

# VBHS School Improvement Plan Summary 2024-2025

## Demographic Information

### VBHS Demographic Information (2023-2024 School Year):

- Total Student Population: 1,234
- Total Number of Female Students: 606 (49.11%)
- Total Number of Male Students: 628 (50.89%)
- Total Number of Special Education Students: 133 (10.78%)
- Total Number of 504 Students: 89 (7.21%)
- Total Number of English Language Learners (ELL): 106 (8.59%)

### VBHS Ethnicity Breakdown (2023-2024 School Year):

- Asian: 38 (3.08%)
- Black: 28 (2.27%)
- Hawaii/Pacific Islander: 5 (0.41%)
- Hispanic or Latino: 277 (22.45%)
- Native American/Alaskan Native: 25 (2.03%)
- Two or More Races: 81 (6.56%)
- White: 780 (63.21%)

## Assessment Data

### ACT Aspire % Meets Readiness 3 Year Comparison, 10<sup>th</sup> Grade:

	English	Math	Science	Reading
2021	59%	25%	32%	40%
2022	57%	27%	31%	32%
2023	56%	25%	27%	33%

### ACT Building Composite/Mean Score by Subject 3 Year Comparison, 11<sup>th</sup> Grade:

	Math	Science	STEM	English	Reading
2021	19.5	20.3	20.2	19.8	20.3
2022	19.4	20.5	20.2	20.0	20.4
2023	19.5	20.3	20.2	19.8	20.3

## Analysis of Assessment Data

1. ATLAS testing data will be utilized to drive the decision making process to improve literacy and mathematic scores.

2. ACT data will be utilized to drive the decision making process to improve literacy and mathematic skills.

## **Goals**

1. All students at VBHS will improve literacy achievement.
2. All students at VBHS will improve mathematics achievement.
3. Increase the four-year graduation rate of all VBHS students.

## **Actions**

1. Continue to utilize the MyAccess Program.
  - a. MyAccess will be utilized across English, Social Studies, and Science classrooms.
  - b. Additional structured time for writing practice will be given.
  - c. Sophomore ELA quarterly writing benchmarks, will be aligned with ATLAS testing.
  - d. Social Studies quarterly writing benchmarks, will be aligned with ATLAS testing.
2. Continue to utilize Dawg Pound Time for structured reading practice, for students who do not score proficient.
3. Continue to identify essential standards, skills, and questions across all curriculum.
4. Continue to utilize formative assessments across all classrooms to drive the intervention process.
5. Continue to utilize math journals and notebooks to better identify areas for intervention and improvement
6. Continue to utilize retired testing questions during instruction for structured practice across math classrooms.
7. Continue to address the mental health of students and provide additional outreach programs.
8. Continue to provide Saturday School and Summer School, as a means for credit recovery.

## **Monitoring and Evaluation**

1. Summative, formative, and classroom data will be utilized to analyze and guide teaching.
2. Regular classroom observations will be made, to promote improvement in teaching strategies.

## **Literacy Plan**

1. Continue to utilize the MyAccess Program.
  - a. MyAccess will be utilized across English, Social Studies, and Science classrooms.
  - b. Additional structured time for writing practice will be given.
2. ELA sophomore curriculum maps have been aligned with ATLAS testing. Junior and Senior ELA curriculum maps are being vertically aligned with the sophomore curriculum map, to ensure rigor across classrooms.
3. Social Studies quarterly benchmarks will be aligned with ATLAS testing, to better support ELA classrooms.
4. Continue to promote reading across the curriculum and ensure students are reading on Lexile levels. All reading will be reviewed, to ensure Lexile levels are age appropriate.
5. Continue to utilize Dawg Pound Time for structured reading and writing practice.
  - a. Building-wide activities will be planned.
6. Continue to utilize formative assessments across classrooms to drive the intervention process.