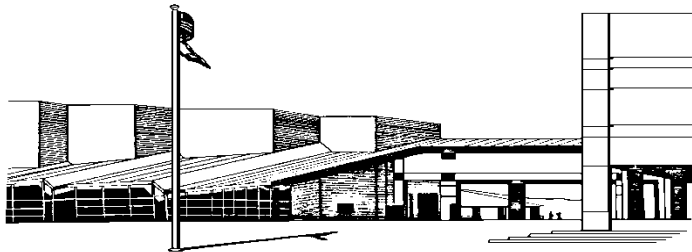


Moving from Good to GREAT...

*Creating a Vision for Our School and
Making It Reality*



**Brea Olinda High School
WASC Action Plan
◆ 2014-2021 ◆**

SCHOOL MISSION:

The Brea Olinda High School community believes that education is the cornerstone of a better world. Our mission is to provide a comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents.

SCHOOL-WIDE LEARNER OUTCOMES:

Brea Olinda High School (BOHS) adopted new School-wide Learner Outcomes as part of the Western Association of Schools and Colleges (WASC) self-study process. They are:

- C** Critical Thinkers
- A** Apply Knowledge
- T** Technologically Capable
- S** Socially Aware

Based upon the WASC self-study process and the BOUSD Local Control Accountability Plan (LCAP) goals, BOHS staff identified three critical learner needs and two long-term goals to guide their work over the next several years.

BOUSD Goal #1: Ensure that all students achieve proficiency in essential areas of skill and knowledge.

Critical Learner Need #1: Students need to build proficiency in literacy skills across all content areas and 21st century skills (communication, collaboration, creativity, critical thinking).

Rationale

Actions Identified in the Brea Olinda Unified School District (BOUSD) Local Control Accountability Plan (LCAP):

- Define milestones based on skill sets: Numeracy, Literacy, 21st Century Skills
- Professional Learning Communities (PLC) Release – focused on targeted students
- Establish district task force(s) to design common assessments by content areas




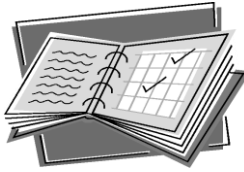

Growth Needs Identified in the 2014 BOHS Focus on Learning Self-Study Process:

- Students need to strengthen inference and analysis skills by connecting new concepts and prior knowledge.
- Students need to develop proficiency in expressing ideas through verbal and written language as evidence of sound reasoning and critical thinking.
- Since CCSS require students to justify their writing, BOHS will continue developing strategies that support more Claim, Evidence, Response (CER) in core subject areas.

Recommendation from 2015 WASC Visiting Committee

- Increase professional development on Common Core State Standards and Next Generation Science Standards
- Continue to build writing skills across the curriculum
- Expand administrative role in instructional strategies by conducting regular and ongoing classroom visitations, PLC participation, monitoring and feedback

ACTION PLAN GOAL #1: BOHS will improve student proficiency in literacy through the work of Professional Learning Community (PLC) teams.

 <p>STEPS FOR IMPLEMENTATION & PERSONS RESPONSIBLE</p>	 <p>TOOLS & RESOURCES</p>	 <p>HOW TO ASSESS OR MEASURE IMPACT</p>	 <p>TIMELINE</p>	 <p>METHODS OF REPORTING PROGRESS</p>
<p>1.1 – PLC Common Core Standards Schedules</p> <p>PLC Teams will determine targeted Common Core standards for each quarter of the school year through shared-knowledge building and consensus.</p> <p>PLC Teams will create common, standards-aligned instructional pacing guides which include a timeline and incorporation of the targeted standards, School-wide Learner Outcomes, and 21st Century skills (creativity, critical thinking, collaboration, and communication).</p> <ul style="list-style-type: none"> Common pacing guides and course “roadmaps” will include 	<p>1.1</p> <ul style="list-style-type: none"> Common Core Standards in English Language Arts/Literacy and Mathematics Illuminate Activate Instruction OCDE Online Community for Common Core Standards using Edmodo Administration Smarter Balanced Assessment Consortium (SBAC) Achievement Level Descriptors 	<p>1.1</p> <ul style="list-style-type: none"> Results of Common Formative and Summative Assessments Current Students’ CST Bands PLC Team agendas and minutes Student Work Samples (essays, projects, comments on Google Docs) SBAC Reporting 	<p>1.1</p> <ul style="list-style-type: none"> CAASPP data reviewed annually in Aug/Sept Pacing guides revised annually in Aug/Sept 	<p>1.1</p> <ul style="list-style-type: none"> Individual Teacher Goal-Setting Reflections Department Chair Meetings Periodic feedback for PLC teams from Administrators PLC Team agendas and minutes [on Google Docs] PLC Team celebrations at faculty meetings PLC Team standards schedules and pacing guides School Website

<p>informational and literary texts students will use to develop analytical reading skills (ELA SBAC Claim 1).</p> <ul style="list-style-type: none"> Common CCSS pacing guides and course “roadmaps” for mathematics courses will include both content standards and Standards for Mathematical Practice (SMP), specifically starting with SMP # 2, 3, 4, and 6, to address Math SBAC Claims 1 – 4 in classroom instruction. <p>PLC Teams will articulate essential standards and learning objectives vertically within departments and horizontally among grade levels, including grades 7 & 8.</p>	<ul style="list-style-type: none"> CAHSEE Blueprints School-wide Learner Outcomes <i>Learning by Doing</i> Guidebook <i>Data-Driven Dialogue</i> Guidebook National & State Frameworks 	<p>Scores</p> <ul style="list-style-type: none"> Common Core Standards-aligned standards schedules and pacing guides 		
<p>1.2 – PLC Common Formative & Summative Assessments</p> <p>PLC Teams will implement frequent, common formative assessments to check for student understanding, progress on literacy goals, and share results in order to develop remediation and/or enrichment strategies.</p> <p>PLC Teams will collaboratively create at least one common summative assessment per quarter using Illuminate in order to measure, monitor and increase student learning of the targeted standards identified in the Common Core State Standards schedules.</p> <p>PLC Teams will create and use</p>	<p>1.2</p> <ul style="list-style-type: none"> <i>Data Driven Dialogue</i> Guidebook Google Docs Illuminate Administration CAHSEE Blueprints English Department writing rubrics Guidance Department “Pyramid of Interventions” Smarter Balanced Assessment Consortium (SBAC) Achievement Level Descriptors <i>Learning by Doing</i> Guidebook 	<p>1.2</p> <ul style="list-style-type: none"> Common rubrics Formative and summative assessment results (from Illuminate) Grade Distribution, especially in terms of the number of “D” and “F” grades 	<p>1.2</p> <ul style="list-style-type: none"> Ongoing through weekly PLC meetings Ongoing with common formative assessments and one common summative assessment per quarter Quarterly grade results 	<p>1.2</p> <ul style="list-style-type: none"> ABI Portal Department Chairs English Learners’ Advisory Council Periodic feedback for PLC teams from Administrators PLC Team agendas and minutes [on Google Docs] PLC Team celebrations at faculty meetings School Site Council School Website

<p>common rubrics for measuring learning objectives including writing rubrics from the English Department.</p> <p>All Teachers will incorporate more writing and reading to improve college readiness. (ELA SBAC Claim 2)</p>	<ul style="list-style-type: none"> • Materials from adopted textbooks • National & State Frameworks • State Content & Skill Standards 			
<p>1.3 – Staff Development & Pyramid of Interventions</p> <p>PLC Teams will implement a “Pyramid of Interventions” to support students reaching proficiency in literacy.</p> <p>PLC Teams will determine professional development needs based upon student achievement data and request approval if funding is available.</p>	<p>1.3</p> <ul style="list-style-type: none"> • <i>Data Driven Dialogue</i> Guidebook • Administration • CAHSEE Blueprints • Illuminate Program & Training • Formative and summative assessment results • <i>Learning by Doing</i> Guidebook • Materials from adopted textbooks • National & State Frameworks • State Content & Skill Standards • <i>Thinking Maps, Marzano’s Nine Instructional Strategies, Jane Schaeffer Writing Strategies, and Cornell Notes</i> training 	<p>1.3</p> <ul style="list-style-type: none"> • Illuminate reports of assessment results • Grade Distribution, especially in terms of the number of “D” and “F” grades • Remediation and enrichment strategies implemented in classrooms • Use of “Pyramid of Interventions” 	<p>1.3</p> <ul style="list-style-type: none"> • Staff Development in Aug/Sept • Staff Development provided by BOUSD in partnership with Key Data Systems throughout the school year 	<p>1.3</p> <ul style="list-style-type: none"> • Department Chairs • English Learners’ Advisory Council • Periodic feedback for PLC teams from Administrators • PLC Team “Pyramid of Interventions” • PLC Team agendas and minutes [on Google Docs] • PLC Team celebrations at faculty meetings • School Site Council • School Website
<p>1.4 Depth of Knowledge and High Level Thinking Skills</p> <p>All PLC Team will incorporate assignments and assessments demonstrating items of various depth of knowledge levels to assess students’</p>	<p>1.4</p> <ul style="list-style-type: none"> • Administration • Illuminate Test Item Bank • Depth of Knowledge Wheel • Illustrative 	<p>1.4</p> <ul style="list-style-type: none"> • Illuminate reports of assessment results • Grade Distribution, 	<p>1.4</p> <ul style="list-style-type: none"> • Staff Development in Aug/Sept • Monthly PLC Team meetings 	<p>1.4</p> <ul style="list-style-type: none"> • Department Chairs • PLC Team Google Folders (shared on Google Drive) • School Site Council

<p>progress toward CCSS learning goals and SBAC ELA and Mathematics claims.</p> <p>Mathematics PLC Teams will incorporate cognitively complex tasks and real-world application projects into instruction to support students in developing reasoning and problem solving skills. (Math SBAC Claims 1, 2, 3)</p>	<p>Mathematics</p> <ul style="list-style-type: none"> • Inside Mathematics • Graphing Stories • Formative and summative assessment results 	<p>especially in terms of the number of “D” and “F” grades</p> <ul style="list-style-type: none"> • Remediation and enrichment strategies implemented in classrooms 		
<p>1.5 Monitoring and Feedback</p> <p>Administration will come to consensus on:</p> <ul style="list-style-type: none"> • expectations for all classroom visitations, informal and formal • frequency of administration team’s review of classroom visitations and observation • frequency of PLC team meeting visitation and participation • system for collecting agendas, minutes, and attendance of all PLC team meetings 	<p>1.5</p> <ul style="list-style-type: none"> • Google Docs • Google Drive • Illuminate Reports • Classroom Observation Forms & Tools 	<p>1.5</p> <ul style="list-style-type: none"> • Calendar showing frequency of visits and meetings • PLC Team Minutes and Agendas on Google Drive • Illuminate reports of assessment results 	<p>1.5</p> <ul style="list-style-type: none"> • Ongoing (biweekly Administration Team meetings; weekly PLC team meetings) 	<p>1.5</p> <ul style="list-style-type: none"> • Department Chairs • PLC Team Google Folders (shared on Google Drive) • School Site Council

BOUSD Goal #2: Ensure access to rigorous and relevant 21st Century learning tools, resources, and skills for all staff and students.

Critical Learner Need #2: Students need to develop proficiency with technology as an instructional and assessment tool.

Rationale

Actions Identified in the BOUSD LCAP:

- Evaluate the number of students completing career ready coursework: CTE pathways, internship hours and/or academy requirements
- Establish K-12 training aligned with 21st Century Skills and CCSS
- Offer basic, intermediate and advanced levels of interactive technology training and 21st Century Skills
- Use formal and informal observations to provide formative feedback for use of interactive technology
- Identify ways to use iPads, smart phones, or other technology as tools for teaching and learning




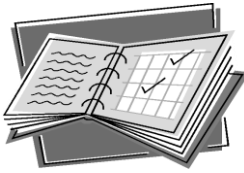

Growth Needs Identified in the 2014 BOHS Focus on Learning Self-Study Process:

- Students need to develop and hone effective technology skills, specifically the ability to determine credible and non-credible sources, to support claims made in writing assignments.
- Students need to use primary source documents and informational text to foster critical thinking, with a targeted focus on our college preparatory course offerings.
- According to student surveys, 78% of students agree that that they are encouraged to utilize technology for assignments and projects.

Recommendation from 2015 WASC Visiting Committee

- Increase the number and use of technology for teaching and learning

ACTION PLAN GOAL #2: BOHS will embed technology as an instructional and assessment tool to improve student proficiency in literacy and 21st century skills.

 <p>STEPS FOR IMPLEMENTATION & PERSONS RESPONSIBLE</p>	 <p>TOOLS & RESOURCES</p>	 <p>HOW TO ASSESS OR MEASURE IMPACT</p>	 <p>TIMELINE</p>	 <p>METHODS OF REPORTING PROGRESS</p>
<p>2.1 – Technology Training & Needs Assessment</p> <p>Administration and the Site Media Tech Representative will provide more professional development on how to use technology currently available such as Illuminate, Aeries.net Gradebook, Google Apps, teacher web pages, etc.</p> <p>Administration and the Site Media Tech Representative will assess the technology needs school-wide and create a plan to upgrade computer hardware and software within labs, classrooms, library, and main office.</p>	<p>2.1</p> <ul style="list-style-type: none"> • Chromebook Carts • Google Docs • Illuminate • District I.T. Support Staff • District Technology Plan • Site Media Tech Training 	<p>2.1</p> <ul style="list-style-type: none"> • Needs Assessment Survey • Staff Development Schedule 	<p>2.1</p> <ul style="list-style-type: none"> • Ongoing throughout the school year 	<p>2.1</p> <ul style="list-style-type: none"> • Department Chairs • English Learners' Advisory Council • School Site Council • School Website
<p>2.2 – SYSTEMATIC MONITORING OF STUDENT LEARNING</p>	<p>2.2</p> <ul style="list-style-type: none"> • Chromebook Carts • Google Docs 	<p>2.2</p> <ul style="list-style-type: none"> • Common rubrics • Formative and 	<p>2.2</p> <ul style="list-style-type: none"> • Ongoing through weekly PLC 	<p>2.2</p> <ul style="list-style-type: none"> • Learning Results Section of the School Website

<p>PLC Teams will utilize Illuminate and other systematic processes for measuring and monitoring student learning progress.</p> <p>Teachers will use and display student work products to guide instruction, articulate learning outcomes, and engage students reflectively in the learning process. Student work will include expository writing assignments, oral presentations, and class discussions. (ELA SBAC Claims 2, 3)</p>	<ul style="list-style-type: none"> • Illuminate • BOUSD Student Google Accounts 	<p>summative assessment results</p> <ul style="list-style-type: none"> • Grade Distribution, especially in terms of the number of “D” and “F” grades • Student work samples on Google Drive (Docs, Presentations, etc.) 	<p>meetings</p> <ul style="list-style-type: none"> • Ongoing with frequent common formative assessments and one common summative assessment per quarter • Quarterly grade results 	<ul style="list-style-type: none"> • Department Chairs • English Learners’ Advisory Council • PLC Team agendas and minutes • PLC Team celebrations at faculty meetings • School Site Council • ABI Portal
<p>2.3 – USING TECHNOLOGY TO SUPPORT THE LEARNING PROCESS</p> <p>Teachers will utilize ABI Gradebook for improving and standardizing communication about student achievement among teachers, students, parents, and counselors.</p> <p>Guidance Department will utilize ABI for online course registration and maintain the use of Career Cruising to reinforce student support services.</p>	<p>2.3</p> <ul style="list-style-type: none"> • Career Cruising • School Messenger • School Website • ABI Course Registration • ABI Gradebook • District I.T. Support Staff • Site Media Tech Representative 	<p>2.3</p> <ul style="list-style-type: none"> • Grade Distribution, especially in terms of the number of “D” and “F” grades • Percentage of parents using ABI accounts 	<p>2.3</p> <ul style="list-style-type: none"> • Ongoing 	<p>2.3</p> <ul style="list-style-type: none"> • Department Chairs • English Learners’ Advisory Council • Guidance Advisory Council • School Site Council • School Website

BOUSD Goal #3: Cultivate a positive, safe and respectful school environment and system of communication and support for students, parents, and staff.

Critical Learner Need #3: BOHS will target minority student populations for advancement in Honors and AP courses that offer more challenging coursework to prepare students for post-secondary education and career.

Rationale

Actions Identified in the BOUSD LCAP:

- Provide customer service training to all staff in all departments
- Develop and implement an annual assessment tool to measure changes in the perception of stakeholders on the district's customer service
- Encourage increased parent involvement, parenting classes, regular communication of district policies and practices and participation opportunities



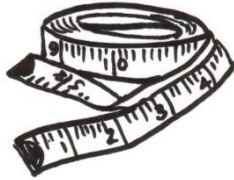
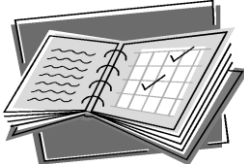

Growth Needs Identified in the 2014 BOHS Focus on Learning Self-Study Process:

- Increase subgroup enrollment in higher-level courses, particularly Hispanic/Latino students.
- According to parent and student surveys, 72% of parents and 78% of students agree that BOHS offers many course options and opportunities to choose from that meet students' individual interests and learning needs.

Recommendation from 2015 WASC Visiting Committee

- Continue to monitor and support underrepresented student populations (English learners, students with special needs, e.g.)

ACTION PLAN GOAL #3: BOHS will enhance curriculum, instruction, and support services to reflect the diversity of student cultural backgrounds and provide a positive, safe and respectful school environment for students, parents, and staff.

 <p>STEPS FOR IMPLEMENTATION & PERSONS RESPONSIBLE</p>	 <p>TOOLS & RESOURCES</p>	 <p>HOW TO ASSESS OR MEASURE IMPACT</p>	 <p>TIMELINE</p>	 <p>METHODS OF REPORTING PROGRESS</p>
<p>3.1 – Shadow Mentoring</p> <p>PLC Teams will shadow mentor targeted students to increase subgroup enrollment in higher-level courses (honors, AP, and advanced electives) during registration.</p> <p>Administration will query grades and testing results to recruit potential students who have fulfilled the recommended preparation for certain honors and AP courses as listed in the “Which Courses Are Right for Me?” table.</p> <p>Guidance Department will partner with</p>	<p>3.1</p> <ul style="list-style-type: none"> • “Which Courses Are Right for Me?” Table • Balance Sheet Surveys • Illuminate • ABI course request verifications 	<p>3.1</p> <ul style="list-style-type: none"> • Balance Sheet Survey Data • Longitudinal AP Test Results including # of test takers, tests taken, equity and excellence percentage, and AP Scholars totals • Course request verifications 	<p>3.1</p> <ul style="list-style-type: none"> • Annually during course selection in February and March • RAMP application due in October 2015 	<p>3.1</p> <ul style="list-style-type: none"> • School Messenger • Department Chairs • English Learners’ Advisory Council • Guidance Advisory Council • School Site Council • School Website

<p>students and teachers to develop and revise surveys for honors and AP courses for which information gathered will develop a “balance sheet” for students to use during the course selection process.</p>				
<p>3.2 – School-to-Career Planning & Career Pathways</p> <p>Guidance Department will refine strategies to equip and involve teachers, students, and parents in the development and implementation of student “four-year plans” for post-secondary school to career pursuits.</p> <p>Administration will facilitate connecting current courses and core teachers to Career Pathways and develop new courses that reflect the diversity of student backgrounds and interests.</p> <p>Administration will encourage Elective Teachers to collaborate with Core Teachers on interdisciplinary projects through Career Pathways [such as a senior project].</p> <p>Administration will facilitate opportunities for elective teachers and post-secondary institutions to create articulation agreements which may lead to industry certification, advanced placement, or advanced credit for students.</p>	<p>3.2</p> <ul style="list-style-type: none"> • Career Cruising • Orange County CTE Advisory Board • Vital Link • ASCA National Standards • Career Pathways Structure • Freshman Focus Curriculum • North Orange County ROP • Post-secondary Institutions • Student Surveys 	<p>3.2</p> <ul style="list-style-type: none"> • Number of Articulation Agreements with Post-Secondary Institutions • Course enrollment for CBEDS and Perkins Grant • Number of students earning certification, advanced placement, or advanced credit at post-secondary institutions • Recognized Model ASCA Program (RAMP) Application 	<p>3.2</p> <ul style="list-style-type: none"> • Collected in October • Perkins data collected twice annually • RAMP application due in October 2015 	<p>3.2</p> <ul style="list-style-type: none"> • Department Chairs • English Learners’ Advisory Council • Guidance Advisory Council • School Site Council • School Website

LONG-TERM GOAL #1:

BOHS will bridge the achievement gap for all students in all subgroups by meeting or exceeding the Smarter Balanced Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) Level 3 (indicates adequate understanding and ability) in all claims for both English Language Arts & Literacy and Mathematics.

References:

- English Language Arts/Literacy Achievement Level Descriptors: <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/11/Smarter-Balanced-ELA-Literacy-ALDs.pdf>
 - Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
 - Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.
 - Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.
 - Claim 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.

- Mathematics Achievement Level Descriptors: <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/11/Smarter-Balanced-Math-ALDs.pdf>
 - Claim 1: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
 - Claim 2: Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
 - Claim 3: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
 - Claim 4: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

LONG-TERM GOAL #2:

BOHS will increase the percentage of students who demonstrate college and career readiness in English language arts and literacy, and mathematics.

Measures:

SBAC Overall Claim Scores, Advance Placement (AP Enrollment, AP Test Passage Rates, Career Pathway Cords Earned, SAT scores, ACT scores)