

Focus on Learning

BALBOA HIGH SCHOOL

Revised Action Plan

Submitted to
the Western Association of Schools and Colleges
Accrediting Commission for Schools

December 15, 1999

WASC 24945



Balboa High School

San Francisco Unified School District

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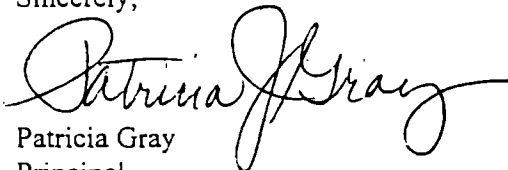
15 December, 1999

Attached is the Revised Action Plan for Balboa High School. We have used the extensions to ensure that we have created a workable document which is representative of Balboa. We now feel we have a well-coordinated tool to help give the school direction and academic fervor over the next six years.

The extensions were requested because Balboa is still in the embryonic stages of improvement after reconstitution in 1996 -1997. My tenure as Principal, as well as that of a new Assistant Principal for Curriculum and Instruction, began this past August. These changes have created yet another 'adjustment' element, which has delayed the progress of some systematic changes at the school, including the WASC process. In any case, I am working hard to keep the spirit of change productive and continuous for all stakeholders.

The WASC Leadership Team and the Administration have worked diligently to assemble a plan acceptable to the Balboa Community. I am confident that we have the administrative team and faculty to meet the growth requirements of such a plan. If you have any questions about the contents, please call me. Thank you for your flexibility and understanding.

Sincerely,

A handwritten signature in cursive script that reads "Patricia J. Gray".

Patricia Gray
Principal

WASC 24946

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BALBOA WASC MANAGEMENT TEAM

Administration

Patricia J. Gray	Principal
Ted Barone	Assistant Principal of Curriculum and Instruction
Ron Rajesky	Assistant Principal of Pupil Services
Gilbert Chung	Assistant Principal of Buildings & Grounds

Leadership Committee

David A. Duncan	Self-Study Chair
Matt Alexander	Social Studies, Assessment & Accountability Chair
John Navarro	Science, Powerful Teaching & Learning Chair
Susan Benz	Bilingual Education, Curricular Paths Chair
George Lee	Visual Arts, Vision, Leadership & Culture Chair
Ken Ferro	Special Education

Introduction

This revision of Balboa's 1999 Action Plan represents an amalgamation of the content of the originally submitted Focus on Learning Plan, the recommendations made by the WASC Visiting Team in March, and Balboa's 1999-2000 Site Plan. While there is clear linkage with the original Action Plan, the revision reflects improvements and changed policies at the school since submission. The major effort here was to make the Plan more applicable to the needs of the school and achievable in real terms. The new school management team has been integral to the changes in the Plan.

The process for developing the Revised Action Plan began with a review of the original plan in view of the oral and written comments of the Visiting Team. Summary suggestions of the team included condensing the Plan to make it more realistic given the scope of resources available. As a result of this synthesis, the Leadership Team has combined the 36 original Actions into sixteen comprehensive Actions that support a clear and coordinated focus.

The intent of the school's Site Plan objectives were then threaded into the terminology of the new list of WASC Actions, giving Balboa's Site Plan elements priority as goals for the first year. We have begun to make progress on many of these initial goals. To ensure continuity the Site Plan Council will oversee the progress on these Site Plan elements.

The last stage of the revision process was to prioritize the final Actions and establish procedures for implementation of the related Action Steps. To complete the Timeline obligation a common framework has been adopted, and Action Steps revisited to reflect the newly worded/constructed Actions. Again, the goal was to condense and simplify the structure to make future process more understandable and workable.

In keeping with the original framework, the school's global needs developed in process by the Leadership Team and Focus Groups have been restated as Areas for Improvement. The refocused Actions have been collected below by focus group, under each Area for Improvement:

- I. **VISION, LEADERSHIP, AND CULTURE:** Balboa needs to increase stakeholder voice and improvement in the school's vehicles for planning, decision making and program implementation.
 - **Develop a system for encouraging staff participation in the school's decision-making, long range planning, master calendar organization process, and on-going review of the Vision Statement to achieve the school's ESLRs.**
 - **Develop a system for communicating to all stakeholders to inform them of school-based activities, and academic support programs.**

2. **CURRICULAR PATHS:** Balboa needs to continually and systematically reassess its class schedule in order to deliver curricula that meet student academic and personal needs.

- **Create a system for assessing academic and social needs of students for appropriate course placement and assignment of student services.**
- **Define a master schedule development process that enables stakeholder input and reflect the long-range vision for Balboa.**
- **Develop a plan to improve student attendance and attendance accounting practices.**
- **Develop a comprehensive plan for the purpose and use of the Advisory Period.**

3. **POWERFUL TEACHING AND LEARNING:** Balboa needs to support successful student learning through teacher collaboration and focused professional development.

- **Develop methods and policies for implementing coordinated practices that align related courses by teaching core material across disciplines.**
- **Enhance the opportunities for high achieving students by increasing the offering of accelerated courses, academic electives, and differentiated curriculum within individual classes.**
- **Develop a school-wide professional development plan which addresses Balboa's needs with direct input from faculty.**
- **Develop a plan for strengthening academy structures that facilitate and improve student/teacher relationships.**

4. **SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH:** Balboa needs to implement formal, systematic, comprehensive approaches to school community problem solving, program funding, and the redistribution of organizational resources to support student learning.

- **Establish a student support system for coordinating and a facilitating the delivery of services to students by community-based support agencies.**
- **Create a comprehensive strategy for developing student interests in career education, life skills, and post-secondary goals.**
- **Refine and implement a plan to improve computer skills of students and teachers through increased integration of technology use in all curricular areas and increased access to computer-based technologies.**
- **Plan a school-wide program to improve student literacy skills and study skills, and increase standardized test results.**

5. **ASSESSMENT AND ACCOUNTABILITY:** Balboa needs to establish systems for collecting meaningful assessment data to inform decision making on individual students and the school as a whole.

- **Develop an open, systematic process for collecting, analyzing and reporting student achievement data to all school constituencies, including parents to support school improvement efforts.**
- **Use student performance data to inform instructional and curricular strategies in the classroom and school-wide.**
- **Train teachers to use a variety of instructional strategies and assessment methods to improve learning and instruction.**

The following section outlines the plans submitted by the individual focus groups. The word "academy" as it appears in text is used colloquially at Balboa. Only the Communication Arts Academy and the Law Academy fit within the state academy definition. Definitions used in the Timelines include the following.

AP -	Assistant Principal
BAWP -	Bay Area Writing Project
CES -	Coalition of Essential Schools
CIPD -	Curriculum, Instruction, and Professional Development Office (District)
DHS -	Digital High School
DOE -	Department of Education (State)
IWA -	Integrated Writing project
SAP -	Student Assistance Program
SFUSD -	San Francisco Unified School District
SSC -	School Site Council
STC -	School-to-Career
UBC -	Union Building Committee
UESF -	United Educators of San Francisco

I. Vision Leadership and Culture: Action Plan

Area for Improvement

The Vision, Leadership, and Culture Focus Group represents a broad range of discipline groups at Balboa High School. Each discipline group representative voiced their individual discipline group's needs and suggested actions. During the 1998 fall semester, our focus group met several times as a forum for communicating ideas, findings, and priorities of needs outside the traditional subject matter departments. The focus groups offered a unique whole school perspective to individual stakeholders. The Statement of Area of Improvement is a synthesis of the needs expressed in those meetings:

BALBOA HIGH SCHOOL NEEDS TO INCREASE STAKEHOLDER VOICE AND INVOLVEMENT IN THE SCHOOL'S PLANNING, DECISION MAKING, AND PROGRAM IMPLEMENTATION. THIS PROCESS SHOULD SUPPORT COLLABORATIVE TEACHING AND LEARNING (POSSIBLY HOUSES OR ACADEMIES), TRUE STUDENT ELECTIVE CHOICE, AND A SCHOOL-TO-CAREER PROGRAM AS WELL AS OPPORTUNITIES FOR OTHER REAL-WORLD LEARNING OPPORTUNITIES.

Rationale

Balboa High School is an institution of diverse and emotionally invested stakeholders. The diversity at Balboa is a source of strength, which can offer unique solutions and actions to the needs that face our school as a whole. By increasing the diverse stakeholder voice and involvement in the school's planning, decision-making, and program implementation, Balboa High School will ensure that solutions and actions are for the benefit of all its members. Furthermore, the school draws emotional investments in the form of hard work and dedication from students, parents, and staff. Our challenge is to include all voices in a formalized process of shared decision-making and program implementation.

Expected Schoolwide Learning Results

This section of the action plan addresses all of Balboa's Expected Schoolwide Learning Results (ESLRs). The action steps are intended to provide all stakeholders a sense of participation in shaping a community that believes all students can learn.

Action Statement:

Develop a system for encouraging staff participation in the school's decision-making, long range planning, master schedule organization process, and an on-going review of the Vision Statement to achieve the school's ESLRs.

ESLRs Addressed:

A, B, D, E

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
December, 1999	Establish a democratically structured vehicle, either new or existing (i.e. UBC), that provides the faculty and staff with a collective voice and facilitates participation in decision-making in all major decisions at the school.	UESF, research models	UBC agenda, proposals to faculty	Bulletin, memos	UBC, Faculty, Administration
January, 2000	Select individual staff members to develop and serve on school-wide committees (i.e. Master Schedule Advisory Committee, Professional Development Planning Committee, School Site Council, School-to-Career Advisory Committee, Student Assistance Program Team) and develop a process for the committees' major decisions to be reviewed by the entire staff through the democratically structured decision-making vehicle described above.	Faculty, UESF, WASC Report	Faculty meetings to publicize opportunities, survey of faculty	Publish Committee member roster, bulletin announcements, web pages of committees and their charges.	UBC, Administration
January, 2000	Establish a systematic process, electronic and/or paper based, for communicating clearly with all staff about the decision-making process and encouraging staff input, including the distribution of minutes from all committee meetings and advance notice about all decision-making opportunities.	Faculty, Committees, Administration	Software research, Professional Development Calendar	Professional Development, student newspaper, parent newsletter, website	All committees, AP Curric & Instruct, DHS Coordinator
April, 2000	Establish an annual Balboa Vision review process that keeps it a realistic guide for decision making at Balboa.	Faculty, Administration, vision statement	Process outline, schedule	Student Newspaper, bulletin, parent newsletter, website	School Site Council, Principal
May, 2000	Strengthen School Site Council as policy making representative body.	Research, State DOE, CIPD	SSC Meeting Agendas, Elected representatives	Meeting minutes on website, newsgroups, bulletin announcements, student newspaper	SSC, Principal, UBC, Parent Liaison

Action Statement:	Develop a system for communicating to all stakeholders to inform them of school based activities and academic support programs.
ESLRs Addressed:	All

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
September, 1999	Fund part-time parent liaison to coordinate parent communication and activities designed to encourage participation in Balboa's culture.	Grants, District Parent Office	Survey of needs to teachers, parents, students	Parent newsletter, letters home, website information	Principal, AP Pupil Services, SAP
January, 2000	Develop a system for communication with caregivers including a weekly multi-lingual news bulletin with information about school-based activities, academic support programs, community-based programs.	District Parent Office, research, CIPD, WASC Report	Communication vehicles set up	Parent newsletter, letters home, website information	Principal, AP Pupil Services, SAP
January, 2000	Establish a systematic process, electronic and/or paper based, for communicating clearly with all staff about the decision-making process and encouraging staff input, including the distribution of minutes from all committee meetings and advance notice about all decision-making opportunities.	Faculty, Committees, Administration	Software research, Professional Development Calendar	Professional Development, student newspaper, parent newsletter, website	All committees, AP Curric & Instruct, DHS Coordinator
February, 2000	Strengthen parent-teacher organization by offering more avenues for parent involvement in school activities.	State & District PTA	Matrix of opportunities, committees	Parent newsletter, letters home, website information, phone trees	Parent Liaison, AP Pupil Services
October, 2000	Create computer based student data record system accessible through the Internet and train caregivers in its use (coordinated with Anytime, Anywhere laptop program).	District Tech Team, DHS, STC Office	Software research, Professional Development Calendar	Professional Development, student newspaper, parent newsletter, website	DHS Coordinator, AP Curric & Instruct, Prof Dev Plan Comm

II. Curricular Paths: Action Plan

Area for Improvement

BALBOA NEEDS TO SYSTEMATICALLY ASSESS ITS PRESENT ORGANIZATION AND THE CURRENT BLOCK SCHEDULE IN ORDER TO DELIVER A CURRICULUM THAT MEETS THE STUDENTS' ACADEMIC AND PERSONAL NEEDS AND SUPPORTS COLLABORATIVE TEACHING AND LEARNING (POSSIBLY HOUSES OR ACADEMIES), TRUE STUDENT ELECTIVE CHOICE, AND A SCHOOL-TO-CAREER PROGRAM AS WELL AS OPPORTUNITIES FOR OTHER REAL-WORLD LEARNING OPPORTUNITIES.

Rationale

To properly assess our current schedule, a careful systematic analysis of the needs of our students must first take place-involving representative members of the entire Balboa community. The WASC Self-Study process has allowed us to gather unprecedented information on our student body. Now this data and more should be subjected to a careful assessment of student needs and the design of more effective organizational systems to ensure their successful learning and development. The Balboa community desires an extended opportunity to consider this information on staff development days as well as opportunities to study the scheduling and student assignment systems used in successful schools elsewhere. Our schedule should work to increase student learning, stability, and support, as well as an understanding of post-secondary options.

There is a need for electives that stimulate personal learning, growth, and post-secondary investigations. A thorough schoolwide dialogue about the needs of our students must occur, and this event should involve students, parents, counselors, teachers, classified personnel and administrators. Then a schedule of appropriate and standardized classes needs to be created to increase student achievement and learning.

Expected Schoolwide Learning Results

The proposed changes to the master schedule and the school's present curriculum addresses each ESLR. **To demonstrate grade level skills in reading, writing, speaking and mathematics**, our incoming students must first be assessed for skills, abilities, and interests. Secondly, a standardized curriculum and professional development plan must be created and tailored to the school's teaching staff and established to address the skill levels and needs of our students. Our curriculum assumes our students enter with basic skills intact; while some do, most of our students are performing below grade level. For students to **demonstrate**

higher order thinking skills our curriculum must provide the essential building blocks to take students from basic to advanced proficiency levels in a logical progression.

For students to **strengthen personal character** while enrolled at Balboa, it is necessary to offer a wider range of elective classes. Electives and alternative heterogeneous organizational options such as houses or families need to be created to allow for student exploration of school to career options, life skills, post - secondary options, and the creation of individual personal learning plans.

If all of our students are to use **technology effectively**, our schedule and curriculum must be founded on access to that technology. The Digital High School project --already in the initial stages of implementation stages should affect the proposed changes to our students' curricular paths.

A rich body of electives that reflect our students' interests and aptitudes needs to be created. Through challenging, interesting electives, students are motivated to **exhibit positive and creative expression**. It is often through exhilarating elective classes that students find the motivation to come to school at all.

Balboa High School

Curricular Paths

Action Statement: Create a system for assessing academic and social needs of students for appropriate course placement and assignment of student services.
ESLRs Addressed: All

Timeline Begin date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
October, 1999	Departments analyze state and District standards and establish school-based priorities of what a Balboa student should know and be able to do by the time s/he graduates.	State DOE, CIPD	Revisit school vision department meeting agendas, draft standards	Memos, newsgroups, student newspaper	School Site Council, Department Heads, Administration, Faculty
February, 2000	Master Schedule Advisory Committee to incorporate student needs in design of schedule, i.e. accelerated classes for advanced math students (need to maintain sensitivity to affects of tracking).	CIPD, High School Assoc Superintendent	Draft Master Schedule	Memos, workshops	Department Heads, AP Curric & Instruction
March, 2000	Design and implement a process for assessing all existing and incoming students in reading, writing, and mathematics.	CIPD, District Assessment Office	Procedural document	Memos, website, faculty meetings	Master Schedule Advisory Comm, APs of Pupil Services & Curric & Instruction
April, 2000	Professional development to assist teachers in differentiated instruction, i.e. meeting the needs of individual students in an heterogeneous classroom.	Faculty, CIPD	Professional Development Calendar	Professional Development Calendar, bulletin, website	Prof Dev Planning Committee
September, 2000	Student services to design and implement extra-curricular support for special needs students.	SAP, CIPD	Program structure established	Professional Development workshops, memos	SAP, AP Curric & Instruct

Balboa High School

Curricular Paths

Action Statement: Develop a master schedule development process that enables stakeholder input and reflects the long range vision for Balboa.
ESLRs Addressed: A, D, E

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
January, 2000	Create Master Schedule Advisory Committee to give stakeholders voice in the creation of a schedule that is aligned with Balboa's long range goals, curriculum standards, and other pedagogical concerns, and provide an opportunity for the committee's major recommendations to be reviewed by the entire staff through the democratically structured decision-making vehicle described on P. 8.	CIPD, Site Plan, vision, standards	Selection process for committee	Memos, website, bulletin, student newspaper,	Administration, UBC, Parent Liaison
January, 2000	Establish calendar for Master Schedule analysis, design, mock-up, simulation, implementation.	CIPD, faculty	Publish calendar	Memo, email, bulletin	Master Schedule Advisory Comm
February, 2000	Analyze existing schedule, design plan to expand successful programming, i.e. School-to-Career learning communities and fill in gaps, i.e. Advanced Placement preparation sequences.	CIPD, STC Advisory Comm	Report of plan	Memos, website, student newspaper, parent letter	Master Schedule Advisory Comm, Principal
May, 2000	Mock-up and simulation with existing and incoming students, get staff input through the democratically-structured decision-making vehicle referred to above, and assess problems and correct.	Info Services Dept	Simulation results	Memos, email	AP Pupil Services

Action Statement: Develop a plan to improve student attendance and attendance accounting procedures.

ESLRs Addressed: B, C

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
October, 1999	Implement existing District policies on attendance, tightening up attendance procedures.	District Pupil Services, SAP	Identify policies, design procedures	Memos, daily bulletin	AP Pupil Services, SAP
November, 1999	Create a database of chronically tardy/absent students, including attendance data, GPA, test scores, discipline records.	Student records, student assistants	Procedure for collecting data	Memos, bulletin	AP Pupil Services, SAP
January, 2000	Survey students with attendance problems to assess causes of problem. Student Assistance Program to use results to inform professional development, curriculum development, master schedule, and student support services.	District Pupil Services, SAP	Written survey, interview procedures	Memos, Professional Development workshops	AP Pupil Services, SAP
February, 2000	Maintain database and monitor for changes over time, evaluate success of strategic interventions.	District Pupil Services, SAP, CIPD	Schedule for updates, rubric for evaluation	Memos, email, student newspaper, parent newsletter	AP Pupil Services, SAP

Action Statement:	Develop a comprehensive plan for the purpose and use of the Advisory Period.
ESLRs Addressed:	A, B

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
February, 2000	Review the purpose and effectiveness of the Advisory Period, including attendance and curriculum.	Faculty, students	Survey of faculty/student opinions	Memo, student newspaper	SAP, AP Curric & Instruction
March, 2000	Master Schedule Advisory Committee to determine optimal schedule for Advisory, i.e. as a separate period or incorporated in an extended class period.	Research, CIPD	Goals established	Memos, student newspaper	SAP, Master Schedule Advisory Committee
May, 2000	Refine the Advisory curriculum to emphasize basic academic skills, developing and monitoring individual learning plans, and offering credit for attendance and participation.	CIPD	Ad-hoc group meets to design curriculum	Distribute lesson plans, memos	SAP, AP Curric & Instruction
March, 2001	Evaluate effectiveness of Advisory on an annual basis and use results to inform Master Schedule.	CIPD, SAP	Evaluation rubric	Memos, student newspaper	SAP, Master Schedule Advisory Committee

III. Powerful Teaching & Learning: Action Plan

Area of Improvement

Based on the findings accumulated by the Leadership Team, the Powerful Teaching and Learning Focus Group identified an all-encompassing global need which strikes at the heart of many issues affecting the degree of teaching and learning at Balboa High School. Our findings suggest that in order to serve the challenging student body of Balboa, the staff must shape a coherent, long-term approach to professional development, which emphasizes teacher collaboration and a well-planned, comprehensive curriculum. In order to establish such an approach, Balboa will need a master schedule which supports collaborative teaching and learning (possibly houses or academies), true student elective choice, and a School-To-Career program as well as opportunities for other real-world learning opportunities. This global need is articulated as follows:

*BALBOA NEEDS TO SUPPORT SUCCESSFUL STUDENT LEARNING THROUGH
TEACHER COLLABORATION AND FOCUSED PROFESSIONAL DEVELOPMENT.*

Rationale

The WASC Powerful Teaching and Learning criteria focus on whether the school 1) provides challenging learning experiences, 2) uses a variety of resources that include technology, and 3) demonstrates collaboration between all involved in the learning process. As the group moved through the WASC process and developed the findings and growth needs, an overarching need surfaced that extended to all the criteria mentioned above.

Professional development emerges as the recurring need. With the challenges that Balboa presents, teachers need support in learning and implementing current methodologies and strategies; they also need technological support in the classroom. Other recurring needs focus on the master schedule and its impact on teachers' abilities to collaborate and produce a coherent, comprehensive curriculum for students. These recurring needs are summarized in the global need stated above. In order to create challenging, comprehensive and high-level learning experiences, using multiple resources, teachers need substantive training and opportunities to plan together and to combine their expertise in powerful collaborative relationships.

Expected Schoolwide Learning Results

This section of the action plan addresses all of Balboa's expected schoolwide learning results (ESLRS). If Balboa is to make progress toward meeting its ESLRs, the school needs to implement a long-term approach to professional development and teacher collaboration.

Balboa High School

Powerful Teaching and Learning

Action Statement: Develop methods and policies for implementing coordinated practices that align related courses by teaching core material across disciplines.
ESLRs Addressed: A, C, D, E

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
October, 1999	Departments analyze state and District standards and establish school-based priorities of what a Balboa student should know and be able to do by the time s/he graduates.	State DOE, CIPD	Revisit school vision, department meeting agendas, draft standards.	Memos, newsgroups, student newspaper	School Site Council, Department Heads, Administration, Faculty
January, 2000	Master Schedule Advisory Committee designs schedule with opportunities for interdisciplinary collaboration among teachers and individual teachers with multiple credentials (i.e. coring)	CIPD, research	Mock schedule	Memos, student newspaper, parent newsletter	Master Schedule Advisory Committee
March, 2000	Based on such priorities, conduct professional development to identify and create interdisciplinary teaching experiences that align related courses, such as American Literature and U.S. History.	CIPD, faculty	Professional Development calendar	Publish calendar, memos, bulletin	Professional Development Planning Committee
September, 2000	Practice and evaluate effectiveness of interdisciplinary instruction through Coalition of Essential Schools "Looking at Student Work" collaborative work groups.	CES, faculty	Set schedule for work groups	Professional Development Workshops	Professional Development Planning Committee, AP Curric & Instruction

Action Statement:

Enhance the opportunities for high achieving students by increasing the offering of accelerated courses, academic electives, and differentiated curriculum within individual classes.

ESLRs Addressed:

A, B, D, E

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
September, 1999	Develop strategies for building a culture at Balboa that celebrates academic achievement and goals-oriented learning.	Research, CIPD, faculty, staff	Faculty meetings addressing topic	Student Newspaper, website, parent newsletter	School Site Council, Administration, faculty
December, 1999	Analyze current course offerings and resources for accelerated learning opportunities (including opportunities at City College, summer and other programs).	City College, SFSU, CIPD, GATE office	Survey of staff, programs	Student Newspaper, website, parent newsletter, memos	Administration
January, 2000	Master Schedule Advisory Committee to design schedule that facilitates accelerated learning in coordination with School-to-Career goals.	STC Office, CIPD	Mock schedule	Memos, student newspaper	Master Schedule Advisory Committee, AP Pupil Services
March, 2000	Establish procedures for assessing and advising students for accelerated opportunities.	District Pupil Services, SAP	Procedural outlines	Memos, student newspaper	SAP, AP Pupil Services
April, 2000	Professional Development to learn strategies to meet differentiated learning needs of individual students.	CIPD, research	Professional Development Calendar	Publish calendar, workshops	Professional Development Planning Committee
Summer, 2000	Professional development to improve teacher skill level to enable an Advanced Placement and Honors curriculum	CIPD, research	Professional Development Calendar	Publish calendar, workshops	Professional Development Planning Committee
September, 2000	Practice and evaluate success of such strategies through Coalition of Essential Schools "Looking at Student Work" collaborative work groups.	CES, faculty	Set schedule for work groups	Professional Development Workshops	Professional Development Planning Committee, AP Curric & Instruction

Balboa High School

Powerful Teaching and Learning

Action Statement: Develop a schoolwide professional development plan which addresses Balboa's needs with direct input from faculty.

ESLRs Addressed: All

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
October, 1999	Departments analyze state and District standards and establish school-based priorities of what a Balboa student should know and be able to do by the time s/he graduates.	State DOE, CIPD	Revisit school vision, department meeting agendas, draft standards.	Memos, newsgroups, student newspaper	School Site Council, Department Heads, Administration, Faculty
January, 2000	Organize Professional Development Planning Committee with purpose to coordinate and schedule Professional Development needs as identified throughout this WASC Action Plan.	Faculty, CIPD	Establish guidelines for member selection	Memos, email	UIBC, Administration
February, 2000	Establish priorities for Professional Development based on needs assessment and resources available, aligned with Action Plan.	WASC Action Plan, CIPD	Compilation of survey results	Memos, newsgroups	Professional Development Planning Committee
February, 2000	Establish schedule for on-site Professional Development and identify people and organizations to facilitate.	CIPD, BAWP, other	Professional Development Calendar	Publish in Bulletin, memos, email, website	Professional Development Planning Committee
April, 2000	Monitor effectiveness of and participation in Professional Development, adjusting schedule as needed.	Student work	Survey of faculty	Memos, website	Professional Development Planning Committee

Balboa High School

Powerful Teaching and Learning

Action Statement: Develop a plan for strengthening academy structures that facilitate and improve student/teacher relationships.

ESLRs Addressed: A, B, E

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
December, 1999	In coordination with School-to-Career development, explore models of organizational structures that build learning communities.	STC Office, CIPD, research	Meetings to examine models.	Memos, email	STC Advisory Comm, AP Curric & Instruct, AP Pupil Services
January, 2000	Define realistic and appropriate student/teacher relationship goals and select/design models that facilitate such relationships.	Faculty, SAP	Survey of faculty	Memos, website, student newspaper, parent newsletter	SAP, STC Advisory Comm.
January, 2000	Master Schedule Advisory Committee to design a schedule that fosters learning communities.	Information Services office, CIPD	Mock schedule	Memos, email	Master Schedule Advisory Committee
March, 2000	Professional development to develop instructional strategies, mentoring approaches, and other activities to build healthy communities	CIPD, Dept of Integration	Professional Development calendar	Memos, bulletin, workshops	Professional Development Advisory Committee
May, 2000	Recruitment of teachers and students into learning communities. Parents participate in selection process.	STC Office	Application forms	Student newspaper, parent newsletter, website, memos	Administration, pathway teachers

IV. Support for Student Personal and Academic Growth: Action Plan

Area for Improvement

BALBOA NEEDS TO IMPLEMENT FORMAL, SYSTEMATIC AND COMPREHENSIVE APPROACHES TO SCHOOL COMMUNITY PROBLEM-SOLVING, PROGRAM FUNDING AND THE DISTRIBUTION OF ORGANIZATIONAL RESOURCES TO SUPPORT COLLABORATIVE TEACHING AND LEARNING (POSSIBLY HOUSES OR ACADEMIES), TRUE STUDENT ELECTIVE CHOICE, AND A SCHOOL-TO-CAREER PROGRAM AS WELL AS OPPORTUNITIES FOR OTHER REAL-WORLD LEARNING OPPORTUNITIES.

Rationale

While individual members of the Balboa community have initiated and implemented student support services for Balboa students, a more systematic approach to link these services together has not existed. Effective programs which have served a variety of populations at Balboa High School have been implemented, but in isolation from a general, systematic, resourceful structure which would more effectively provide student support services.

Expected Schoolwide Learning Results

This section of the action plan addresses *all* of Balboa's expected schoolwide learning results (ESLRS). If Balboa is to make progress toward meeting its ESLRs, the school needs to implement a formal, systematic comprehensive approach to meeting the students' support needs.

Balboa High School

Support for Student Personal and Academic Services

Action Statement:

Establish a student support system for coordinating and facilitating the delivery of services to students by community-based support agencies.

ESLRs Addressed:

A, B, E

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
October, 1999	Identify and create a matrix of the student support services currently in place.	Admin, teachers, organizations	Responses to requests for information	Matrix distributed to faculty, staff, parents, organizations	A.P. Curriculum and Instruction
January, 2000	Organize Student Assistance Program (SAP) Team to assess effectiveness and value of different agencies.	Support agencies, faculty/admin Central office	Regular meetings of group	Bulletin notices, newsgroup communication	A.P. Pupil Services, agency representatives
January, 2000	Establish a unifying theme and philosophy for social and academic support services	District Pupil Services, faculty/staff	Stakeholder drafts, feedback form return	Drafts & final statement presented in Faculty Meeting, parent news	Student Assistance Program Team (SAP)
February, 2000	SAP to develop strategies for increasing effectiveness of agencies for student support.	Research, SAP members	Feedback from agencies, Balboa staff	Memos, website	SAP
March, 2000	Implement strategies that are consistent with the unifying theme and philosophies outlined above	SAP, agencies, staff	Track student data	Memos, newsgroup, website	SAP, agencies, Admin, faculty
May, 2000	Engage in regularly scheduled and systematic evaluation of support service effectiveness	Student data, SAP	Evaluation form by student	End of year report, website	SAP

Action Statement:	Create a comprehensive strategy for developing student interests in career education, life skills, and post-secondary goals.
ESLRs Addressed:	A, B

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
November, 1999	Conduct a Career Day event to introduce students to a broad array of career options	STC office, admin, teachers	Student sign-ups, event calendar	Bulletin, memos	STC coordinator, AP Curric & Instruction
December, 1999	Examine models, curricular resources, and strategies for building a flexible Master Schedule that facilitates STC pathways.	Research, STC office	Collection of data, visits to schools	Faculty meetings, memos, school newspaper	STC Advisory Comm
January, 2000	Form a School-to-Career Advisory committee to plan strategically for STC expansion.	Pathway teachers, STC office	Meeting agendas & calendars	Bulletin, memos	Pathway teachers, STC office, AP Curric & Instruction
February, 2000	Assess student and teacher needs and interests in career pathways.	STC office, STC Advis. Comm.	Student & teacher survey	Publish results in bulletin, school newspaper	STC Advisory Comm
February, 2000	Work with Master Schedule Advisory Committee to create a mock Master Schedule that facilitates STC programming.	Models, STC office, Advis Com	Mock schedules	Faculty meeting, memos	STC Advisory Comm, Master Schedule Advisory Comm
March, 2000	Recruit teachers and students to pathways and build Master Schedule around student and teacher choices.	Teachers, parents, students	Surveys of interest	Parent/student meetings, faculty meetings, letters, student newspaper	Principal, AP Pupil Services, Master Schedule Adv Comm
April, 2000	Focus staff development on aligning state standards with STC goals, develop curriculum.	State Frameworks & standards, STC office	Meeting attendance, curriculum outlines	Course Syllabus, program overviews	Professional Development Planning Comm, AP Curric & Instruction, STC Advisory Committee
May, 2000	Facilitate development and implementation of career oriented mentoring and internships.	STC office, businesses	Index of offerings	Memos to teachers, student newspapers	STC Coordinator, Advisory Committee

Balboa High School

Support for Student Personal and Academic Services

Action Statement: Refine and implement a plan to improve computer skills of students and teachers through increased integration of technology use in all curricular areas and increased access to computer-based technologies.
ESLRs Addressed: A, C, D

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
October, 1999	Explore the ramifications of a universal laptop program.	Research, conferences	Models collected, supporting data	Memos, conferences	AP Curric & Instruct, DHS Coordinator
November, 1999	Create a schedule for and implement professional development in classroom technology use.	CIPD, faculty	Survey of needs	Memo, email	DHS Coordinator, AP Curric & Instruction
November, 1999	Identify and recruit teachers/programs to pilot laptop-based curriculum.	Faculty	Agreement by staff	Memos, attending conferences	AP Curric & Instruct, DHS Coordinator
December, 1999	Provide technical support to all staff to maintain network and classroom systems	District Technology Team, DHS	Help system input	Memos, bulletin	DHS, District Tech Team
December, 1999	Increase the availability and reliability of computers for student and faculty use through updating systems, equipment, and networks	District Technology Team, DHS	Increased demand for labs, email	Web-based lab sign-ups, District Blueform Help system	DHS, District Tech Team
December, 1999	Purchase laptops for "Anytime, Anywhere" pilot program teachers, identify curricular strategies, examine models	CSR Grant, research	Professional development	Meetings, memos	AP Curric & Instruct, DHS Coordinator, pilot teachers
January, 2000	Arrange financing systems for laptop purchases and identify appropriate equipment based on curricular needs	District Tech, STC office	Systems drafted, meetings	Procedural documents, agreements w/financing institutions	AP Curric & Instruct, DHS Coordinator, pilot teachers
February, 2000	Establish and implement procedures for laptop program	Research models, District	Draft procedures	Memos, professional development, student/parent meetings	AP Curric & Instruct, DHS Coordinator, pilot teachers
April, 2000	Evaluate effectiveness of pilot efforts and make preparation for program expansion.	Student data	Surveys, monitor data	Memos, student newspaper	AP Curric & Instruct, DHS Coordinator, pilot teachers
September, 2000	Expand the program based on lessons learned to other programs and eventually school-wide.	STC office, teachers	Surveys, monitor data	Student newspaper, parent letters, website	AP Curric & Instruct, DHS Coordinator

Action Statement:

Create a school-wide program to improve student literacy and study skills, and increase standardized test results.

ESLRs Addressed:A. B. D. E.

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
April, 1999	Assess reading and writing levels of every 9 th grade student at Balboa	Pre-IWA, IWA, Reading Inventory	Monitor results of various tests	Individual reports to students, summary	English Dept Head, AP Curric & Instruct
August, 1999	Assign low-scoring students to Academic Literacy class to shore up basic literacy skills.	Teachers, CIPD	Progress reports, monitor data	Report cards, scores on tests	Faculty, English Dept Head, AP Curric & Instruct
August, 1999	Offer professional development to teachers to improve instruction in literacy across the curriculum	BAWP, CIPD, faculty	Professional Development calendar	Publish calendar, bulletins, memos	English Dept Head, AP Curric & Instruct, Prov Dev Plan Com
October, 1999	Offer students opportunities for accelerated curriculum in test preparation and academic achievement.	CIPD, Test Prep materials	Surveys of students, teachers	Master Schedule changes, Student newspaper, bulletin	Master Schedule Adv Comm, AP Pupil Services, C&I
November, 1999	Selection and purchase of instructional and literary materials that facilitate literacy.	Librarian, BAWP, CIPD	Requisitions, surveys of teachers	Publish purchase list and catalogue of materials	Bookroom Aide, English Dept Chair
November, 1999	Clarify and unify standards and expectations for rigorous course content schoolwide.	State DOE, CIPD	Dept meeting agendas	Standards/expectations published on web, documents	Dept Heads, AP Curric & Instruct, Principal
February, 2000	Develop programs that celebrate literacy such as read-a-thon, displays of student work, book fairs	BAWP, CIPD, faculty	Program development	Displays, events, bulletin, memos, newspaper	English Dept Head, AP Curric & Instruct, Literacy Leader Team
March, 2000	Provide each teacher with professional development and instructional materials for test taking strategies and content of standardized tests	CIPD, BAWP	Professional Development calendar	Publish calendar, bulletins, memos	English Dept Head, AP Curric & Instruct, Prov Dev Plan Com

V. Assessment and Accountability: Action Plan

Area for Improvement

BALBOA NEEDS TO ESTABLISH SYSTEMS TO COLLECT MEANINGFUL ASSESSMENT DATA TO INFORM DECISION-MAKING ON INDIVIDUAL STUDENTS AND THE SCHOOL AS A WHOLE.

Rationale

Like many high schools, Balboa has no systematic process for using assessment data to improve teaching and learning, either in individual classrooms or on a schoolwide level. There are two parts to this problem: first, the school's sources of assessment data are not sufficiently meaningful; second, staff do not use the assessment data that do exist to drive decision-making.

Expected Schoolwide Learning Results

This section of the action plan addresses *all* of Balboa's Expected Schoolwide Learning Results (ESLRs). If Balboa is to make progress toward meeting its ESLRs, the school needs to use meaningful data about whether such progress is occurring to drive decision-making.

Balboa High School	Assessment and Accountability
Action Statement:	Develop an open, systematic process for collecting, analyzing and reporting student achievement data to all school constituencies, including parents, to support school improvement efforts.
ESLRs Addressed:	All

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
October, 1999	Departments analyze state and District standards and establish school-based priorities of what a Balboa student should know and be able to do by the time s/he graduates.	State DOE, CIPD	Revisit school vision, department meeting agendas, draft standards.	Memos, newsgroups, student newspaper	School Site Council, Department Heads, Administration, Faculty
April, 2000	Departments refine course descriptions to improve articulation of skill development and content sequence year to year.	CIPD, research	Department meetings, professional develop	Publish syllabus of courses on web, publish matrix of sequences	Departments, AP Curric & Instruction, Pupil Services (SAP)
October, 2000	Departments create uniform, yet flexible rubrics and procedures to assess and report student progress towards standards.	CIPD, research	Department meetings, professional develop	LALR style form for assessing progress	Departments, AP Curric & Instruction, Pupil Services (SAP)
February, 2001	Coordinate with the District to publish student performance data, including test scores, grades, homework, and attendance.	CIPD, District Assess Office	Preparation of reporting vehicles, collect data	API, web site for secure reporting of data	AP Pupil Services, Principal, DHS Coordinator
March, 2001	Train students and caregivers in the access to and interpretation of school-wide and individual student data.	CIPD, Assess Office, teachers	Document preparation, schedule for workshops	Workshops for caregivers, teachers train students	AP Pupil Services, Parent Liaison

<p>Balboa High School</p> <p style="text-align: right;">Assessment and Accountability</p>
<p>Action Statement: Use student performance data to inform all major decisions, including instructional and curricular strategies in the classroom and school-wide.</p>
<p>ESLRs Addressed: All</p>

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
January, 2000	Establish a requirement that all school committees support their decision-making recommendations with empirical evidence about the expected effects on student performance.	Research, CIPD	Draft of policy	Committee meetings, memo	Administration, committees
March, 2000	Identify and select appropriate student performance data that facilitates monitoring of student achievement of ESLRs.	CIPD, District Assessment Office	Survey of faculty, drafts of documents	Memos, student newspaper, parent newsletter, website	AP Pupil Services, AP Curric & Instruct, SAP
September, 2000	Professional development to help teachers use data to inform instructional decision-making.	CIPD, District Assessment Office	Professional Development calendar	Workshops for teachers.	Professional Development Planning Committee
December, 2000	Evaluate student course placement procedures and refine based on standards and student needs.	CIPD, State DOE	Master Schedule Advisory Committee meeting schedule, agenda	Memos, website, student handbook	Master Schedule Advisory Committee, AP Pupil Services

Balboa High School Assessment and Accountability
Action Statement: Train teachers to use a variety of instructional strategies and assessment methods to improve learning and instruction.
ESLRs Addressed: All

Timeline Begin Date	Action Sequence	Resources	Assessing Progress	Informing Stakeholders	Responsible Parties
March, 2000	Professional development to train all teachers in the use of a variety of assessment formats that support exemplary practices and standards.	Faculty, CIPD	Professional Development Calendar	Workshops, Department Meetings	Prof Dev Plan Comm, Department Heads, AP Curric & Instruction
Summer, 2000	Faculty clarifies and refines instructional goals as aligned with standards.	CIPD, State DOE	Department meetings	Standards/expectations on website, syllabus alignment	Dept. Heads, AP Curric & Instruct, Principal
September, 2000	Organize monthly sessions to "Look at Student Work" based on Coalition of Essential Schools protocols.	Coalition of Essential Schools	Training for teachers on protocols	Protocols, procedures and Prof Dev Calendar	Prof Dev Plan Comm, Department Heads, AP Curric & Instruction
October, 2000	Develop and implement strategies to use student and school data to inform decisions on instructional strategies.	CIPD, District Assessment Office	Professional Development calendar	Workshops for teachers, peer coaching and observation	Professional Development Planning Committee, SAP, AP Pupil Services
January, 2001	Teachers implement data-based instructional strategies and share results through "Looking at Student Work" sessions.	CES, CIPD, faculty	Displays of student work, workshops	Workshop sessions, faculty meetings	Faculty, Prof Dev Planning Committ

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