

Los Gatos-Saratoga Union High School District
SARATOGA HIGH SCHOOL



WASC SELF-STUDY REPORT 2013-14

FOCUS ON LEARNING

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Introduction

Saratoga High School's WASC Self-Study process reflects the stakeholder involvement and District alignment that has characterized the school's improvement efforts over the last six years. Student performance data continues to validate the school's approach and efforts. Highlights include:

- 98% of graduates attend college
- 84% of graduates attend 4-year colleges
- Close to 30% of seniors in 2014 are either semifinalists or commended students in the National Merit Scholarship Program
- 89% of 9th – 11th grade students score proficient or higher on the school wide writing assessment
- 94% of students taking AP tests achieved qualifying scores
- API: 938
- Students with disabilities API: up from 658 to 726

STAR testing data shows that by far the vast majority of Saratoga High School students meet proficiency levels across the curriculum. Less than 5% of students over the last 10 years have not met proficiency standards in English and History. While the number of students meeting proficiency levels in algebra I is improving, the school knows 9th, 10th, and 11th grade students taking Algebra I don't do as well as students who take Algebra I earlier. Similarly, while 92% of 9th graders taking geometry over the past 10 years have met proficiency levels, students in 10th and 11th grade don't do as well. Ninth grade students taking Algebra II do better than their 10th grade counterparts, who do better than those taking the course as 11th graders. 94% of 9th and 11th grade students over the last 10 years have met proficiency levels for biology, while 64% of 10th grade students did. During the same time frame, 82% of 10th grade students taking chemistry met proficiency levels, while 71% of 11th graders did. Physics scores for 11th grade students improved since 2004 from 63% proficient or advanced to 89% in 2013, with a high water mark of 91% in 2009. Our 10th grade students have consistently done well on the Life Science CST, scoring 88% proficient or advanced on average since 2006. 9th grade students taking the Earth Science CST improved from 48% proficient or advanced in 2012, to 62% proficient or advanced in 2013. The good news is twofold: By and large Saratoga High School students meet state proficiency levels across the curriculum, and those who do not are easily identifiable as part of a small but important group of students who need additional academic support.

While the staff has implemented a variety of instructional strategies to support struggling students, it has also focused its attention and efforts on supporting students in leading balanced, healthy lives. Student stress is a real and persistent issue at Saratoga High, as students work to excel and prepare for post-secondary success. The school has worked to address this in a variety of ways:

- Guidance Department has added additional therapeutic services.
 - Staff has worked to improve the Freshmen Focus program.
 - The school has partnered with the PTSO to bring in speakers to address these issues.
 - Staff has begun a student club for girls called Courage to Change, which focuses on promoting the development of healthy self-images.
 - Physical Education redesigned its curriculum resulting in the Falcon Fit Program.
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As part of the self-study process the staff reviewed and reaffirmed the **school wide learning outcomes**.

Saratoga High School will prepare its graduates to be:

1. Responsible, Self-Directed Adults who:

- 1.1 Make realistic choices/informed decisions based on factual knowledge and awareness of their strengths and weaknesses, and accept responsibility for those choices
- 1.2 Are committed to life-long learning
- 1.3 Exhibit study and work habits, including regular, punctual attendance and effective time management
- 1.4 Explore a wide range of possible careers and are able to investigate the relationships between their education and their personal goals
- 1.5 Participate in a wide-range of intellectual, artistic, practical, and physical activities/endeavors

2. Ethical/Effective Citizens who:

- 2.1 Respect cultural, physical, economic, intellectual, age, gender, religious and sexual diversity
- 2.2 Adopt and value ethical principles and attitudes (i.e. honesty, integrity, responsibility, compassion) and apply them in their daily lives
- 2.3 Recognize and value their responsibility to society and make positive contributions to their community (i.e. register to vote, care for the environment, drive responsibly, volunteer)

3. Healthy Individuals who:

- 3.1 Maintain a positive self-concept, recognizing the uniqueness and worth of themselves and others
- 3.2 Resolve conflict through non-violent action
- 3.3 Recognize the consequences of sexual behavior and make responsible choices
- 3.4 Recognize the consequences of the use of drugs, alcohol, and tobacco and make responsible choices
- 3.5 Recognize the need for and seek appropriate help as needed for mental health issues
- 3.6 Plan and maintain a balanced approach to life and a commitment to proper nutrition, hygiene, and physical fitness

4. Complex/Critical Thinkers who:

- 4.1 Have mastered fundamentals of language, history, math, science, world language, and the arts, and use them effectively to enrich their daily life
- 4.2 Demonstrate the ability to collect, analyze, and organize resources and information

4.3 Effectively evaluate and analyze data from multiple sources to develop solutions to problems

4.4 Use logical decision-making processes

4.5 Demonstrate the ability to apply decisions or solutions to future situations by making predictions, connections, and/or recommendations

5. Effective Communicators who:

5.1 Read, write, speak, and listen analytically, thoughtfully, and reflectively

5.2 Use technology thoughtfully, critically, and appropriately as a tool in communication (i.e. correspondence, display of information, expression of ideas, creative self-expression)

5.3 Explore, develop, and demonstrate creative expression in a variety of forms

6. Collaborative Workers who:

6.1 Perform in a variety of roles as a member of a team: setting goals, facilitating group process and producing a high-quality product

6.2 Demonstrate sensitivity to different cultural mores and work effectively with diverse populations in a variety of settings

6.3 Provide and accept constructive criticism

Self-Study Process Summary

Note:

1. 8 of 10 Focus Group Leaders were scheduled into a common 7th period prep to facilitate ease of meeting time. The group met throughout the process as needed.
 2. Both the PTSO and the School Site Council received regular updates on process and progress of the self-study.
 3. Board members visited focus group meetings informally as they could.
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Mid-March, 2013:

- Focus group leaders identified—these 10 also served as the staff development team for the year.
- Focus groups—departments selected teachers to serve on each of the 5 focus groups

March 27, Whole Staff Collaboration:

- School-wide learning outcomes review activity
 - Interdisciplinary groups voted to reaffirm or revise particular SLOs on chart paper using dots
 - Collected recommendations for revision on chart paper
 - Charts from this process were displayed in copy center, aka “the Hub”
- Published first WASC process timeline

April 1, Staff Meeting:

- Overview of WASC process

April 4, Focus Group Collaboration:

Each Focus Group:

- Identified significant developments since the 2008 visit.
- Described impact of developments on the school, students, and programs.
- Identified strengths and areas of improvement regarding the process for implementing and monitoring the SPSA since prior self-study.
- Identified strengths and areas of improvement regarding how the community profile, the annual progress report, and the WASC Three Year Report have been revised and discussed with stakeholders.

April 10, Focus Group Collaboration:

Each Focus Group:

- Commented on the accomplishment of each Action Plan goal/task.
- Described the impact of the accomplishments on student learning.

April 24, WASC Leadership Team Meeting:

- Reviewed school profile and listed observations and implications of the data.
- Identified and listed additional data needed.

May 8, Focus Group Collaboration:

Each Focus Group:

- Began drafting the progress report narrative by:
 - Describing the level of accomplishment of each Action Plan goal/task
 - Identifying and describing evidence of the accomplishments
 - Describing the impact of the accomplishments on student learning.

May 15, Focus Group Collaboration:

Each Focus Group:

- Finished drafting the Progress Report narrative.

May 29, All Staff WASC Collaboration:

- Reviewed the process to date.
- Identified tasks to be completed.
- Reviewed plan for the fall.
- Completed WASC Process evaluation exit ticket.
 - Results of the evaluation published to shared folders.

June 19, Parent Group Meeting:

- Reviewed self-study process.
- Brainstormed ways parent group could contribute.
- Shared supporting materials.

August 15, Staff Meeting:

- Reviewed WASC process, progress to date, plan for self-study.
- Evaluated SHS's on-going follow up process—WASC Mini-Survey.

August 16, Focus Group Leader Meeting:

- Articulated roles of F.G. Leaders and of staff development team members.
- Clarified self-study tasks.
- Clarified organization and design structure for completing self-study.
- Drafted a process timeline for the fall.
- Clarified next steps for implementing the use of Google-Drive for the WASC process.

August 22, WASC Leadership Team Meeting:

- Using feedback from March 27, refined SLOs.

- Selected 2 SLOs to evaluate in the Progress Report.
 - Outlined draft evaluation.
- Articulated implications of school data for student learning.
- Identified actions to improve the ongoing follow-up process using feedback from April 4 and August 16.
- Identified Critical Learner Needs.

August 27, Focus Group Leader Meeting:

- Prepped for Focus Group Meeting.

August 28, Collaboration:

Whole Staff:

- Reviewed process.
- Identified tasks to be completed.
- Introduced Critical Learner Needs.

Focus Groups:

- Reviewed Critical Learner Needs.
- Collected comments, concerns, and questions.

September 4, Focus Group Collaboration:

- Clarified use of Google-Drive.
- Articulated ways to collect evidence.
- Divided Focus Area tasks into subgroups.
- Identified action items for 9.13.

September 11, Focus Group Collaboration:

- Began report narrative.

September 16, Department Chair Meeting:

- Reviewed WASC Collaboration Calendar.
- Department Chairs (Home Group Leaders) reviewed the Critical Learner Needs Analysis Template.
- Department Chairs instructed how to use template.
- Articulated Critical Learner Needs rationale.

September 25, Focus Group Collaboration:

- Continued developing responses to WASC/CDE criteria.

October 2, Focus Group Collaboration:

- Continued developing responses to WASC/CDE criteria.

October 7, Staff Meeting:

- Staff Reviewed Critical Learner Needs Analysis Template.
- Staff signed up for one or more of the following:
 - Analysis of student work
 - Classroom observation
 - Student shadowing.

October 9, Home Group Collaboration:

- Began Critical Learner Needs Analysis.

October 16, Home Group Collaboration:

- Continued Critical Learner Needs Analysis.

October 30, Home Group Collaboration

- Finished Critical Learner Needs Analysis.

November 22, WASC Leadership Team Meeting:

- Reviewed summaries of areas of growth.
- Separated possible objectives from possible tasks.
- Generated a list of possible action plan objectives.
- Created an Action Plan “task bank.”
- Identified items that belong in the parking lot.

December 2, WASC Leadership Team Meeting:

- Categorized possible objectives under each appropriate Critical Learner Need.
- Categorized possible tasks under each appropriate Critical Learner Need.

December 4, Whole Staff Collaboration:

- Shared out significant realizations from the self-study.
- Reviewed the process to date.
- Reviewed possible Action Plan objectives.
- Prioritized possible Action Plan objectives.

December 10, Parent Home Group Leaders Meeting w/Admin Team and WASC coordinator:

- Reviewed and discussed Parent Home Group Rank Ordered Top Areas of Growth.
- Reviewed possible Action Plan objectives and tasks.
- Discussed how top priority items fit into Action Plan.

December 11, Student Home Group Meeting w/Admin and WASC Coordinator

- Identified where student recommendations were included in the objectives/tasks.
- Identified student priority actions.

December 11, WASC Leadership Team Meeting:

- Introduced prioritized recommendations from parent home group.
- Reviewed prioritized objectives from 12.4 whole staff collaboration.
- Identified top priorities.
- Matched tasks to objectives.
- Prioritized tasks.
- Brainstormed additional tasks.
- Identified next steps.

January 8, 2014, Department Meetings:

- Collected feedback on Action Plan draft objectives/tasks.

January 9, Admin Team Meeting:

Based on feedback from departments:

- Prioritized objectives and tasks.
- Reorganized and combined where necessary.
- Edited for clarity.

January 15, WASC Leadership Team Meeting:

- Identified responsible persons, resources needed, means to assess improvement, and methods to report for each task in the Action plan.

January 22, Administrative Team and WASC Coordinator Meeting:

- Drafted final revise of action plan.

January 29, Department Meetings:

- Collected feedback on most recent Action Plan draft.

January 29, Admin and WASC Coordinator:

- Begin discussing Action Plan timelines.

February 3, Administrative Team:

- Finalized Action Plan timeline.

February 12, Whole Staff Collaboration

- Reviewed and discussed Action Plan, draft 4.

Significant Developments since 2008 WASC Report

Nearly 50% of Saratoga High School's teaching staff is new to the school since 2007. The District hired a new Saratoga High School Principal in 2012, and two of the three assistant principals have been here less than 4 years. The school has added new course offerings:

- Media Arts Program is now an integrated, interdisciplinary 9-12 program, which includes a variety of media electives
- AP Environmental Science
- AP European History
- Trigonometry/Pre-calculus
- Geometry Enriched
- Algebra I, Collaboratively taught
- STEM: Introduction to engineering and design

The Saratoga community approved a parcel tax in 2013, which ensured a steady stream of additional revenue to protect school programs and to keep class size down. This vote of confidence from the community helped the District to successfully weather the financial storm brought on by the state and national recession.

The Community Based Instruction Program graduated its first seniors in 2013, and this fact stands as a symbol of the school's focus over the last six years on creating a more caring environment that connects students to the school. The 2010 and 2013 Project Cornerstone Survey data suggests that students are indeed feeling more connected to school and are experiencing a more caring environment. Students who felt engaged in school went from 56% in 2007 to 77% in 2010. 78% of students said they bonded to school in 2010 as opposed to 56% who said so in 2007. Suspensions were down to 8 in 2011-12, from 45 in 2009-10.

The school has fortified its student support systems in the last several years to address academic and social/emotional needs. Guidance has added eight additional parent/student presentations and has also implemented U.C. and private college application workshops. The addition of CASSY (Counseling and Support Services for Youth) has provided service to hundreds of students, some in critical need of support through difficult times. Additionally, the school has implemented its Bullying Response and Prevention Plan, which includes an education component developed by health teachers and supported by administration.

The school continues to benefit from the collaboration period built into its schedule. Collaboration over the last WASC cycle has been driven by the SPSA, identified classroom needs, and staff's shared values.

School-Wide Critical Areas for Follow-up:

In spring of 2008, the WASC Visiting Committee concurred with the school's identified critical areas for follow-up, which constituted the basis for the current School Action Plan and Single Plan for Student Achievement.

- 1.Support best instructional practices for facilitating maximum academic development among all students, through a variety of instructional and assessment strategies.
- 2.Create an improved culture of support for and among students.
- 3.Provide support programs that maximize the physical and mental development and safety of all students.

The school also identified these areas of growth:

Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

- 1.Increased use of student achievement data and state standards would drive instructional practices and curriculum development to reach all students.
- 2.Through on-going, school-wide professional development, staff would explore and implement strategies for supporting instructional and social needs of students scoring in the below-proficient category on the CSTs and/or those not enrolled in accelerated classes.
- 3.ESLRs and state content standards explicitly tied to lessons and identified for students would focus instructional goals and outcomes in a manner more conducive to student understanding.

Category B. Standards Based Student Learning: Curriculum:

- 1.Departments need to align their curriculum and assessments to meet the state standards and frameworks.
- 2.All P.E. classes need to be directly aligned to the state's physical fitness education framework and standards.
- 3.Develop a plan that directly addresses the needs of students who score Basic, Below Basic, and Far Below Basic.

Category C. Standards Based Student Learning: Instruction:

- 1.Continue to monitor non-AP/Honors students, and continue to support innovative programs to engage all students and provide multiple pathways to success.

2. Departments continue the process of documenting the alignment of their lessons, textbooks, and assessments to the state standards.
3. Develop a more systematic plan for staff development in addressing state standards with non-proficient students, pedagogical techniques, and emergent technologies for the classroom.
4. Keep the technology updated and available. Some of the computers have become outdated, and many classrooms share printers.
5. Assess and implement ways to encourage more students to take advantage of tutorial periods and the tutoring center, both of which are currently available, but underutilized.

Category D. Standards Based Student Learning: Assessment and Accountability:

1. Disaggregate and analyze data at the classroom, department and school level to determine areas of strength and areas of concern.
2. Increase the use of the data and the cycle of inquiry to inform the instruction of all students, including English Learners, special education students, and students not in honors or AP classes.
3. Assess the efficacy of interventions such as the Tutorial Center and Link Alert.

Category E. School Culture and Support for Student Personal and Academic Growth:

1. Institute greater support for non-special education students that are not enrolled in AP or Honors courses.
2. Continue refinement of the Block Schedule, incorporating the input of all staff and community members.
3. Increase diversity awareness and training for the student body, citing ethnic, religious and sexual preference awareness, as per student recommendation.

In addition, the 2008, Visiting Committee identified the following areas to be strengthened:

1. Increase the explicit use of California State Standards and Frameworks in classroom lessons.
2. Increase the use of multiple sources of disaggregated data, such as CST and classroom formative and summative assessments to guide instruction to meet the needs of all students.
3. Ensure that all staff members implement a variety of instructional strategies to address the diverse learning needs of all students.
4. For health and safety reasons, establish a process which ensures consistent enforcement of policies on public access to facilities during school hours.

On-Going Follow up Process

The SPSA is developed by the administration under the auspices of the School Site Council (SSC), which is made up of students, parents, administration, and teacher representatives. The SSC considers student achievement data and the WASC Action Plan in the development of the SPSA. School goals are shared with staff and guide staff development. Based on teacher feedback, the WASC Leadership Team formulated these recommendations to improve the process:

- Return to teacher department representatives to the School Site Council rather than expecting the Staff Development Team to serve on both committees (implemented current year)
- Continue to use the WASC Action Plan goals to inform the development of the Single Plan for Student Achievement
- Continue to use the WASC Action Plan/SPSA to guide collaboration and staff development, and to guide summer work
- SPSA goals must be disseminated, reviewed, present, and concretely tied to school improvement efforts and staff development activities
- There needs to be regularly scheduled times annually to assess and evaluate progress toward SPSA goals
- At least one of teachers' annual objectives should be tied to school goals

Progress on the 2008 Action Plan

Through collaboration, staff focused on formative and summative assessment, differentiated instruction, skill based instruction, and project-based learning. The entire staff read and discussed McTighe and Tomlinson's book *Integrating Differentiated Instruction and Understanding by Design*. Staff is more knowledgeable about the various ways students learn and more attentive to different learning styles and modalities. Staff collaborative project groups have researched, shared best practices, and made recommendations regarding these and other topics. The Festival of Learning, sponsored by the District Technology Committee, offered sessions in and supported teacher learning on a wide variety of topics related to instructional technology. As a result, many teachers are innovating instruction by using cutting edge technology to deliver content and to support student learning. Some teachers have "flipped" the classroom, others are utilizing new technologies to better communicate with students, and Saratoga High will offer its first "blended course" in 2014-15. Yet, even as teachers become more literate and skilled in using instructional technology, they identify professional development around technology as an ongoing priority.

While maintaining up-to-date technology in classrooms across the campus is an ongoing challenge, the teaching staff has increased project-based learning that promotes technological competence and creativity. The SHS Media Arts Program continues to refine and expand its interdisciplinary program,

which focuses on Media and the technological, collaborative, and critical thinking skills necessary for students to produce team projects and communicate ideas in creative and effective ways. As students are asked to complete more projects, teachers face the need to be increasingly sensitive to the time demands these learning experiences can make upon students. This coincides with continuing conversations regarding homework, about which some questions linger: How do we design homework so it is engaging and stimulates student interest and excitement? How do we move from a culture of “doing homework” to a focus on learning? What do experts say? How can we do this better? Though these questions foreshadow future conversations, the school continues to work to mitigate the “student time crunch” and the stress that sometimes attends it. The school implemented:

- A school calendar that moved finals and the end of 1st semester to before winter break, providing students and families with a school-free break
- A “dead” or “quiet” week, which discourages new projects or learning the week before finals and emphasizes review.
- Senior finals have been moved to the next to the last week of school to create more room for seniors’ end of the year activities

A key focus for the last many years has been creating a more caring and respectful environment and helping students feel a stronger connection to the school. The Project Cornerstone Survey data supports the conclusion that the school has made good strides in this area. The leadership class has worked the last two years to engender a more positive school culture by planning and implementing *Speak up for Change Week*, and sponsoring a *Just be Kind* campaign alongside it. Other students have risen to the fore to implement a peer to peer support program called Common Roots. Link Crew and a revamped Freshmen Focus Program round out some of the initiatives aimed at making the student experience at SHS a positive one.

While many of the discussions around P.E. over the last several years did not result in systemic change, what did change was the P.E. curriculum. The shift from a sports based physical education program to a fitness based program has made SHS’s program a model for other schools. The data-driven, standards aligned program engages students in ongoing self-assessment and reflection as they work to improve their fitness levels.

The focus on students’ physical health has been and continues to be an important part of the school wide emphasis on supporting students to be “balanced, healthy individuals.” The Guidance Department has worked to help students maintain an appropriate academic load while also providing ongoing social/emotional support.

Additional areas of focus identified by the 2008, WASC Visiting Committee— Summary of status since 2011, Mid-Term Report

1. Increase the explicit use of California State Standards and Frameworks in classroom lessons.

Saratoga High School's curriculum is standards aligned, and student achievement as measured by STAR and the California Standards Tests is uniformly high, with the schools API currently at 938. The various departments use standards aligned textbooks and instructional materials. While teachers do not as a rule explicitly state the particular standard(s) which correspond to their lesson objectives, the school is confident students are learning the content and skills outlined in the standards and frameworks. We continue to see improvement in teachers providing students with a daily agenda and continue to support teachers' explicit communication of student learning objectives.

2. Increase the use of multiple sources of disaggregated data, such as CST and classroom formative and summative assessments to guide instruction to meet the needs of all students.

Annually, departments have reviewed the CST data, including analysis of cluster scores. This analysis has been an integral part of the on-going commitment to refining our standards aligned curriculum and to augmenting instructional strategies to support all learners. Teachers have access to disaggregated, student level, state testing data through our student information system, and they also have access to grade level and student level data from our annual school writing assessment. English teachers use the benchmark data from this assessment in the fall to identify student strengths and weaknesses and to guide writing instruction. This data is also used to help students set learning goals and to assess their own progress. Spring data is used to measure student growth against locally defined proficiency levels and also used to evaluate the department's writing program vertically and across each grade level. We continue to see an increased awareness around the use of formative assessment. Many teachers use class warm-ups, exit slips, homework samples, discussion, as well as more traditional methods like quizzes to assess student progress in attaining learning outcomes and to inform future instruction.

3. Ensure that all staff members implement a variety of instructional strategies to address the diverse learning needs of all students.

Saratoga staff continued to identify, explore, and implement a variety of instructional strategies aimed at addressing the needs of all students. The bulk of this work was accomplished through SHS's Wednesday staff collaboration. In the spring of 2012, the teaching staff identified a list of collaborative projects which aligned with our school goals. Each teacher was free to choose a group based upon his/her interests or identified classroom needs. In all, 15 groups spent the better part of the second semester researching, sharing, and learning about their topics. Topics included:

Collaborative Project Groups Spring, 2012	
Collaborative Project	Number of Staff
Aligning Curriculum	4
Building a Culture of Connectedness	3
Sharing Classroom Practices	12
Cross-collaboration with Los Gatos High	5
Effective Partnerships with Special Education	4
Flip Teaching	8
Fostering a Balanced Approach to School	7
Peer Observation	5
Sharing Best/Innovative Practices	12
Strategies for Struggling Students	6
Student Portfolios	5
Rethinking Rallies	4
Project Based Learning	5

Staff enthusiastically endorsed continuing with the project group structure for collaboration in 2012.13 ([2012 Staff Development Survey Summary](#)) and the following table outlines the projects staff selected:

Collaborative Project Groups 2012-13	
Collaborative Project	Number of Staff
Developing Student Assets	5
Flip Teaching	4
Fostering Empathy and Respect	9
Instructional Technology	13
STEM Freshman Elective	6
Common Core Standards Exploration-English	10
Common Core Standards Exploration-Math	6
Inquiry Based Learning	5
Strategies for Struggling Students	15
Project Based Learning	6

These collaborative project groups have led to the expansion of teaching strategies campus wide, and while some of the projects focused on topics particular to the affective and school culture domains, we believe they ultimately support connecting students positively to the school. Indeed, some of these project groups took their lead directly from information gleaned from School Site Council surveys and the Project Cornerstone data. SHS's staff knows connecting students to school is paramount in supporting their learning.

4. For health and safety reasons, establish a process which ensures consistent enforcement of policies on public access to facilities during school hours.

Saratoga High School continues to employ two campus supervisors whose job is to monitor the campus to ensure appropriate use of facilities during the school day and to direct visitors to the main office. Administrators also regularly walk the campus as a means of monitoring public access. All visitors to the campus are required to sign in at the main office, where they can state their business and obtain a visitor's badge. Parents wanting to take students out of school for appointments must call in advance, and students are responsible for picking up their off campus pass. Parents are not allowed out on campus to get their students out of class and possibly disrupt the learning environment. Signs are posted throughout the campus clearly communicating when facilities are available for public use or for rental. We are also in the process of upgrading our directional signs at the front of the school in an effort to direct visitors more clearly to the main office. Our hope is that this will help cut down on visitors wandering around looking for the office. We continue to allow neighborhood residents to walk on our track; however, the plans for our new stadium entrance, ticket booth, snack shack, and restroom facilities also includes new fencing, which will allow the school to secure the football field and track areas. This phase of Saratoga High School's Red Pride campaign should be completed in time for our 2014 graduation ceremonies. It will be interesting to see how the local residents respond to this added school control over access to these facilities.

Additional Areas of Focus not Included in the 2007-2008 Saratoga High School Action Plan

The following table outlines some of the areas of focus and some of the school's accomplishments that fell outside of the 2007-08 Action Plan. The list is representative but not exhaustive.

School Culture	Spirit Rallies: Re-envisioning school spirit rallies to make them a more positive experience for all students (Collaborative Project Group, 2012-13)
	School Dances: Re-defined rules around acceptable dancing at school dances to support an environment where all students feel comfortable participating.
	Speak up For Change Week: Along with the Just Be Kind Campaign, this weeklong focus on building a more positive school culture was engineered by our Leadership Class.
Student Support	Expanded therapeutic support: The school has added an additional therapist through its contract with CASSY. Students now have access to therapy services five days a week.
	Common Roots: This student lead organization operates under the guidance of CASSY and focuses on providing students with a safe place to discuss issues, concerns, and problems with a trained peer. Over 40 students to date have been trained
	QPR Training: Parents and staff members have been trained in techniques for working with students who may be at risk for suicide.
Guidance	In addition to the grade level college nights offered to the parent community each semester, the guidance department has added the following workshops: <ul style="list-style-type: none"> • College Selection • Essay Writing • Letter of Recommendation
Curriculum and Instruction	Formation of site Common Core State Standards Leadership Team: This team is comprised of representatives from the core academic areas and the administration and is charged with supporting implementation of the new standards.
	Common Core State Standards Collaborative Project Groups: Four groups in Math and English worked throughout the 2012-13 school year to review, modify, and add to existing curriculum. The English
	Health curriculum: the health curriculum has been adapted to include units on bullying, cyber-bullying, and cyber safety.
	Continuation of summer curricular work across departments, following the District's Curriculum Redesign model. Summer 2013 included work on implementing the Common Core State Standards.
	The District's Technology Committee sponsored the second annual Festival of Learning, a half day District wide staff development event focused on instructional technology with sessions lead by District teachers and others from around the county.
	Continued work on application of instructional technology for the classroom; for example, flip teaching.
	Media Arts Program: the implementation of MAP, and interdisciplinary program focused on media arts now has student enrollment of approximately 250-300.
	Falcon Fit: our Physical Education Department continues to modify and improve our fitness based PE program, which along with MAP was a model practice for our CA Distinguished Schools Award.
	Implementation of regular Student Study Teams to support students in need.
Facilities	Track resurfacing.
	Installation of lights for the pool.

	Replacement of the turf on the lower field.
	Painting of the school.
	Installation of new sign at front of school.
	Installation of HVAC system for the little theater.
	Beautification program continues with addition of Hyde Park below library.
	Red Pride Campaign: In partnership with the Saratoga High Foundation plans are underway to construct a new entrance to our stadium, which will include new restrooms, concession building, and ticket booth.
	Installation of solar thermal heating system for the pool.
Safety	Every Fifteen Minutes Program 2011-12.
	Development of Bullying Response and Prevention Plan, including Bullying Response Protocol.
	Revised Attendance Policy.
	Update of our "Injury and Illness Prevention Program".
	Installation of rooftop safety ladders and restraint system for gym roof.
	Annual emergency drills: Fire, Code Red, Earthquake.
	Installation of safety fence in front parking lot.
Extra-curricular Program	Addition of lacrosse teams—J.V. and Varsity.
	Addition of boy's freshman basketball team.
	Addition of girl's freshman volleyball team.
	Addition of dance team.

WASC Category A

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Team Leaders: Ken Nguyen, Seema Patel

Rick Ellis—Teacher
Brian Elliot—Teacher
Matt Torrens—Teacher
Todd Dwyer—Teacher
P J Yim—Teacher
Laura Lizundia—Teacher
Bret Yeilding—Teacher
Jill McCrystal—Teacher
Kathy Nakamatsu—Teacher

Mike Boitz—Teacher
Cathy Head—Teacher
Natasha Ritchie—Teacher
Paul Robinson—Principal
Meghan Pickett—Teacher
Matt Welander—Teacher
Joanne Makeever—Parent
Max Chang—Student
Sabrina Chen—Student
Gitika Nalwa—Student

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

- We have **clear and aligned mission and vision** of SLOs.
- Staff Development has held a **general revision of SLOs** for staff.
- Our **practice embodies the values and principles of the SLOs**.
- We have formal **commitment to upgrade technology** in every classroom.
- Our facilities in the **Media Arts building are state-of-the-art**.
- **Freshman Focus helps our students adjust** to high school, establishing a solid foundation and another level of attention to the incoming students.
- **The English Department writing assessment provides a reliable measure** of students' abilities as they start and finish each year, information useful to other departments in understanding student accomplishment and differentiating instruction.
- Wednesday morning **collaboration is purposeful and focused**.
- The **STEM class offers a science and math alternative** to students including 21st century learning and an academic focus particularly germane to Silicon Valley.
- **Data is in widespread use** across the campus to inform and guide classroom practice.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Improve **communication of SLOs** to teachers, parents, and students, making it more widespread and frequent. Integrate SLOs into regular classroom instruction and school practice.
- Increase **student and parent participation in revision** and communication of SLOs.
- Ensure **technology distribution** is even across disciplines and programs.
- Create a **dedicated fund for technology implementation** and **clarify who is responsible** for seeing to which technology needs.
- Communicate **priorities for allocation of monies** on site.
- **Communicate consistently and regularly to department chairs district accounting** of their department budgets.
- Compile a **faculty handbook**.

WASC Category B

Standards Based Student Learning: Curriculum

Team Leaders: Meg Battey, Kevin Heyman

Tim Lugo—Teacher
Cabot Weaver—Teacher
Anne Purcell—Teacher
Kirk Abe—Teacher
Jerry Sheehy—Teacher
Margarita Morelle—Teacher
Kelly Frangieh—Teacher
Debbie Troxell—Teacher
Janny Cahatol—Teacher

Mariam Fan—Teacher
Jason Friend—Teacher
Michael Kim—Teacher
Audrey Warmuth—Teacher
Sara Tseng—Teacher
Rebeca Marshburn—Teacher
Judy Goldman—Parent
Charles Li—Student
Jennie Werner—Student
Shannon Chen—Student

WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- There is a lot of choice and flexibility in the curriculum. Students are allowed to double in science (junior/senior year) or English (senior year), and new classes such as AP Euro, Engineering Design, and College Preparatory Pre-Calculus have been added to meet student demand.
- We do a good job of listening to the needs of students, and we add classes as needed: (Introduction to Engineering/Design, College Preparatory Pre-Calculus, Collaborative Algebra I)
- While A-G requirements drive the curriculum, over the past six years, we have added a number of programs/classes to leverage the effective use of educational research.
- The expectations within courses have clearly defined academic standards for courses that both do and do not meet A-G requirements.
- MAP and PE program illustrate good differentiated instruction programs.
- We are moving forward in terms of integrating technology and the requisite training for teachers to effectively use the technology.
- We provide open access to AP classes for all students.
- AP test scores continue to rise.
- Many classes make concrete connections between the content and concepts taught in class and the current events occurring in the world.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- Increase focus on depth rather than breadth in the curriculum.
- Establish priorities for curricular changes that reflect the importance of mental and physical health of our students. (i.e., grade bumps for AP/Honors courses, limiting the number of advanced courses a student can take, limiting number of AP/H courses offered)
- Increase cross curricular collaboration.
- Create a more robust method for helping students choose a realistic course load.
- Offer more electives and increase communication current options for students.
- Continue to communicate with stakeholders regarding post-secondary educational options, including California State Universities and community colleges.
- Increase articulation with other schools in our districts: LGHS, Redwood, etc.
- Adjust the bell schedule to reflect current research that supports a later start time for student with regards to their mental health and readiness to learn.

WASC Category C

Standards Based Student Learning: Instruction

Team Leaders: Suzanne Herzman, Jennifer Mantle

Alinna Satake—Guidance Counselor
Yuko Aoki—Teacher
Danny Wallace—Teacher
Mike Davey—Teacher
Julie Scola—Teacher
Sarah Voorhees—Teacher
Kristen Thomson—Teacher
Tony Palma—Teacher

Mike Tyler—Teacher
Sarah Thermond—Teacher
Jim Yowell—Teacher
Kevin Mount—Assistant Principal
Ericka Cobain—Teacher
Sandy Wu—Parent
Anish Srinivasan—Student
Florence Wang—Student

WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Category C. Standards-based Student Learning: Instruction: Areas of Strength

- Students at all levels have increased accessibility to meaningful learning opportunities.
- Integrated use of multimedia technology across campus and throughout disciplines.
- Instructors are well versed in their disciplines and well planned curriculum.
- Students as much as possible have learning experiences out of the classroom.
- Teacher uses of websites and google drive makes it easier for students to catch up for missed school due to illness, sports, etc. It allows for more flexibility and the ability to catch up at home.
- Teachers engage students in collaborative learning experiences.
- The student projects are using many multimedia tools as well as teachers to demonstrate learning and understanding.
- Teachers provide much structured support in the way of rubrics making it clear to students the expectations of the class/project.
- Graduates report that SHS really prepares them for college. They feel successful and prepared for the rigors and are able to balance.
- Students are offered a rich variety of ways apply their knowledge and demonstrate their understanding.
- Extra-curricular activities extend students' learning within the classroom: app developers club, MSET, math club, History Day, etc., Mock Trial, Speech and Debate

Category C. Standards-based Student Learning: Instruction: Areas of Growth

- Continue on-site professional development and provide time for teachers to incorporate new strategies into the classroom.
- Increase training and instructional support to incorporate new and innovative technology.
- Hire an instructional technology coordinator.
- Promote ways to engage students in more inquiry-based learning.
- Foster a culture of observation, feedback, and collaboration among all staff.
- Better support experiential learning by streamlining the process for approving field trips.
- Explore more opportunities for service learning - opportunities for apprenticeships.

WASC Category D

Standards Based Student Learning: Assessment and Accountability

Team Leaders: Cathy Leather, Cheryl Lenz

Frances Saiki—Guidance Counselor
Lisa McCahill—Teacher
Michael Slone—School Psychologist
Jim Chin—Teacher
Kristen Hamilton—Teacher
Lauchlin Loeffler—Teacher
Kirk Davis—Teacher
Erick Rector—Teacher

Amy Keys—Teacher
Kerry Mohnike—Assistant Principal
Kristofer Orre—Teacher
Hana Chen—Teacher
Dory Albert—Parent
Robert Eng—Student
Priyanka Krishnamurthi—Student
Sanj Nawal—Student

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Students do well academically on standardized and class assessments.
- Many teachers are using some forms of formative assessment in class.
- Teachers use a variety of assessment strategies to address different learner needs. Assessments are practical and have real-world applications. Project based assessments are used in some classes.
- Teachers are developing assessments aligned with Common Core standards.
- Teachers monitor student progress at 6, 12 week and semester grading periods for continuity and growth.
- Generally, assessments accurately reflect class curriculum.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Work on developing site level assessments based on Common Core standards.
- Discuss current levels of purposeful use of formative assessment and ways to improve.
- Develop a common vocabulary around formative assessment and Common Core.
- Teacher staff development around design and implementation of group projects and other performance based assessments.
- Determine if assessments test students' knowledge and understanding or their test-taking abilities.
- Research and explore mastery models.
- Discuss staff-wide whether courses should align grading scales to promote clearer expectations for students (i.e. A- is 90%, A is 93%, A+ is 97%).
- Discuss weighting of students' overall assessment, in particular for different teachers teaching the same course. (How much to weigh tests vs class participation vs. homework?)
- Investigate technology that is able to get more data from formative assessment and summative assessment (vs. traditional scantron)

WASC Category E

School Culture and Support for Student Personal and Academic Growth

Team Leaders: Eileen Allen, Monique Young

Kerri Slover—Teacher
Courtney Crase—Teacher
Ronda Vierra—Speech Therapist
Kim Anzalone—Teacher
Diana Vanry—Teacher
Arnaldo Rodriguex—Teacher
Jenny Garcia—Teacher
Carrie Bohls—Teacher
Raphael Alapont—Teacher

Julia Peck—Administrative Assistant
Amy Obenour—Teacher
Jon Pwu—Teacher
Leah Aguayo—Teacher
Brian Safine—Assistant Principal
Kristen Gagnola—Parent
Emily Chiang—Student
Anushree Dugar—Student
Joy Teng—Student

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Involved and supportive PTSO/Foundation/Other parent groups are a strength, helping to fund school activities, scholarships, grants.
- Strong Booster groups supporting various activities such as Music, Sports, Drama, MAP, Visual Arts, and Speech and Debate.
- Established Special Education programs for students needing Specific Academic Instruction and helping those students transition to life after high school.
- Strong academic achievement is a continued standard at SHS.
- Unique programs such as MAP and STEM help serve diverse needs and interests.
- Special Education Department continued commitment to student success.
- New student art gallery has been opened to rave reviews. This new artistic venue, combined with the art scholarship, has helped to recognize student artistic abilities outside the rigorous academic structure typical of our school.
- Active freshmen outreach: Link Crew Orientation and social events, Freshman Focus, and Guidance small group meetings.
- There are programs and events designed to connect the school to the greater community: Teen Truth Live, Career Day, classroom guest speakers, PTSO speakers, Speak Up For Change week, health class presentations and Every 15 Minutes.
- Continued evaluation of school culture via data gathering (Project Cornerstone, School Site Council survey)
- Numerous annual events designed to recognized student achievement (in and out of classroom)
- Several parent guidance events in the fall and spring
- Safe and well maintained campus
- Creation of Bullying Response Protocol
- Thorough evaluation process of new and veteran teachers
- Encouragement of an environment conducive to peer observation
- Continued support for Par/BTSA coach
- Student Study Team (SST) meetings to help identify ways to help students further succeed.
- Thrice weekly Tutorial Periods
- Twice annual Guidance outreach meeting for students
- Routine individual meetings between counselors and D/F students
- Common Roots- student created peer support program
- Introduction of the Girls' Courage to Change program.
- Student Clubs and Athletics

**Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Growth**

- Increasing student awareness and utilization of support services, including but not limited to CASSY, student health services, Common Roots, Girl's Courage For Change and peer academic tutoring for students with special needs, with the possible addition of a Boys Program.
- Improved direction, guidance and follow up for Freshman Focus with an arm to help students with study skills, high school adjustment
- Expanding CASSY services to further support student mental health.
- Students continue to focus on product not process in school. They continue to focus on the grade rather than the learning process. The switch to common core standards may help with this shift in focus.
- Continuing to integrate technology into classrooms to support communication and enhance teaching and student learning.
- Collaboration Days: teachers can share best practices and cross curricular efforts.
- Explore and expand online learning opportunities.
- Involving more non-native English speakers in the school and outreach to non-native English speakers.
- Continuing to develop and promote the Bullying Response Protocol to promote a safe learning environment that is free from harassment.

Prioritized Areas of Growth Needs from Categories A through E

- **Category A:**
 - a. Improve communication of SLOs to teachers, parents and students, making it more widespread and frequent. Integrate SLOs into regular classroom instruction and school practice.
 - b. Increase student and parent participation in revision and communication of established standards.
- **Category B:**
 - a. Increase focus on depth rather than breadth in the curriculum.
 - b. Establish priorities for curricular changes that reflect the importance of mental and physical health of our students.
 - c. Increase cross-curricular collaboration.
- **Category C:**
 - a. Continue on-site professional development and provide teachers time to incorporate new strategies into the classroom.
 - b. Increase training and instructional support to incorporate new and innovative technology.
 - c. Promote engagement of students in inquiry-based learning.
- **Category D:**
 - a. Develop site level assessments based on Common Core State Standards.
 - b. Identify current purposeful use of formative assessments and ways to improve its use.
- **Category E:**
 - a. Increase student awareness and use of student support services, including but not limited to CASSY, student health services, Common Roots, Girl's Courage for Change, peer academic tutoring, and guidance services.
 - b. Improve direction, guidance and follow up for Freshmen Focus with an aim to help students with study skills and the transition to high school

Saratoga High School-Wide Action Plan

Introduction:

The revised Saratoga High School-Wide Action Plan is the result of stakeholder's analysis of the WASC/CDE Criteria and the school's identified Critical Learner Needs. The WASC/CDE analysis took place in interdisciplinary focus groups, which included representative parents and students; the Critical Learner Needs analysis took place in Home Groups, including the various departments, students, and parents. While the identified areas of growth in each of the WASC/CDE Focus Areas confirm and support the goals, objectives, and tasks of the new School-Wide Action Plan, the driving force behind these is the areas of growth identified through analysis of the Critical Learner Needs.

The WASC Leadership Team identified the Critical Learner Needs (CLNs), August 22, 2013, after analysis of the data included in the School Profile. The staff was introduced to the CLNs August 28, during collaboration, and in Focus Groups documented comments, concerns, and questions about them. This feedback informed revision of the CLNs and provided additional questions for analysis included in the Critical Learner Needs Template (see Appendix). Home Groups met October 9th, 16th, and 30th, to complete the CLNs analysis. Administration and the WASC Coordinator met with the Parent Home Group representatives December 10th, and with the Student Home Group December 11th, to discuss their identified areas of growth and how they supported or augmented areas identified by staff. Revision of the Action Plan resulted from an iterative process among the WASC Leadership Team, administration, and departments, with the final draft reviewed by the entire staff at collaboration February 12th, 2014.

The Action Plan was revised following receipt of the WASC Visiting Committee's Report. Goal 4 of the Action Plan reflects the additional school wide critical areas for follow-Up identified in the report.

1. **Rationale:** Our community demands the best, and our staff is committed to providing the best education for our students, which means we need to stay apprised of the latest practices and uses of technology; also we are committed to maximizing the potential of all of our students, so we continue to seek means of reaching the small population of students still not proficient.

Related School-Wide Learner Outcomes: 1.3, 1.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3

Goal 1: Provide ongoing support in attaining high academic achievement through a variety of best instructional and assessment strategies.

Goal 1—Objective A: Implement Common Core State Standards

Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
A1) Develop a site professional development plan that includes: cross-curricular collaboration, sharing of best practices, and collaboration to achieve consistency of curriculum, rigor, and assessment	Staff Development Team Admin Team	Release time and time during collaboration SSC Funds CC training - conferences, seminars	Share out in collaboration, surveys, the extent to which the curriculum is implemented, reports out from curricular development groups, teacher evaluations	March, 2014 Annual Revision	SSC Board Report Staff meeting PTSO and Foundation Reporting
A2) Expand use of collaborative teaching classes	Staff - Admin, teachers, guidance Board (funding)	Time Funding Personnel Facilities	Master schedule teacher evaluations Grade distributions Data from standardized tests Self-reported uses of strategies Student evaluations	Fall, 2014	SSC Board Report Staff meeting PTSO and Foundation Reporting
A3) Develop and implement programs to reinforce foundational skills: literacy, writing, mathematics, scientific method, critical thinking	Teachers and Admin	Time Funding Possible Facilities, i.e., writing lab	Standardized Assessments Formative assessments Site Developed pre/post Writing and Skills Assessments Grades teacher & student evaluations (surveys)	Develop 2014-2015 Implement beginning 2015-16 Ongoing	Department meetings SSC Board Report Staff meeting PTSO and Foundation Reporting Principal's Email Update

Goal 1—Objective B: Purposeful use of formative and summative assessment					
Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
B1) Learn more about formative assessment: what it is, how to use it, common vocabulary	Kerry Mohnike - admin, Dept. heads, early adopters from depts.	conference attendance, outside trainers, school visits, recent publications on best practices (i.e. educational journals)	responsible group to develop criteria, rubric by which we can compare our progress (baseline data, followed by other surveys) - i.e., grade improvement; # of staff who are successfully using it	Per SHS Professional Development Plan	Dept. chair meetings, collaboration
B2) Research, identify, and implement ways to provide timely, relevant feedback to students	Admin, Department Chairs, teachers	school visits, teachers from other schools, assessment conference	School Site Council survey	March 2014 Then annually	Dept. meetings, Dept. chair meetings, collaboration
B3) Discuss and evaluate consistency of teacher grading policies	Departments, subject specific sub groups (i.e. Algebra I teachers)	time; unstructured dept. collaboration time	Keeping in mind academic freedom, discussion in department meetings Compare grading policies	March 2014	discussions with parents Department Chairs Staff Meeting School Site Meeting
B4) More extensive development and use of scoring rubrics/best strategies for collaborative learning	Departments, subject specific sub groups	examples of best practices, assessment conferences, visits to other schools	time established to discuss rubrics; measure # of sessions spent on this topic review rubrics and implementation	Per SHS Professional Development Plan	Dept. chair meetings
B5) Provide professional development for staff and implement project-based learning (also supports Goals 2.1)	Staff Development Team Admin Team Staff who have had success with PBL	time to meet, within the school, and across schools; sharing of best practices, dept collaboration time	before and after survey, dept. discussions Staff sharing of projects	Per SHS Professional Development Plan	Dept. meetings, dept. chair meetings

Goal 1—Objective C: Increase effective use of technology to support instruction and communication					
Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
C1) Research and Implement a school-wide Learning Management System (LMS)	Tech Committee/DO	DO District Technology Plan	Pilot teachers Staff evaluation of system School Site Council Survey	No later than 2015-16	Collaboration
C2) Provide staff development in the use of instructional technology and time for teachers to incorporate the technology into their instruction	Staff Dev. Committee Tech Committee/DO	Staff Dev. Funds DO District Technology Plan Writing lab	Lesson Plans Break out groups during Dept./School wide Collaboration Surveys	Per SHS Professional Development Plan	Teacher Survey Semi Annual Report
C3) Examine possibility of hiring an instructional technology coordinator to support teachers as they adopt and implement new technology	DO, Dept. Chairs, Site Tech support staff	DO	Teacher Survey Lesson Plans	Spring 2014	Teacher Survey Dept. Chair Meeting Semi Annual Report
C4) Improve communication of SLOs through posters, student planners, website, etc.	Site Administration Leadership Committee web site manager	Site Funds DO ASB Funds (planner) Leadership Funds (posters)	Informal class surveys (students) Come up w/ a standard as to how staff will communicate SLOs	Spring 2014 and ongoing	Semi Annual Report School literature

2. **Rationale:** Even before Common Core, we were concerned about “doing school” and researching means to make learning for its own sake the focus for our students. Within a highly competitive culture where students perceive grades to be the definition of their purpose, we strive to teach our students the true value of learning, the relevance of content and skills to their lives and happiness, and to cultivate in them a deep understanding of themselves, their goals, and what they need to reach those goals beyond an impressive GPA.

Related School-Wide Learner Outcomes: 1.2, 1.4, 1.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3

Goal 2. To value learning over “doing school”:

- 2.1 Relevant, meaningful, cross-curricular, hands-on, authentic learning experiences
- 2.2 A curriculum focused on depth
- 2.3 An assessment culture that supports learning

Goal 2—Objective A: Focus on depth vs. breadth

Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
A1) Review course curricula in light of Common Core State Standards	Classroom Teachers Department Chairs Common Core Committee	Department Collaboration CCSS Funds Staff Development Funds (Conferences) County Office of Ed.	Scope and Sequence Curriculum maps	Fall 2012 through 2015-16	Dept. Chair Meetings Staff Collaboration Board Report
A2) Identify essential student learning outcomes for each course	Teachers in Departments	Department Collaboration time (possible department release day)	On site Administration (evaluations) Course green-sheets List of outcomes for each course	Per SHS Professional Development Plan	Self-reported use of such strategies in objections/evaluations
A3) Research and explore mastery models	Staff (teachers, guidance, administrators) Teachers within Departments Cross-curricular discussions between Classroom Teachers	School wide/ Dept. Collaboration time	Committee report Identification of next steps if any	Per SHS Professional Development Plan	School Site Council Dept. Chairs Mtg. Semi Annual Rept. Admin. reporting @ board meeting

Goal 2—Objective B: Find alternatives to decrease high stakes testing					
Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
B1) Research alternative assessments	Entire Staff	Conferences, workshops, Festival of learning, Collaboration time, Technology update for the school	Parents and student input (Site Council survey) immediate student feedback (to find if students are being tested appropriately), survey teachers about differentiated test strategies,	Per SHS Professional Development Plan	Survey- pre and post, Grades in Aeries (Test % pre and post high stakes testing)
B2) Provide staff development around design and implementation of group projects and project-based learning	Teachers	Instruction from MAP- best practices, collaboration between departments, Reasonable limits on the number of group projects, Time	Evaluate whether projects are outcomes based; look at the cohesion of the projects, how much overlap, how frequently kids at each grade level get assigned group projects, student choice	Per SHS Professional Development Plan	

Goal 2—Objective C: Engage students and parent community in conversations about putting grades into perspective					
Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
C1) Identify and implement systems for communicating best practices for supporting students in maintaining a healthy academic perspective	Staff wide, guidance/admin, teachers	Agreement from staff to give the same message (every teacher gives the message during scheduling, put on the green sheet). Healthy life-sleep, eat, etc. Guidance/Admin messages in student and parent presentations. Put on the Marquee, Websites, social media, etc. Friday broadcasts,	Survey students and parents. Teachers add it to their objectives yearly. Look at mental health referrals. Look at amount of kids taking large amount of AP/Honors classes.	February 2014 Ongoing	Staff Meetings Department Chair meeting School Site Council PTSO

Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
C2) Engage Department Chairs, Guidance, and parent community in discussions about the use of tutors and how best to support student success.	Dept. Chairs Guidance		Survey data on use of tutors	April 2014	Staff Meetings Department Chair meeting School Site Council PTSO

Goal 2—Objective D: Explore elective courses					
Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
D1) Survey students regarding elective choices (communication with parents about what SHS already does)	Interested faculty members	Ask students to prioritize interests (MAP, Science Elective, Music, etc.)	Survey results	Spring 2014 Annually	Staff Meetings Department Chair meeting School Site Council PTSO
D2) Strengthen career and vocational awareness	Guidance Admin Team Teachers	CCOC, Career Day, Naviance, MAP Career Unit, Project Lead the Way	Rate of completion of Naviance surveys	April 2014	Staff Meetings Department Chair meeting School Site Council PTSO,

3. **Rationale:** In a high performing school like Saratoga High School, helping students learn to value their own health and make healthy choices continues to be a major need. Only by emphasizing the whole student and the larger picture can we promote vigorous growth in our students. Additionally, we seek to show our students that there are ethical, sensible alternatives when they are under pressure from conflicting demands on their time and energy; cheating is not an appropriate response. Part of helping them to see better alternatives is teaching them resilience when they experience setbacks, seeing learning and growth as a process, not a product.

Related School-Wide Learner Outcomes: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 6.3

Goal 3. To be able to make healthy choices (balance)

- 3.1 To understand how to maintain a healthy balance
- 3.2 To be self-aware, self-sufficient, self-advocating, resilient, and committed to and accountable for choices
- 3.3 To act with integrity
- 3.4 To be able to solve ethical problems
- 3.5 To be effective managers of time

Goal 3—Objective A: Increase educational outreach and communication to all stakeholders about how students can maintain a healthy, balanced life: Board, District, staff, parents, and students

Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
A1) Reward/recognize students who exemplify the goals of being balanced, healthy individuals, and who practice kindness to others	Admin, DC, Student leadership	Student leadership input, staff input, tokens of recognition (certificates) A system/structure	Development of process and criteria Frequency of recognition List of recipients Evaluate impact on school culture—SSC survey	January 2014 Formalize for 2014-15	Principal’s newsletter, cards home, student of month... etc.
A2) Explore implementation of technology to support students’ understanding of impact of their schedules (guidance spreadsheets when students sign up for classes)	Guidance	Guidance documents Learning Management System	Site Council survey—student stress	February 2014 2015-16	Student survey Staff meetings

Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
A3) Implement teaching of time management awareness and strategies to support social/emotional learning	Whole staff, new independent focus groups	Time to plan	Student survey, parent survey, teacher survey	Per Professional Development Plan, roll out 2014	DC Meeting notes, principal newsletter, Link Crew, Shared document of strategies
A4) Research and discuss consequences of limiting A.P. and Honors courses and of dropping the extra grade point students receive in these classes	Admin, DC, Guidance	Time for research and communication with other schools, data	College entrance data	May 2014	Dept. Chairs, SSC, PTSO, Staff meeting, ASB Board meeting
A5) Promote physical activity and exercise among students	PE, Fitness team Teachers	Time , funding, Health Fair	Student Survey	Fall 2014	Principal's newsletter and report to PTSO
A6) Continue to communicate about all post-secondary options	College/Career Center, Guidance, Principal's Newsletter, Departments	Field trips, articles from college admissions officers, Career Day, resilience work with students	School Site Council survey PTSO feedback	Ongoing	School Site Council PTSO
A7) Investigate new speakers for students and community on health and balance	Admin, Staff	Amy O., Career Day, Health Fair	Log of speakers, Student survey	January 2014 Annually	Principal's newsletter
A8) Continue to improve Bullying Response Protocol, including cyber-bullying (look into alternative to <i>Teen Truth Live</i>)	Admin, SRO	Funding, Curriculum, Counselors	Data on number of reported cases	Spring 2013 Ongoing	Principal's newsletter, PTSO, log
A9) Continue to support girl group and explore outreach to boys: social/emotional and academic support	CASSY, Common Roots	Willing staff	Continuation of girl's program Development of boy's program	Spring 2014-Fall 2014 Ongoing	Principal's newsletter, PTSO, Feature stories in Falcon
A10) Develop and implement a classroom/school honor code	Department Chairs	Time Models from other schools	Discipline statistics	Develop Spring 2014 Implement Fall 2014	Student handbook

Goal 3—Objective B: Explore ways to optimize student use of tutorial					
Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
B1) Investigate how tutorial can be better utilized to meet student needs (access to teachers, remediation, and instruction in study skills)	All Staff	Collaboration time	Articulation of concrete ways to improve use of tutorial Teacher reporting	Per SHS Professional Development Plan	Staff Meetings Department Chair meeting School Site Council PTSO

Goal 4. Additional School Wide Critical Areas for Follow-Up Identified by WASC Visiting Committee, April 2014					
Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
4a) Consider requiring a standards-based 9 th grade Physical Education Class	Admin Dept. Chairs District Admin	Time	May change policy	2014-15—Discussion 2015-16—if implemented	SSC School Board Communication to community
4b) Increase student awareness and use of student support services, including CASSY	Guidance Admin Staff	District funds Private funds (1440 Foundation) Personnel	CASSY Data SSC Survey	2014-15 and beyond	Newsletter Board report—S3 Report
4c) Develop site level assessments based on CCSS	Admin Teachers Dept. Chairs	Staff development and collaboration time	Sharing assessments at collaboration	Per SHS Professional Development Plan	Share out at collaboration Dept. chair meetings Dept. Board reports
4d) Increase feedback to students and parents as reasonable, while communicating to them the limitations on immediate feedback	Teachers Tech staff Dept. Chairs	Staff development time for formative assessment and LMS	Establish new baseline data through professional survey consultants	Per SHS Professional Development Plan Ongoing	School site Council Board reports PTSO reports

Task	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
4e) Identify strategies to assist communication from students to parents of the feedback given regarding student coursework	Teachers Admin Guidance Parents	LMS Newsletter PTSO	Establish new baseline data through professional survey consultants	2014-16	School site Council Board reports PTSO reports
4f) Increase articulation with feeder schools	Dept. Chairs Admin.	Regular established times annually to meet	Vertical alignment Shared instructional strategies 9 th grade transition data	2014-15 and beyond: one meeting each semester	School site Council Board reports Dept. Chair meetings PTSO reports
4g) Increase student opportunities for service learning	Admin., Activities Director, Teachers, Service Learning Coordinator	Teacher awareness, Teacher willingness, Service Learning Coordinator support and education	Increased teacher participation	2013-14 and ongoing	Share out at staff meetings, Board reports, Site Council, PTSO
4h) Increase student and parent participation in the revision and communication of school standards.	Admin. School Site Council, Student Leadership, ASB		Increased level of student and parent participation, Establishment of parent forum	Ongoing	Parent and student feedback, SSC, PTSO
4i) Compile a faculty handbook using existing policies and procedures	Admin., Teachers, Staff	Time, Staff input	Production of handbook	Spring 2014	Staff meeting

Action Plans: Implementing, Monitoring, Assessing, Adjusting and Reporting

The WASC Self-Study has concluded with an action plan that stakeholders agree will be the driving force for our site's Professional Development for a number of years. As we work through the coming years to implement the plan, we realize there will be monitoring, assessing, adjusting, and reporting that may alter the course we set today. Strengthening our Staff Development Team will assist our staff and community, as this team of teachers, administrators, and support personnel will be the decision makers for how we implement our action plan, guide our collaboration time, and design staff development days. Having a clear, robust professional development plan will strengthen the Staff Development Team already in place by providing it with direction, purpose, and responsibility as we continue to build the leadership capacity of its members. Collaboration, staff meetings, and department chair meetings will serve as regular venues for staff to assess, monitor and adjust our coordinated efforts to carry out our Action Plans and to meet our School Wide Learning Outcomes.

Our Parent Focus Group will continue to meet with the principal, and become a conduit for information to and from the community. There are plans to set up regular meetings, sponsored by the PTSO and SHS Foundation, for the community to hear about the progress of the WASC action plans. There will also be regular reports to the PTSO, School Site Council, and other parent support organizations.

The School Site Council will conduct surveys of all stakeholders according to our WASC goals and SPSA goals each year. The School Site Council will be the governing body for monitoring our school plans and for assisting in the assessing, adjusting and reporting needed to move SHS forward. Goals within our WASC action plans and the SPSA will be written into individual teacher goals each year and will become areas of focus for the entire staff.