assessments ● CELDT 	late-start Wednesday
Each PLC will review and analyze student data, overall and by critical subgroup.	<ul style="list-style-type: none"> ● Each PLC will disaggregate and analyze school-wide, department, course, and section data by critical subgroup, in order to identify successes and areas for growth. 	<ul style="list-style-type: none"> ● CAASPP data ● A-G data ● AP enrollment ● D/F reports ● Gradebooks ● Common assessments ● Assessment software ● CELDT 	1. At Professional Growth day meetings and late-start Wednesday PLC meetings
Teachers and administrators will debrief classroom observations.	<ul style="list-style-type: none"> ● After an observation occurs, teachers and administrators will discuss instructional strategies and progress towards lesson objectives/content standards by critical subgroups. 	<ul style="list-style-type: none"> ● Observation forms ● TPLES ● Observation calendar 	1. Ongoing
<i>Provide opportunities and supports for students as they become college and career ready.</i>			
RBHS will implement and support a collaborative Academic Success class model.	<ul style="list-style-type: none"> ● Students will be selected for enrollment in the Academic Success class first by analyzing GPAs and RtI² Console notes for EDY Rank 1 and 2 students, then by critical subgroups of Black/African American, Hispanic, and ELL. 	<ul style="list-style-type: none"> ● RtI² Console ● D/F reports ● Master schedule ● GPA 	1. Prior to start of each term
The Bronco Center will continue to be used for college visits and college/career counseling.	<ul style="list-style-type: none"> ● The Bronco Center and AVID classes will communicate to provide opportunities for AVID students to attend college visits. 	<ul style="list-style-type: none"> ● College visit calendar and sign-up sheet ● Bulletin/announcements 	1. Ongoing
RBHS will continue to support Saturday schools for attendance make-ups, interventions, and additional support.	<ul style="list-style-type: none"> ● Bridges teachers will run a minimum of two Saturday school sessions per term. Bridges students will have the opportunity to complete missing assignments, complete assessments, receive tutoring, and/or work on study skills. 	<ul style="list-style-type: none"> ● D/F data ● Grades ● Bridges rosters ● Saturday School sign-in sheets 	1. Ongoing

<p>RBHS will continue to offer 4.5 Period Classes to offer enrichment and support for students.</p>	<ul style="list-style-type: none"> ● ELL students will meet twice per week for a minimum of one hour each meeting to receive tutoring, practice English language skills, and review daily classwork and homework. ● RBHS will offer a 4.5 period class for further support of Bridges (EDY) students throughout high school. 	<ul style="list-style-type: none"> ● 4.5 Period classes ● Department Chair meeting minutes ● 4.5 Period attendance sheets 	<p>1-2. Ongoing</p>
<p>Academic Tutors will be utilized in classrooms to provide targeted one-on-one or small group support.</p>	<ul style="list-style-type: none"> ● Academic Tutors will be selected and trained to work specifically with students in ELL classes, Academic Success, Bridges 4.5 period, SPED classes, and English prep class. 	<ul style="list-style-type: none"> ● Course Request Forms ● Schedules ● Training agendas 	<p>1. Prior to the start of each term</p>
<p>RBHS will host the PSAT in conjunction with a College and Career Readiness Day to support students with college and career goals.</p>	<ul style="list-style-type: none"> ● All 9th and 11th grade AVID students take the PSAT. ● Students who need support financially will be encouraged to get a fee waiver. ● Students not participating in the test will engage in College and Career related activities. 	<ul style="list-style-type: none"> ● PSAT sign-ups ● PSAT workshop schedule 	<p>1. October</p>
<p>RBHS will utilize an Intervention TOSA and Intervention Counselor to support students academically and socially/emotionally.</p>	<ul style="list-style-type: none"> ● The Intervention TOSA will work with administrators to identify and interview students, by gender and critical subgroup, to identify trends and themes in student needs, struggles, and connections. The TOSA will compile that data to present to administration. ● Upon meeting with critical subgroup students, Intervention TOSA will use feedback to share strategies for instruction and relationship building. 	<ul style="list-style-type: none"> ● Intervention Google Files ● BST Meetings and action plans ● RtI² Console ● Pro Growth days 	<p>1. Annually</p>
<p>Continue to enroll qualified students for participation in programs such as AVID, Read 180, English Prep, and ELD/ELL classes.</p>	<ul style="list-style-type: none"> ● Teachers, counselors and administrators will continue to recommend qualified students for participation in the appropriate program. ● Students in these classes/programs will participate in skill building; growth mindset lessons; organizational strategies; tutorials; and college and career research, preparation and application. ● Teachers will share instructional strategies in relevant school-wide, department, or PLC meetings. ● Students will receive the appropriate support and instruction based on their levels. (Reading, Language, Study Habits etc.) 	<ul style="list-style-type: none"> ● Critical subgroup data ● Bridges program participation ● Middle school data ● MAP testing ● AVID applications ● Blue Cards 	<p>1. Prior to each term 2-4. Ongoing</p>
<p>RBHS will systematically select and track students to participate in a summer Bridges program to support transition to high school.</p>	<ul style="list-style-type: none"> ● Teachers and administrators will meet with our feeder middle schools to identify students who meet criteria for EDY and need additional support in the transition to high school. ● Students will be invited to participate in a summer program that will assist students in developing skills and goals that will help them successfully transition to high school. ● Teachers and administrators will track Bridges students throughout high school to ensure student success and provide additional supports/interventions as necessary. ● Annual community college field trip for Bridges students. 	<ul style="list-style-type: none"> ● EDY criteria lists ● D/F grade reports ● A-G data ● CAASPP data ● AP enrollment data ● 4.5 period enrollment data ● Attendance and discipline data ● RtI² Console ● MAP testing ● Field Trip roster 	<p>1. May 2. July 3. Ongoing 4. Ongoing 5. Annually</p>

		<ul style="list-style-type: none"> ● CELDT 	
Collaborative and Layered Classes will be supported in identified subject areas to provide support for SPED students and/or modification of curriculum, while offering the least restrictive environment.	<ul style="list-style-type: none"> ● Special Education teachers, General Education teachers, and counselors will work together to identify students for collaborative or layered classes. ● Co-teachers will work together during prep periods, PLC meetings, Flex time, and release days to plan appropriate lessons, instructional strategies, pacing, assessments, and interventions. 	<ul style="list-style-type: none"> ● SPED student data ● Grade reports ● A-G data ● Flex Time forms 	<ol style="list-style-type: none"> 1. Spring 2. Ongoing
Students in Special Education students will be provided with college and career transition goals and support.	<ul style="list-style-type: none"> ● Teachers will assist students in selecting classes and setting appointments with community college admissions counselors to gain priority registration and discuss transfer of their IEP and related services. ● Students will be offered opportunities to visit and tour college campuses. 	<ul style="list-style-type: none"> ● Placement tests ● IEP meetings/notes ● Field Trip schedule/forms 	<ol style="list-style-type: none"> 1. Spring 2. Spring 3. Annually
Collaboration with College Bound PUSD.	<ul style="list-style-type: none"> ● Counselors and administrators will recommend participation in the College Bound Program for all African American students. ● Students will participate in workshops, activities, and lessons that will prepare them for college and assist them in the application process. ● College Bound hosts meetings for students weekly on campus and monthly for parents and students. ● College Bound case managers meet with counseling team regularly. 	<ul style="list-style-type: none"> ● Counselor/administrator referral ● A-G data ● AP enrollment data ● D/F reports ● Grades ● CELDT 	1-2. Ongoing
<i>Create opportunities for connections between all stakeholders.</i>			
Student Support and Involvement:			
Clubs/Student Organizations	<ul style="list-style-type: none"> ● RBHS students have formed clubs that will continue to be supported by RBHS staff and ASB. (Black Student Union, MECHA, etc.) ● ASB holds two day Club Fair to promote student connectedness. ● Students are encouraged to get connected to clubs or create new clubs. 	<ul style="list-style-type: none"> ● ASB ● Club sign-ups 	1. Ongoing
AVID	<ul style="list-style-type: none"> ● AVID students will continue to participate in fundraisers, college visits, field trips and retreats, and volunteer opportunities that link them to the school community and fosters achievement and purpose. ● Students also belong to AVID club where they fundraise and provide community service. 	<ul style="list-style-type: none"> ● AVID Site Plan ● AVID account ● Field Trip forms ● Volunteer logs 	1. Ongoing
Bridges Program	<ul style="list-style-type: none"> ● Bridges teachers will continue to meet with Bridges students, both formally and informally, to assess academic achievement, as well as social/emotional well-being. ● Bridges students and teachers take a field trip to Cal State San Marcos and Palomar college. ● Bridges 11th and 12th graders help mentor 9th and 10th graders. 	<ul style="list-style-type: none"> ● Grades/D/F Reports ● A-G data ● 4.5 enrollment ● Attendance and discipline ● RtI² Console 	1. Ongoing
Peer Counseling	<ul style="list-style-type: none"> ● Peer counselors meet with students who need tutoring or additional 	<ul style="list-style-type: none"> ● Tutoring log 	

	<ul style="list-style-type: none"> support. Act as peer mentors to struggling students. 	<ul style="list-style-type: none"> PC peer mediations 	
Parental Support and Involvement:			
Programs Office/Student Support Services will continue to support EDY students and their families.	<ul style="list-style-type: none"> The Programs Office supports RBHS families in need via donations (e.g. gift cards, food, clothing, etc.) provided by the RBHS Foundation, PTSA, local businesses, and families. 	<ul style="list-style-type: none"> Student Services Specialist 	1. Ongoing and at holidays
RBHS will continue to support online communication with parents.	<ul style="list-style-type: none"> Parents of College Bound students will be notified of monthly parent meetings. These meetings will be used to help parents learn how to support their students academically in preparation for college. 	<ul style="list-style-type: none"> RBHS website Online and phone messaging services 	1-2. Monthly
RBHS will survey parents of students in critical subgroups.	<ul style="list-style-type: none"> RBHS will create a survey for parents of students in critical subgroups in order to assess obstacles parents face related to engagement in the school community. An action plan and meeting schedule will then be created, based on this feedback, to meet the needs of parents and better engage them in the school community. Follow-up surveys and meetings will occur to make changes to the action plan, as needed. 	<ul style="list-style-type: none"> RBHS survey Mailings/ ConnectEd Meeting calendar 	1. Spring 2017 2. May 2017 3. Ongoing
Parents will receive training for online resources.	<ul style="list-style-type: none"> The Intervention TOSA will host parent meetings during Saturday schools to teach parents how to access resources such as Synergy, MyConnect, and Naviance, as well as information on what these programs are used for and how they can support their children by regularly accessing them. 	<ul style="list-style-type: none"> Saturday school schedule Parent invitations 	1. Ongoing
Faculty and Staff Support and Involvement:			
Teachers and staff will gather on Professional Growth days and designated late-start Wednesdays to discuss, share, and reflect.	<p>Teachers and staff will use periods of professional development to:</p> <ul style="list-style-type: none"> Engage in data discussions about the achievement gap. Share best practices for instructional, discipline and relationship building strategies that specifically target students in critical subgroups. Create SMART goals focused on closing the achievement gap. Modify SMART goal action plans based on data, reflections, and discussion. Receive training around working with diverse populations and underrepresented student groups. Provide data-driven as well as anecdotal feedback around student and parent challenges, concerns, and successes. 	<ul style="list-style-type: none"> PG day meeting agendas/Learning Wheel schedules SMART goals CAASPP data A-G data AP enrollment Attendance/ Discipline data D/F reports Gradebooks Common assessments CELDT 	1-2. Ongoing 3. By end of September 4-6. Ongoing

Target Goal #2: Reduce the Achievement Gap by 8% over two years (4% per year) by creating opportunities and supports for students in underperforming demographic groups, Special Education, ELL, and identified as Educationally Disadvantaged Youth as measured by CAASPP, AP Participation, AP Pass Rate, A-G Completion, CTE Pathway Participation, CELDT, as well as Attendance and Survey data.

Overall:

Measure	Current	2016-17 Goal	2017-18 Goal
CAASP Language Arts	83%	85%	88%
CAASP Mathematics	66%	68%	71%
AP Participation	71%	73%	76%
AP Pass Rate	46%	48%	51%
A-G Completion	71%	74%	77%
CTE Pathway	10%	13%	15%
Attendance	96.6%	97%	98%
Parent Survey (Safe School)	91%	95%	99%

African American:

Measure	Current	2016-17 Goal	2017-18 Goal
CAASP Language Arts	77%	81%	85%
CAASP Mathematics	30%	34%	38%
AP Participation	70%	74%	78%
AP Pass Rate	45%	49%	53%
A-G Completion	60%	64%	68%
CTE Pathway	0%	4%	8%
Attendance	97%	98%	99%
Parent Survey (Safe School)	96%	98%	99%

Hispanic/Latino:

Measure	Current	2016-17 Goal	2017-18 Goal
CAASP Language Arts	74%	78%	82%
CAASP Mathematics	42%	46%	50%
AP Participation	52%	56%	60%
AP Pass Rate	22%	26%	30%
A-G Completion	48%	52%	56%
CTE Pathway	11%	15%	19%
Attendance	96%	97%	98%
Parent Survey (Safe School)	93%	95%	99%

Educationally Disadvantaged Youth (EDY):

Measure	Current	2016-17 Goal	2017-18 Goal
CAASP Language Arts	84%	86%	88%
CAASP Mathematics	53%	57%	61%
AP Participation	64%	68%	72%
AP Pass Rate	41%	45%	49%
A-G Completion	53%	57%	61%
CTE Pathway	5%	9%	14%
Attendance	95%	97%	99%
Parent Survey (Safe School)	NA%		

Special Education:

Measure	Current	2016-17 Goal	2017-18 Goal
CAASP Language Arts	36%	40%	44%
CAASP Mathematics	19%	23%	27%
AP Participation	13%	17%	21%
AP Pass Rate	0%	4%	8%
A-G Completion	13%	17%	21%
CTE Pathway	8%	12%	16%
Attendance	95%	96%	98%
Parent Survey (Safe School)	86%	90%	95%

English Language Learner (ELL):

Measure	Current	2016-17 Goal	2017-18 Goal
CAASP Language Arts	7%	11%	15%
CAASP Mathematics	26%	30%	34%
AP Participation	44%	48%	52%
AP Pass Rate	33%	37%	41%
A-G Completion	11%	15%	19%
CTE Pathway	0%	4%	8%
CELDT Progress	76.4%	78%	80%
Attendance	95.7%	97%	98%
Parent Survey (Safe School)	91%	95%	99%