



**SAN RAMON VALLEY HIGH SCHOOL
MID-CYCLE PROGRESS REPORT**

**501 Danville Blvd
Danville, CA 94526**

San Ramon Unified School District

March 5, 2015



San Ramon Valley High School

2014 – 2015

Administration

Ruth Steele – Principal

Adam Gelb – Assistant Principal

Matt Stadelman – Assistant Principal

Laura Franks – Assistant Principal

Expected School-Wide Learning Results (ESLRs)

1. San Ramon Valley High School students will demonstrate curricular knowledge and skills. Students will be able to...

- meet or exceed the current high school standards in all curricular areas.
- comprehend reading material in a variety of content areas.
- produce written work that is grammatically correct, has logical structure, and includes supporting evidence.
- develop and utilize effective study skill strategies.
- effectively use technological resources.

2. San Ramon Valley High School students will demonstrate creative and complex thinking. Students will be able to...

- analyze and synthesize information from a variety of sources to make predictions, draw logical conclusions, and produce a finished project.
- solve complex problems with critical thinking skills.
- produce work that reflects creativity and original thinking.

3. San Ramon Valley High School students will demonstrate effective communication. Students will be able to...

- listen, speak, and write effectively to demonstrate clarity of ideas and expression.
- give oral and written presentations that demonstrate clarity of ideas and expression.
- collaborate with others to solve problems and produce quality work using appropriate technology.
- communicate using appropriate technology.

4. San Ramon Valley High School students will demonstrate integrity and responsibility. Students will be able to...

- exhibit positive citizenship through active participation at school and in the community.
- adhere to district, school, and classroom policies.
- actively respect diverse cultures, lifestyles, and ideas.
- take personal responsibility for educational goals.
- display academic integrity and honesty.

SRV Community Values (Created by SRVHS students)

Appreciate and **accept ALL** students and staff for what they bring to SRVHS
Work **together** to **communicate** effectively in order to maintain **unity**
Promote spirit, positivity and respect towards each other and the school
Embrace change optimistically while **valuing school traditions**

District Goals

The SRVUSD goals form the basis of “The San Ramon Way”. This is a distillation of what all schools in the SRVUSD strive to provide for every student. There are four major components which are underpinned by the SRVUSD Framework for excellence (this focuses on Rigor, Relevance and Relationships).

Common Core Standards:

The goal is to fully implement the six shifts along with an infusion of 21st Century Technology and a focus on Critical Thinking. This goal applies to all eight of our content areas.

RtI (Response to Intervention).

Response to Intervention needs to be woven into all classes at all three levels to effectively serve all students. Level 1 interventions should be applied in all classrooms to provide immediate support when students are struggling to be successful. Levels 2 and 3 are implemented if informal support does not work.

Inclusion:

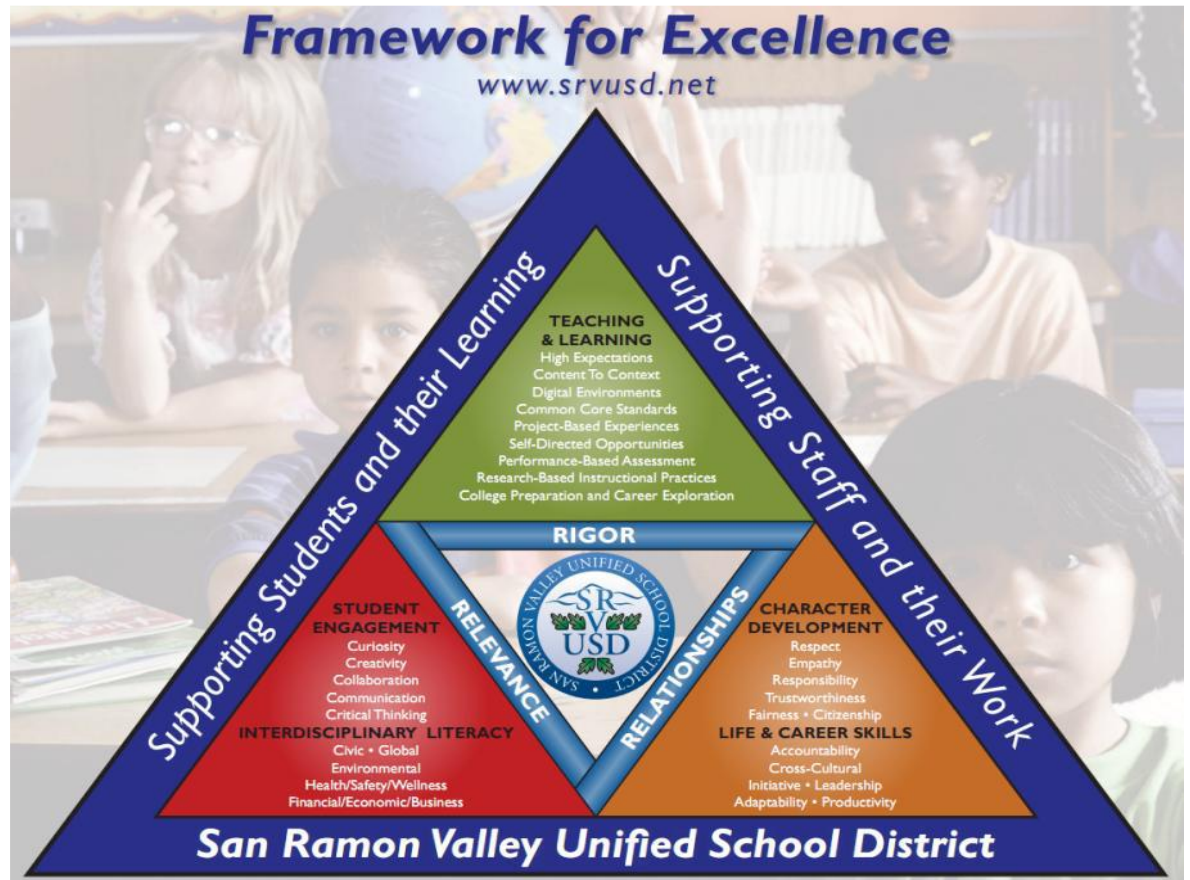
Wherever possible, all students need to be able to access all appropriate programs and course offerings, field trips, clubs and learning opportunities. We have Special Day Classes and Resource programs at SRVHS.

CLR: Culturally and Linguistically Responsive Teaching and Learning:

These strategies build engagement through staff:student relationships and respectful, intentional focus on understanding all students. It is about embracing the myriad of micro-cultures present on every campus. The cultures of age, gender, socio-economics, race, cultural background and sexual orientation are just a few.

The SRVUSD district “Framework for Excellence” encompasses three goals are central to the school’s WASC Action Plan and the Single Plan for Student Achievement. Rigor, Relationships and Relevance define what every teacher should focus on in every classroom. These three goals underpin the 4 current areas of focus: Common Core, CLR, Inclusion and RtI.

With respect to student engagement, the 5 C’s resonate with the SRVHS community and are the central themes in the school’s ESLRs. These are Curiosity, Creativity, Collaboration, Communication and Critical Thinking. These 5 Core themes apply to staff and students alike.



Our Mission

The San Ramon Valley High School community empowers students to achieve their educational potential.

Vision Statement

We are committed to fostering the intellectual, physical and social development of each student; to teach all students how to learn so that intellectual growth may continue throughout life; to model tolerance and respect for self and others in order to promote team work and strong community effort in our multi-cultural society; and to help students link learning to personal visions and goals for self and for society so that they may help to shape the world in which they will live.



San Ramon Valley Unified School District District Administration

Mary Shelton – Superintendent

Scott Anderson – Chief Business Official

Gary Black – Assistant Superintendent, Facilities and Operations

CJ Cammack – Assistant Superintendent, Human Resources

Toni Taylor – Assistant Superintendent, Educational Services

Kirby Hoy – Director, Instructional Services

Carol Loflin– Director, Instructional Services (Elementary)

Dr. Jason Reimann – Director, Instructional Services (Secondary)

Mao Vang – Director, Assessment, Research and Evaluation

Lisa Ward – Director, Student Services

Melanie Jones – Director, Certificated Personnel

Board of Trustees

Rachel Hurd - President

Denise Jennison - Vice-President

Greg Marvel - Clerk

Ken Mintz - Member

Mark Jewett - Member

699 Old Orchard Drive, Danville, CA 94526

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WASC Leadership Team

Administration

Ruth Steele	Principal
Laura Franks, Ed. D.	Assistant Principal

WASC Self-Study Coordinator

Laura Franks, Ed. D.	WASC Self-Study Coordinator
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Staff

Giana Lillig	Teacher on Special Assignment in Literacy
Janet Willford	Activities Director/Leadership
Don Busboom	Social Science
Cindy Sekera	Career/Technical Education
Chad Cochran	Visual/Performing Arts
Robin Groch	Science
Echo Hamilton	Social Science
Jessica Ringwood	Librarian
Meghan Rossi	English
Dana Shaffer	English

Parents and Community

21st Century Learning Foundation, Academic Boosters, Athletic Boosters, PTSA, San Ramon Theatre Boosters, San Ramon Voices (choral music boosters), and the Wolf Tones (instrumental music boosters)

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Visiting Team:

Robert Simons

Merced Union High School District (Atwater)

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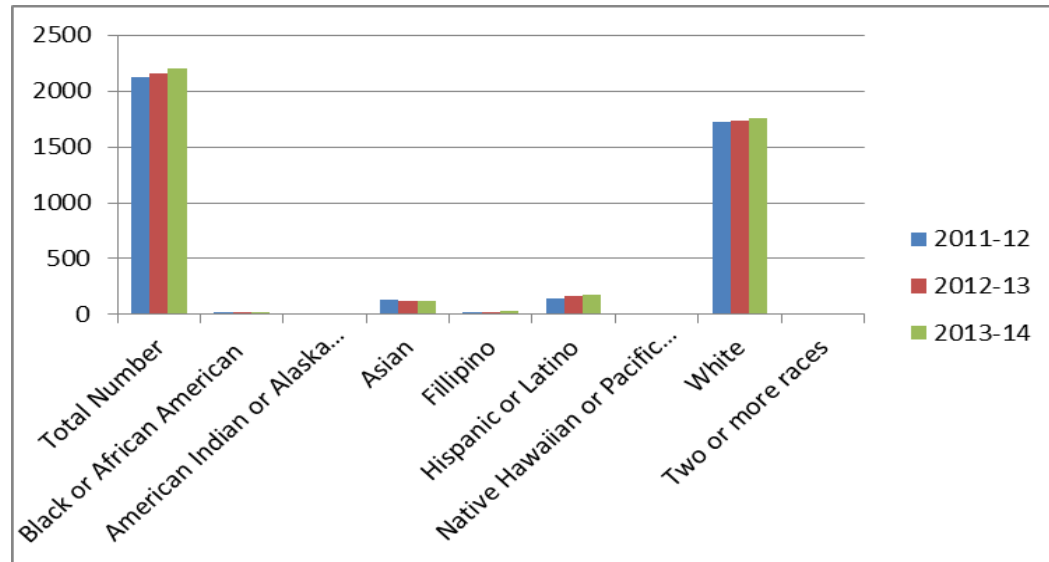
I: Introduction and Basic Student/Community Profile Data

San Ramon Valley High School was founded in 1910 and serves students from Alamo, Danville and San Ramon, California. The school was awarded California Distinguished School status in 1988, 1996, 2001 and 2009; as well as National Blue Ribbon School award in 2002. SRVHS has a long-standing tradition of excellence, with a wide variety of both academic and extra/co-curricular programs. The instructional goals are aligned to Common Core State Standards and district guidelines, as well as to our Expected School-wide Learning Results (ESLRs).

San Ramon Valley High School’s vision is aligned with the district’s vision/ mission statement and their objectives. Our vision is to create a community, in a safe and educationally rich environment that prepares each of our students to live a healthy, productive, and fulfilling life in the global and technological world of the 21st century. Approximately 96% of our students go on to two- and four-year colleges. This same class reported that 73% of students enrolled at a four-year college/university, and 23% of students enrolled in a two-year college. The remaining students enlisted in the military or joined the work force.

In order to help support students, we have seven booster/parent support groups. This include the 21st Century Learning Foundation, Academic Boosters, Athletic Boosters, PTSA, San Ramon Theatre Boosters, San Ramon Voices (choral music), and the Wolf Tones (instrumental music). These groups donate thousands of hours of time and do extensive fundraising to support our programs. Student registration was online for the first time this year, and this undertaking was organized and conducted by our PTSA. This process was not only a tremendous time saver, but also raised over \$500,000 to support SRVHS programs – a significant increase from previous years. Our staffing is dependent on a number of teaching sections that are paid for by parents, so there is always close attention paid to any strategies that can boost our income from groups like Academic Boosters.

Enrollment by Ethnicity



SRVHS’s demographic breakdown is listed here: 80% white, 8% Hispanic/Latino, 6% Asian, 2% Filipino, 1% Black/African American and the remaining 3% are spread amongst the Native American and Pacific Islander subgroups. This has remained fairly constant over the history of the school. The teaching staff is approximately 90% white, with 5% Hispanic/ Latino, 3% Asian and the remaining 2% reported as American Indian or No Response. This has not changed significantly from the last study and is in keeping with the history of the school. However, we strive to find qualified staff that will mirror the diversity found in our student body in order to better provide diverse role models and mentors for our students of color.

Analysis of the 2012 Growth Targets and student achievement data:

The WASC mid-term report team met to examine the data from the last WASC report in relation to the growth targets aligned with each goal from the 2012 report. They examined data charts from the previous report and how this data contributed to the four goals listed in the 2012 report: Critical Thinking, Writing, Technology and Culture. The team then examined the data charts since the report in 2012. After this examination, they made the following conclusions in regard to each of the growth targets:

Goal #1 Critical Thinking:

Increase critical thinking and problem solving skills of students in all disciplines:

2012 Report: Growth Target 1:

Increase the school-wide API score by 5 points annually and increase the percentage of students scoring advanced or proficient on the CSTs by 3-5% in the all the disciplines assessed.

Results:

In 2011-12, the school-wide API score was 895; in 2013-14, the school-wide score API score was 884; this is a decrease of 11 points. CST scores declined in all of the disciplines assessed from 2011-2013.

2012 Report: Growth Target 2:

Decrease the percentage of students earning semester D & F grades by 3-5%.

Results:

Percentages of students with 1 or more D/F grades went up across all grade levels, with the greatest increase in 9th grade students (7.4% fall; 6.2% spring); Students with 3 or more D/F grades went down in the spring semester for each grade level, except seniors (0.0% in Spring of 2011 to 2.1% in Spring of 2014).

Goal #1 - 2015 Analysis:

Since the prior report CCSS has required significant changes across all curriculum areas - especially in Math, English, Social Studies and Science. All courses are now expected to incorporate CCSS into their curriculum with quarterly common assessments that are analyzed by each subject level team. Based on the data collected (declining API, AP scores, CAHSEE, EAP, etc.) since the report, critical thinking skills continue to be a priority to increase outside assessment scores. Professional development continues to be needed on a regular basis to provide training and methodology to support student performance in the areas of critical thinking (speaking, listening, reading, and writing) in both CCSS and NGSS. Our students and staff have struggled with this transition as CCSS is a huge shift from the previous format of STAR testing.

Goal #2 Writing:

Improve the ability of students to comprehend and write informational (expository) texts across all disciplines.

2012 Report: Growth Target 1:

CAHSEE Initial Test: 5% annual increase of students testing “Proficient” or “Advanced”.

Results:

The proficient/advanced rate for ELA was 94% in 2011; as of 2013-14, that has fallen to 89%. The proficient/advanced rate for Math was 92% in 2011; as of 2013-14, that has fallen to 91%

2012 report: Growth Target 2:

Early Assessment Program (EAP): 3% annual increase of students testing “College Ready” in writing.

Results:

2011 the score was 46% in College Writing Proficiency; 2014 the EAP College Ready rate was 51%

Goal #2 - 2015 Analysis:

Although we met our target in the area of College Writing Proficiency increasing by more than 3%, thirty-three percent of our students still test “not ready” for college according to EAP results. This, along with the percentage of students scoring Proficient/Advanced on the California High School Exit Exam declining from 94% (2011) to 89% (2014), indicate that continued writing instruction across all disciplines is necessary. This can be encouraged through cross-curricular collaboration around academic writing opportunities and strategies. There is a compelling need for argument and analysis in writing as this is a critical skill. Students need instruction interpreting the writing prompts, and guidance around how to accurately respond to different types of writing prompts across subject levels. The writing focus cannot merely be exposition, but must also include argument and analysis as this is how our students are now being assessed. The goal should probably be adjusted to read as follows: *Improve the ability of students to comprehend and write informational and argumentative texts across all disciplines.*

Goal #3 Technology:

Enhance student engagement and learning through the appropriate use of twenty-first-century technology.

2012 report: Growth Target:

Through the use of the Technology Integration Matrix (Florida Center for Instructional Technology) SRVHS staff will increase the level of technology integration in the curriculum.

Results:

The original report does not indicate a beginning rating on the Technology Integration Matrix; therefore, there is no way to determine an “increase” according to this measure. Staff members rated our current status using this measure and at this time our level of progress on the “Active” and “Construction” areas is at the “Adaptation” level, the “Collaborative” area is “between “Adoption” and “Adaption”; and the “Authentic” and “Goal-Directed” areas are at “Adoption” levels.

Goal #3 - 2015 Analysis:

In examining the data, we discovered that 5% of the students report that they use technology in the classroom on a daily basis, although this is much higher now – 360 of our 2100 students are now involved in a 1:1 pilot and are using their chrome books or laptops every day; which a very high percentage using it on a weekly basis. Many of teachers say that they use technology in the classroom on a daily basis; but no data has been presented about the effect of technology in the classroom on student achievement. In examining this data, we have determined that the descriptor from the earlier WASC report is still relevant. A technology-specific survey is needed to assess the technology needs of students in the classroom to determine what is helpful or not according to the students. This will be happening in the Spring as we re-assess where the staff is with their technology use and determine what resources and support they need in order to further infuse technology into their classes in a purposeful way.

Goal #4 Culture: Maintain and strengthen a safe and welcoming school culture that fosters student engagement and learning.

2012 report: Growth Target 1:

5% annual reduction in the number of disciplinary referrals.

Results:

No data was reported on the numbers of disciplinary referrals in 2012 to use as a baseline. However, the number of referrals from 2011 to 2013 declined steadily (from 446 to 441) and then dropped dramatically in 2013 to 146 – this represents a 36% decline. It is unclear what has contributed to this trend. But with many shifts in staffing, particularly with the Assistant Principals, it is possible that this may be a contributing factor.

2012 Report: Growth Target 2:

3-5% annual reduction in the incidence of bullying and harassment as measured by the annual California Healthy Kids Survey.

Results:

California Healthy Kids Survey (CHKS) data does not report incidents of bullying and harassment, but rather the percentage of students in the 9th and 11th grades that self-report experiencing harassment/bullying. In 2011, 26% of 9th graders and 21% of 11th graders reported that they had experienced harassment or bullying. This increased to 34% and 31% respectively in 2014. This is an increase of 8-10%. However, in examining the specific data from students reporting harassment/bullying, the trends are much different and current data points to cyberbullying as the greatest area of concern. In 2011, there were 6 reported incidents and 8 in 2013, with a significant rise to 11 in 2012. This is an increase in both data point areas.

Goal #4 - 2015 Analysis:

There seems to be a discrepancy between the data that the students are reporting through the California Healthy Kids Survey and what is being brought to the attention of the school. Smart Phones and an increase in the number of social media sites/technologies (Twitter, Snap Chat, etc.) the type of bullying/harassment is continuing to shift to more cyber-bullying. We are working with students/parents to not only deal with the situations where they are the victims but also to recognize when they may be “bullying” someone else through the types of comments that they post. This will continue to be an area of need as we strive to create a safe and welcoming school culture and is a consistent focus for both student and parent education.

II: Significant School Changes and Developments:

Since our last full WASC report/visit in 2012, much has changed not only at San Ramon Valley High School but in San Ramon Valley Unified School District and in the state of California around education philosophy and practice.

Systems and Structures:

California has adopted the Common Core Standards along with many other States and the spring of 2013 was the last administration of the CST tests from which goals in our previous action plan had been set. 2014 saw the first administration of the California Assessment of Student Performance and Progress (CAASPP) Tests, and this year, the data will be given to schools as a reference point for student progress. This shift has allowed us to completely transform our focus in terms of curriculum, instruction and assessment.

We are now working on skills based common assessments that are shared within subject level teams and working with all staff on integration of reading, writing, speaking and listening skills. This has provided the momentum for a shift in instructional practices alongside the transformation of actual content learning.

Staff:

- Mary Shelton became Superintendent on July 1, 2012 and current principal, Ruth Steele, came in June of 2012. This has led to a complete shift in direction and priorities not only at SRVHS, but across the whole school district.
- There have also been a number of different administrators in the Assistant Principal positions which has made consistency in leadership challenging at times: Adam Gelb (joined the staff in 2013), Matt Stadelman and Laura Franks (both joined the staff in 2014). All three of the Assistant Principals that were at SRVHS in 2012 have since moved on - there have been eight different Assistant Principals occupying these positions since the WASC visit in 2012 which has made stability in staff support difficult.
- With retirements, relocations, and general movement, the teaching staff has 31 new members, with more anticipated for next year.
- In the counseling department, the district office has funded a Mental Health or Student Support Counselor as a new position which has been very beneficial for struggling students dealing with mental health or emotional challenges.
- A 0.4 administrative TSA (Teacher on Special Assignment) was added this year out of our internal section allocation to tackle student attendance issues and give the Assistant Principals more time to focus on being instructional leaders.
- District wide, the focus has been on providing Teachers on Special Assignments as coaches for each site. SRVHS has a Giana Lillig who is a 1.0 TSA for Literacy (Common Core implementation) and Susan Regalia who is 0.4 Math TSA. There are TSA's for inclusion, RtI, science, CTE, Special Education, ESL and technology who serve all School sites and can provide training to our staff whenever needed.

Campus Organization/Offices:

This is a huge, sprawling campus and some departments were geographically fractured, so world language and math teachers have moved rooms in order to create some proximity for department members. This has been particularly helpful for the math department who are now upstairs in the D hall and share a large office. This has improved collegiality and collaborative opportunities for them. The location of the counseling office, the attendance office and the Assistant Principals' offices were switched to provide better service for students and parents.

On a more systemic level, there are a number of structures and systems of the school that have been reformed and improved and, in some cases, revised to make them more effective for students and staff.

- We now have a peer tutoring program and regular academic support after school for math, science and world language.
- There is a defined and comprehensive process for referring students to our Student Review Team which meets every two weeks. This group then refers students to an individual SST (Student Support Team) that can lead to formal interventions.
- There is an established tracking system for disciplinary referrals, attendance issues and detention attendance.
- All attendance challenges are tackled by campus monitors before referral to administrative staff – this has had a huge impact on improving student attendance – both tardies and cuts – because all issues are being followed up on.
- Financial management has been a challenge in the past but now there is a clear system for purchasing and reimbursements that everyone understands and is using properly. Expectations around donation management have also been established.

Committees:

Committees were first formed in the 2013-14 year to help ensure that all staff were involved in making long term decisions for the campus. There are four: Staff Senate, Technology, Professional development and Culture/Climate. Each staff member picks the committee that they want to be involved with, giving them an opportunity to help determine new ideas, systems, programs and their implementation at SRVHS. Committees meet once a month after school from 3:30pm-4:30pm. Two department members are on the Staff Senate and the other department members will represent the departments equally on the other committees. All minutes are available on our shared Haiku pages and can be accessed by all staff. The progress of each committee is also discussed at staff meetings and each group is creating a road map for staff around the following three areas:

- Which **content based** instructional/assessment strategies should be used in the classroom (Professional Development).
- Which **technological tools** and instructional/assessment strategies should be used in every classroom (Technology Committee).
- Which **student centered** instructional/assessment strategies should be used in every classroom (Culture/Climate Committee).

Departmental Leadership:

The departmental leadership model was resigned in 2013-2014 to include both department Leaders (DL) and subject level team leaders/Curriculum Leaders (CL). This was done to make sure that more teachers were able to take a leadership role and drive the decision making happening at SRVHS. The job descriptions of both the Department Leader (DL) and the Curriculum Leader (CL)

positions were created by the staff in order to broaden their scope and define appropriate roles for each. Curriculum Leaders manage each Subject Level team. In the English Department for example, there is one Department Leader and four Curriculum Leaders, one for English 9, 10, 11 and 12.

Subject Level Teams:

- Master Schedule building was done to intentionally shrink the size of subject level teams from 8-10 teachers within a subject level, down to 5 or 6 in most areas. This has resulted in more effective collaboration, the implementation of common assessments and the analysis of data, as well as the creation of a skills ladder for each subject area.
- All CLs have been asked to lead their teams in creating a Course Framework outlining percentages for essays, labs, homework, classwork, participation points, projects etc. as well as refining common agreed practices around make up work, homework load, participation and so on.
- The CL's also lead the work around creation of Common (Skills based) Assessments, sharing common resources and creation of new resources (new sources of literature for example) and posting all of these resources on the Department Haiku pages.
- Financial support includes hourly pay for both the CL and DL positions, along with the provision of a chrome book and as much release time is needed for each subject level team to collaborate. Some of these half-days will be planned with the other high school sites so that teachers in more specialized disciplines can work together.

Professional Development:

- The district as a whole has been using the 'six shifts' for literacy and math to focus our professional development; with overarching goals around skill development in the areas of Speaking and listening, Reading, Writing and use of Technology. The staff focused on speaking and listening for 2013-14 and is doing a lot more work around writing this year. Every teacher worked with students on how to have discussions and constructive conversations; an additional goal of this is to foster greater interaction amongst staff and students to increase positive relationships which is why this area of focus was selected first.
- District wide TSA's started to do specific work with each department this year as the staff expressed the desire to have department specific training rather than all staff training. We are focusing on instructional practices and showing teachers how to employ these strategies within their classes.
- All teachers were invited to be a part of one of ten different cohorts across the four high schools, and these cohorts focus on a particular instructional strategy.
- Each Administrator oversees two departments, and works directly with the DL and the CL's to make sure that collaboration is happening and that the common assessments and course frameworks are being developed. Professional development and teacher evaluation are centered around a "growth mindset" that puts student learning at the center of all instructional decisions. In order to ensure that all administrators are looking for the same things during teacher observations and that all staff is all clear on the goals moving forward, this basic template was developed to help with discussion points: A walk-through form was developed (Appendix: Section II)

Meeting Time/Bell schedule:

- In 2012-2013, staff and students expressed an interest in adjusting the bell schedule to move A period and meeting time around.
- All staff, students and parents were surveyed and that data showed that “Late Start Meeting Days” should be moved to Mondays and that “A” period should be moved back to the beginning of the day. From 7:30am-8:30am all teachers participate in a schedule of meetings that rotate each Monday. Each month follows the same cycle: Staff Meeting (week 1), Department Meeting (week 2), and Subject Level Team Meetings (week 3, 4, 5). Agendas and meeting information are communicated through the learning platform: Haiku by both DL’s and CL’s. This is where DL’s and CL’s post pertinent information – including: course frameworks, meeting agendas, minutes, resources, common assessments, rubrics and so on.
- We have also established professional development and team building time for Classified staff and have a weekly meeting with representatives from all of our classified offices to make sure the bulletin is complete and to plan for the upcoming week.

Communication:

- One of the biggest problems in a school the size of SRVHS is clear and consistent communication.
- We have been working on our website to ensure that it is as clear and user friendly as possible, it is also constantly updated. We now send out our bulletin once a week instead of every day to reduce the email load on parents and a weekly Principals newsletter has been developed to celebrate and highlight all the great things that are happening across the school. It has an academics, athletics and arts section as well as parent, staff and student of the week.
- We also adopted two electronic communications at the start of this year that allowed us to blast information out to our entire parent community by grade level or as a whole. For the last two years, we had been dependent on an “opt-in” system that was only reaching about 1/3 of our parents along-side schoolloop which is our teacher-student communication portal. We have also been using more surveys to collect feedback on a multitude of issues.
- The student handbook was revised at the start of this year, and a new Staff Handbook was created. This had not existed before.
- Finally, we are in the process of developing a comprehensive “Problem Solving Matrix” that will be accessible to all students, parents and staff and will outline the correct process to approach the common problems encountered by all members of the community.

Special Education:

During 2013-2014 we reorganized tutorial support classes for Special Education students by goal and grade, the goal was to ensure that the students would be receiving instruction in these classes that matched their specific learning goals. We have also focused on targeted training of para-educators, special education and general education teachers in the different models and benefits of the co-teaching model. Every Special Education teacher works for two periods a day in a General Education classroom that matches the goals of their cohort of students. We are using the Master Schedule to ensure that students are correctly placed into these co-taught classes with the teachers who manage their case-loads at the beginning of the Master Scheduling process for next year. We have also created documents that define the intervention process at RtI Level 1, 2 and 3 and explain options for level 1 within all classrooms, alongside a procedure to refer students to the SRT team where referrals for level 2 or 3 interventions can be made.

Technology:

This has been an area of focus since the 2012-2013 school year. Our overarching goal is to make sure that all students and staff have access to mobile technology in the classrooms whenever they need it. The only way to accomplish this feat is to ensure that every student has access to a device. We are gradually working towards this goal, and by the end of the 2016-2017 school year, this goal should have been realized. The thoughtful and purposeful addition of technology can transform curriculum, instruction and assessment and over the last three years we have made giant steps in improving technological access for staff and students on this campus. Alongside this goal, we have been providing extensive training for staff in how to use tools like google docs for instruction, student collaboration and assessment.

- Almost 30 of our 80 classrooms have had new ceiling mounted projectors installed – this means that only about 30 of our classrooms still have projectors on carts. We are continuing to work on this endeavor, although with extensive construction planned for the summer of 2016, we may redirect this money into purchasing more mobile resources.
- We replaced every single computer on the campus by taking out a \$200,000 lease and upgraded our entire network.
- Thirty-six galaxy tablets were purchased for the library to be used for research and for downloading novels/plays/texts.
- Fifty five document cameras have been purchased (Hovercams) by PTSA and can be found in most classrooms.
- We have created a new computer lab in G2, which is now the 5th accessible lab on campus.
- 10 carts of chrome books and two carts of laptops have been purchased and these are housed and managed within departments.
- The "21st Century Learning Foundation" was established in 2013. Their focus is on fund-raising for both maintenance and replacement of existing technology and the acquisition of new technology. This group will also pay for training for teachers on the use of new and existing technologies.
- World language will be looking at whether G2 can be used as a language lab part of the time.
- Sixty-four Wireless Access Points (WAPs) installed to provide the students, faculty and guests with a secure and robust wireless network that can be reached from all corners of the campus and allows our students to use multiple devices for their education.
- We have launched a pilot BYOD (Bring Your Own Device) model on campus starting with the freshman class (second semester 2015). 250 chrome books were purchased in order to provide devices for students who were not able to bring their own. Two English 9 teachers and our two World Geography teachers are working with freshmen on this pilot.

Culture and Climate:

Over the summer of 2014, students were asked to create our new “Community Values”. These have been adopted campus wide and students have educated our student body about these values. They were defined during student assemblies, printed on the student’s ID cards and on the backs of staff t-shirts which are worn each Friday. During second semester 2015, we will be working on a set of “Academic Commitments” that staff will be creating to go alongside the Community Values. We are currently working with Stanford University on their Challenge Success program and the Academic Commitments will come out of this work in the Spring of 2015.

III: Follow-up and Progress Report Development Process:

The WASC goals - monitored over the last three years by being incorporated into the Single Plan for Student Achievement (SPSA) and are in line with the district's goals (more details of this integration in section five of this report). To compile this report, the following process was followed:

Step One:

Staff met in inter-disciplinary teams (known as "Animal Groups") on at least two occasions to respond to the four action plan areas. Due to the size of the staff, eighteen groups of approximately 6-7 members each from a different curricular department were formed. A Google Doc was created with the four Action Plans from 2012 including the specific actions under each goal. The groups were asked to provide feedback in the following categories: Action Plan Goal, Progress to Date, and Evidence. Each group filled in the chart for all four goals, citing what progress they felt had been made and what the evidence was of that progress. These responses were then compiled into one document.

Step Two:

Departments – another Google Doc was created and shared with the department leaders. The DLs then gathered responses to the areas of Critical Thinking and Writing during their department meetings, as these two goal areas were the ones directly connected to curriculum and instruction. They were asked to respond to the following questions:

What have we done to address this goal over the last two years?

What are we currently doing to address this goal?

What should our next steps be in continuing to work on this goal?

Step Three:

A team of teachers from nearly all curricular areas were asked to come together to form a WASC Response Committee.

This committee was divided into four sub-committees – each one was asked to address one of the Action Plan Goals.

Another Google Doc was created for these sub-committee members to give input on the goal they were assigned, using the same questions as above. These responses were compiled into the same document and the individual teams wrote the summaries.

Step Four:

In a half-day meeting the WASC committee reviewed and analyzed the data since the last report (see charts in Appendix).

The team examined AYP data in the areas of ELA and Math, UC/CSU Required Courses Met, College Readiness in the areas of ELA and Math, EAP data, CAHSEE pass rates by category and ethnicity, graduation rates, AP pass rates overall and by exam, SAT scores, suspension rates, API by subgroup and overall, enrollment data and number of students with at least 1 D/F grade and 3 or more D/F grades. The conclusions reached by each of the teams are in Appendix III

These teams confirmed that the existing goals are still relevant and that there is work to do around each of the four goals.

The team then split back into their sub-committees and reviewed the input from the animal groups/departments and refined responses. For the items where there was no response, the team determined if the action step was something that was going to be addressed in the next phase of our plan or if the action step was no longer relevant. These decisions were based on the data analysis as well as the goals of the district and site.

Step Five:

New goals for the next three years were determined by this team. These were aligned with the existing WASC goals, the Site goals, the SPSA and the District wide goals.

Step Six:

All Staff were broken into small groups to look at the existing goals (with revisions) and the new goals and asked to provide feedback. These results were shared on paper and in a google doc. The new goals were confirmed by the staff as being the appropriate next steps to move the school forward.

IV: Progress on the Critical Areas for Follow-up within the Action Plan:

The tables below highlight the progress made to date for each critical area for follow-up and cite evidence and specific actions taken to address these areas to support student learning.

GOAL 1 - Critical Thinking:

Increase critical thinking and problem solving skills of students in all disciplines.

- Professional Development has occurred at SRVHS and across the district using the Literacy Teachers on Special Assignment (TSA) and teachers who already do this work in their classrooms. The focus has been on how to build critical thinking skills by teaching teachers effective instructional strategies to use. We also have district wide learning cohorts (run by the literacy TSA's) that teachers choose to be a part of. These also focus on this work.
- Departments and subject level teams focused on Speaking and listening skills last year and more on analytical or argumentative writing skills this year. Each subject level team has tied their area of focus to the common assessments being developed. This means that when the data from these assessments is analyzed, student performance can be tracked and assessed.
- We have improved student support outside the classroom by adding peer tutoring at lunch time, subject specific workshops after school by department and a referral process to the Student Review Team so that support can be provided to all students.
- English teachers, counselors and literacy TSA's have been building stronger ties with the middle schools around IEP and 504 continuation, and development of English/Language Arts skills.
- All departments have been integrating the Common Core standards into their curriculum content and instructional strategies.
- All departments have been working on defining and refining what they expect students to know at each grade level through their courses.

Action Plan Steps	Who Participated	Resources Used	Progress
1. Provide time for cross-curricular collaboration to develop strategies for addressing critical thinking skills	-Administration -Curriculum Leaders -Subject Level teams	-Meeting time -Substitutes for days away	<u>Cross-curricular projects tied to CCSS</u> -English/Social Science – Academic summaries especially at the senior level, as well argumentative writing and persuasive speeches (in presentations). -AP Comp Government/AP Literature and Language “linked” together in the Master Schedule to create a “Humanities” -Science developed lab questions requiring more explanation of concepts and rubrics to grade them (created in collaboration with English) and the team is using argument writing and informational text research. -The art department is providing Visual Thinking Strategies to investigate art images that English teachers are using to conduct discussions regarding descriptors and evidence. -Teachers from multiple departments requiring students to explain their process or

			<p>justification in solving a problem or defending an argument</p> <ul style="list-style-type: none"> -Departments creating “skill ladders” vs. “pacing guide” that dealt more with content, as well as student driven questions on content and common core standards. <p>Professional Development:</p> <ul style="list-style-type: none"> -2013-14 – workshops - teachers shared strategies twice last year during morning meetings, some stations were dedicated to critical thinking strategies and activities; twice teachers brought in reading samples or activities to discuss with groups -2014-15 – Subject Level Team Time
<p>2. Revisit, refine and enforce school guidelines for math placement</p> <p>*action step removed</p>	<ul style="list-style-type: none"> -Administration -Counselors -Math dept. 	Meeting time	<ul style="list-style-type: none"> -Placement tests, grades were used to place students into courses -District created common math assessment for students wanting to advance. -Math department continues to give UC Berkeley Readiness test in the first weeks of school to get better placement, contacting counselors to change levels and place students. -Counseling is cross checking student’s grade from previous schools to improve placement and common core has helped to accomplish this -Parents can override math placement decisions
<p>3. Expand critical thinking projects for individual classes across the curriculum</p> <p>*revised action step</p>	<ul style="list-style-type: none"> -Subject Level Teams -Teachers 	Meeting time	<p>-Critical Thinking is occurring in all four areas of literacy. The following strategies are being implemented in core curricular areas</p> <p>Reading Strategies:</p> <ul style="list-style-type: none"> -Cloze Reading -Analysis of text <p>Writing:</p> <ul style="list-style-type: none"> -Reflections -Argumentation -Informational writing projects -Graphic organizers -Listening/Speaking: -Presentations -Socratic Seminars -Collaboration with peers -Gallery walks -Inquiry Based instruction -Inquiry Center <p>Assessment:</p> <ul style="list-style-type: none"> -Rubrics -Peer evaluations -Project based assessment <p>(examples by department in the Appendix section 1)</p>
<p>4. Strengthen and expand the peer tutoring program by encouraging more students to attend</p>	<ul style="list-style-type: none"> -Administration -Counselors -Tutoring Coordinator -Parents 	<ul style="list-style-type: none"> -Training Resources -Parent Support -Funding for Adult supervision time 	<ul style="list-style-type: none"> -Peer tutoring was introduced in 2013/14 and continues in 2014-15 -After school tutoring by teachers for students that were not doing well (D & F) in classes (math, English, science, and social studies). -Counselors meet with students receiving one or more D/F grades after each grading

and by providing tutors with training on how to approach critical thinking problems			period -The principal introduced the tier system of intervention and the revised SRT (student review team and started 9-10 AVID and 11th grade AVID and AVID Tutor-ology -Exam Jam during dead week offered for 2 years, student attendance declined last year, most students were looking for math help, needed more math teachers to help
5. Strengthen vertical articulation with middle school teachers to gain insight into student performance and placement	-Administration -Subject Level Teams	Meeting time	-English dept. has had annual meetings with middle school teachers for vertical articulation -Counselors and admin meet with counterparts at the middle school in May -We need to increase meeting opportunities for core courses such as IPS, biology and Algebra 1
6. Increase primary source analysis in English and Social Studies	English and Social Studies subject level teams	-Meeting time -Professional Development -Primary Source Resources	-Social Studies and English have been incorporating the primary source analysis in many class assignments, projects and tests (DBQs, etc.) – including common assessments -English department increasing focus to teach the methodology of how to read and respond to primary sources (2014-2015) -Senior English teachers collaborating with Senior Social Study teachers using academic summaries (2014-2015) -World History and US History as well as all English using primary analysis assessment tool with common rubric
7. Increase the use of common academic language definitions per subject *Action Step removed	Subject Level Teams	Professional Development Academic Language resources	Common Core implementation is standardizing practices and academic language; not exactly addressing “increasing use of common academic language definitions” but should remediate the issue during subject level team meetings, development of common rubrics and assignments.
8. Analyze the national Common Core standards to identify ways to integrate future critical thinking standards into the math curriculum	-Departments -Subject Level Teams	-Meeting time -Professional Development -Literacy TSA	Each curricular area uses department and subject level team meetings to develop formative assessments and rubrics to assess student progress towards common core skill acquisition, as well as to plan grade level and cross-curricular activities to promote critical thinking, and multiple ways for students to demonstrate their understanding. Science has attended both district and site professional development meetings for two years and are starting to address NGSS (next generation science standards) which also have embedded ELA and Math common core standards addressing critical thinking skills in the laboratory sciences.

* Action step removed in revised action plan see section V

* Action step revised in revised action plan see section V

GOAL 2 – Writing:

Improve the ability of students to comprehend and write informational (expository) texts across all disciplines:

- Professional Development across the district has changed drastically due to the implementation of Common Core State Standards which stress writing in all curricular areas; Literacy Teachers on Special Assignment (TSA) and classroom teachers are working together to implement these skills.
- The departments are working to build skills ladders by examining the standards as breaking them down into skills that build on one another from one grade level to the next. Students examine primary resources, write academic summaries, and link informational texts with literature.
- Departments and subject level teams focused on analytical or argumentative writing skills through subject specific writing tasks (i.e., Visual/Performing Arts are writing critiques, English and Social Science are focusing on argument writing, etc.). Some departments are choosing to integrate their courses when they share students in common (English 12 and Government/Economics classes are one example).
- Each department is creating a series of four skills-based common written assessments.
- Special Education has fully implemented the co-teaching/support teaching model so that Resource level students are in core classes with the support of either a credentialed teacher or para educator. These students then receive additional support through a tutorial class where they receive further instruction in the areas of their identified need.

Action Plan Steps	Who Participated	Resources Used	Progress
1. Expand cross-curricular collaboration to meet and develop strategies for addressing critical reading and writing skills	-Subject Level Teams -Departments -Administration	-Meeting Time -Professional Development	-Departments are currently talking about how to incorporate writing, which has led to more writing instruction in all departments. -Cross curricular sharing of texts between history and English at the senior level has led to writing academic summaries as their common assessments and we currently have a section of AP Comp Gov linked to AP Lit for students to complete interdisciplinary projects. - Literacy TSA has been meeting with individual teachers and departments to increased use of rubrics for common core activities.
2. Develop an expository writing skills ladder including common writing standards with respect to grammar and citation	-Subject Level Teams -Departments -Administration	Meeting Time	Departments working with the Literacy TSA to revise/create department skills ladder and common writing assessments in all curricular areas English: creating a grade-specific skills ladder with a focus on vertical articulation to create a department-wide skills ladder for all elements of CCSS. English teachers at all grades are assembling and implementing a series of common writing assessments using collaborative time (1/2 day away and Subject Level Team meetings) to score and norm according to grade level created rubrics to inform instruction.

			<p>Social Studies: re-evaluated writing skills ladder, to break down the research and writing skills students need to acquire over their four years at San Ramon. Professional development “day away” to discuss strategies on how to teach researching, citing, and writing analytical or argumentative style papers with a heavy emphasis on analysis of historical documents and use of primary sources.</p> <p>VAPA: creating common skills ladder based on critique to come together to create a common rubric based on CCSS writing for CTE courses, coming to consensus as to what criteria constitutes meeting or exceeding standards.</p> <p>World Languages: constructing a skills ladder that focuses on inference and context to complete summaries on information from another culture and make presentations</p> <p>PE: skills ladder consists of journal assignments containing personal reflections connecting physical fitness to mental success</p> <p>Math and Science have not begun theirs as yet and Special Education Department members have the opportunity to share curriculum activities during the weekly (voluntary) lunch meeting. These shared activities are then adjusted to meet the needs of all resource students in a period of Tutorial.</p>
3. Implement an online interdisciplinary writing resource center *action step removed	-Administration -Writing Resource Center coordinator	-Writing Resource Coordinator -Meeting time	Lack of commonality between teachers and departments, difficulty and cost of maintenance of website, alternatives are sufficient (Purdue’s Online Writing Lab, individual teacher sites, etc.)
4. Investigate grading support for teachers *action step removed	-Administration -Departments	-Meeting time -Funding	Intent was paid release time for grading, and it did not happen, funding can be better allocated, possibly toward smaller class sizes
5. Collaborate and train teachers on the use of the CSU Expository Reading and Writing Program	-Administration -Subject Level Teams	Meeting time	-Counselor in group is aware that multiple teachers have been trained and this Course is taught here at SRVHS -Three section of ERWC are currently offered -EAP work in the English department English-EAP three week courses, Grade 11 collaborate on skills needed for successful EAP testing. Pre-test instruction. -We trained a new teacher during summer of 2014. -Expanded from one section in 2013-14 to three sections in 14-15
6. Increase technical writing across curriculum	-Administration -Departments -Subject Level Teams	-Meeting Time -Professional Development -Writing Resources	-Each department is incorporating writing within the instruction in their curriculum. Strategies being employed across the curriculum are: -Academic summaries -Argument writing – citing evidence, using primary source documents and non-fiction texts Critique Short response with analysis Personal reflection Technical writing <i>(examples by department in the Appendix, Section II)</i>

7. Utilize the library as a resource for technology and research across the curriculum	-Subject Level Teams -Teacher -Library Media specialist	-Funding -Professional Development	Librarian provides class support, in writing tech and research in classes using new databases that she is training teachers and students to use There are two computer labs available in the facility – one is separated for instructional purposes and the other is in the library proper for classes/students to access on a more independent basis Library now open 4 nights a week until 5pm for students
8. Develop common resources for teaching reading comprehension strategies and note taking skills and disseminate the resources through staff development	-Administration -Departments -Subject Level Teams	-Professional Development -Meeting Time	-Teachers have presented various note-taking strategies (such as Cornell notes and tiered notes) in staff meetings as well as in department meetings. -Social Studies department has developed a common primary source analysis tool to develop reading comp in all grades. -English department has discussed expectations and norms for student annotation -Professional Development our Literacy TSA Works with subject level teams at their monthly meetings, and meets with individual teachers during their preps to work on how to help students to access their texts using more reading strategies. These training have included: 2013-14- workshops on Close Reading where teachers brought in reading samples or activities to discuss with groups 2014-15 - workshops on Close Reading, Writing to Learn strategies
9. Increase understanding of collegiate writing expectations and entrance tests	-Administration -Departments -Subject Level Teams	-Meeting time -Outside Speakers	-Added two sections of expository reading and writing. -Multiple college 101 workshops though the career center. -DVC articulation meeting in May (Giana) learning about expectations -English teachers get updates from CSU (ERWC updates) -UC updates for counselors -Two career center staff provide workshops about entrance exams -Increase in number of AP courses offered -Changes in AP Euro and APUSH tests address college level writing

* Action Step removed in revised action plan see section 5

* Action Step revised in revised action plan see section 5

GOAL 3- Technology:

Enhance student engagement and learning through the appropriate use of 21st Century technology

- We have installed 64 Wireless Access Points (WAPs) throughout the campus, purchased hundreds of additional Chrome Books, and enlisted nine grade teachers in preparation for a Bring Your Own Device (BYOD) Pilot in the 2014-15 school year.
- All computers on campus were replaced in the 2013-14 school year; replacements will continue on a four-year rotation cycle; purchased ten new Chrome Book Cart with 40 units each for each of the departments (English, social studies and math now have 2 each), science has two laptop carts, and we opened a new lab in G2 with an additional 40 computers.
- Professional Development on Haiku (a learning management system: discussion board, calendar, grading program), Data Director (data warehouse and assessment data base that uses Grade Cam to allow teachers to make/scan tests and analyze data), and School Loop (gradebook and parent communication platform).
- Google Suite training allows students/staff to make use of Google Docs/Drive and Poll Anywhere/Socrativ (a student response application) allows students to give real-time responses to teacher questions.
- Teacher on Special Assignment (TSA) for technology holds 1:1 and group trainings throughout the day.
- Technology Committee has completed a draft of the Skills Ladder, selecting devices for BYOD and examining software for classroom use.
- 21st Century Learning Foundation has been established to fund raise and support technology.
- Tech requests and workorders have been streamlined through implementation of School Dude work order management system.
- Over 70% of classrooms have document cameras and 99% have LCD projectors that used regularly in instruction.

Action Plan Steps	Who Participated	Resources Used	Progress
1. Continually revisit, update, and distribute the SRVHS technology plan	-Administration -Technology Committee	Meeting Time	The technology committee has been set up to focus on the staff needs for technology. Some of these have already been determined through the Technology Survey. The purpose of this group is to discuss what staff need/want, what training is necessary, to help in providing training and to help in decision making. Device management, development of systems, curriculum, resources, peer training groups etc...(see plan in Appendix)
2. Strengthen the technology committee as a decision making body to include all stakeholders	-Administration -Technology Committee	Meeting Time	Formed a technology committee met monthly to discuss plan The committee is composed of members from all departments on campus.
3. Create a technology skills ladder mapping out the specific skills every student should master by	-Technology Committee -Departments	Meeting Time	Began process of designing a skills ladder mapping out specific skills every student should master by the completion of each grade level This is an ongoing goal of the afterschool Technology meetings.

the completion of each grade level			
4. Develop interdisciplinary staff technology cohorts	-Administration -Interested Teachers	-Meeting Time -Funding for Technology	Coding and Robotics classes are working together. Animation and Robotics have worked together. Teachers are using technology to share their best practices and ideas to the staff during meeting times. Some subject level teams have chosen a common core instructional practice which utilizes technology as a focus for the year (World Geo Team using Inquiry Centers).
5. Expand site-based professional development in technology	-Administration	-Meeting Time -Funding for Professional Development	Professional Development opportunities, based on staff survey, were given on the last Monday mtg. month and there were tech opportunities (i.e. Haiku, Database, GoogleDocs, Data Director, School Loop) Currently, Tech TSA is working with teachers on a one to one or group to one to offer specific PD.
6. Develop a computer language lab for the world language department	-Administration -World Language Department	-Location -Funding for Computers & Software -Professional Development	-Creation of the G2 lab in 2014 allows for the capability of a language lab. Headphones, microphones and headphone splitters have been installed in the computer lab to allow for voice recording and individual listening skills. The addition of the World Language Chromebook cart has also allowed for more students to utilize this technology.
7. Investigate ways to expand textbook accessibility online	-Administration -Technology Committee -Departments	-Meeting Time	-Galaxy tabs and an English class to try and replace textbooks. AP US Gov used eBooks in 2012-13. Math has access to online books -Transition to BYOD: -Goal to position ourselves capable of supporting a BYOD model on campus starting with the freshman class in fall, 2015. -Purchase of Chrome Books for each department to aide in this transition as students will need a laptop for their classes. -Google Doc training for teachers to implement this teaching practice
8. Develop an online SRVHS technology resource for students and staff that includes technology resources: best practices, recommended hardware and software, and professional development.	-Administration -Technology Committee -Subject-Level Teams	-Meeting Time	-Staff Handbook and Haiku pages. The staff handbook was distributed at the start of the 2014 school year. The handbook is available online at the school's website and includes specific instructions on technology procedures for staff and students. -The school's Haiku Professional Development page includes technology resources for teacher
9. Investigate new sources of funding for technology and support	-Administration -Technology Committee	-Meeting Time	-21st Century Foundation was created in 2013-14 to aid tech purchases and professional develop for teachers. This group (along with the San Ramon Valley Educational Foundation) raised money to install new computers, projectors, and complete the new lab in G2 -Secured funding a significant number of document cameras, laptops, chrome books and chrome book carts. In total, we now have 10 chrome book carts, 2 laptop carts and existing ipad carts. -Funding secured for 55 document cameras

GOAL 4 – Culture:

Maintain and strengthen a safe and welcoming school culture that fosters student engagement and learning.

- Student survey results led to the staff working on a “Stop, Start, Keep” exercise to come to consensus on a set of Community Values which aligned with those created by students. Next we will be creating “Academic Commitments”.
- Leadership students developed a set of Community Values that were shared with the school body through a “Welcome Home” assembly; listed on the student ID cards and T-shirts that staff and students wear on Spirit Days.
- Bell schedule shift implemented to incorporate late-start Mondays to increase collaboration time. The meetings rotate between whole staff, department and subject level teams (they can also be for cross-curricular work).
- Counseling support includes a dedicated Support Counselor, weekly counselor-administration meetings as well as Student Review Team meeting. Any staff member can refer a student to the Student Review Team.
- Committees meet once per month; two of these committees address culture and climate – Staff Senate and Culture/Climate Committees. Culture/Climate has shifted its focus to be on what students need in the classroom to engage fully and be successful

Action Plan Steps	Who Participated	Resources Used	Progress
Develop a protocol for monthly committee meetings with staff, students, and administration to re-establish the shared decision making model for school policy changes	-Administration -Leadership Team	-Meeting Time	-Late start days are now Mondays and ‘A’ period was moved to the beginning of the day. Teachers still come to work at 7:30, and from 7:30-8:30 they participate in a schedule of meetings that rotate each Monday in the following manner: 1st Week – Staff; 2nd Week – Departments; 3rd Week - Subject Level Teams; 4th Week - Subject Level Teams; 5th Week - Subject level collaboration -After school meetings provide for teachers to join one of four committees (Professional Development, Technology, Culture/climate and Staff Senate). Committees plan training, provide for staff input and shared decision-making
Expand campus cleanup efforts to include groups beyond environmentally-orientated clubs	-Administration -Student Clubs and Organizations -Campus Climate Committee	-Funding for clean-up efforts	-Beginning of 2014- announcements about cleaning up campus -Loud speaker announcements -Recycle bins; e-waste14/15 -Increased tables and eating areas. -A move to focus on trash “clean up” was discussed but nothing has been completed.
Investigate the formalized use of a peer mediation program through the San Ramon Student Ambassadors Program and the ASB	-Administration -SRSA -Leadership Program	-Meeting Time -Funding for Staffing	Support Counselor (Christie Harrington-Tsai) has been trained and implemented this program on a former campus. She will work with Assistant Principal Laura Franks and the SRSA student group to recruit and train student volunteers, and to implement this program, but there are other projects that are more pressing first.

Leadership Program			
Incorporate the Character Counts program more fully into all facets of the school *action step revised	-Administration -Leadership Program -Campus Climate Committee -Subject-Level Teams	-Funding for Professional Development -Meeting Time -Funding for Program	Incorporate the Character Counts program more fully into all facets of the school. The staff needs to see value in rewarding students in this program. This is not a current practice. The program was started based on a previous district administration.
Develop and maintain a cyber-awareness/cyber safety program	-Technology Committee -Departments	-Meeting Time	-An Acceptable Use Policy has been developed and is part of the Student Handbook -Bullying Reporting and Action Plan forms are required when incidents of bullying are reported and addressed -Assembly led by speaker (2012-13) -Student Assembly stressing anti bullying (2013-14) -Lunchtime anti bully assembly (2013-14) SRV BULLY FREE buttons to wear -eLink information -Participate in tri-annual national anti-bullying awareness weeks.
Expand and assess the effectiveness of the parent resource night to include more families in order to strengthen the focus of campus climate issues, especially bullying and harassment	-Administration -Counseling Department		Include this in the Brown Bag model that is being held in the Career Center. Consider adding links to the web site and/or the eLink and/or weekly Principals Message.
Utilize Naviance to survey students about campus climate issues and to solicit feedback on how to improve the climate on campus	-Departments -Career Center -Campus Climate Committee	-Naviance -Career Center Funding	A survey was done at the end of the 2012-2013 school year Student survey shared with faculty regarding best practices, student preferences. Currently this is only being used for college applications. Widely used for letters of recommendation by counselors

* Action step removed in revised action plan see section 5

* Action step revised in revised action plan see section 5

V: School-wide Action Plan

A review of each of the goals with their accompanying action steps produced the following recommendations/revisions: complete Revision Rationale is in Appendix Section V. Items in yellow have been removed; those in green have been revised and those in blue are new steps reflecting the change in direction due to Common Core and student needs.

New Action steps Goal #1: Critical Thinking: Increase critical thinking and problem solving skills of students in all disciplines:

- The professional development and administrative staff will continue to work with Departments during Subject Level Team meetings as well as release days to refine the series of four skills-based formative and summative common assessments. Training on the analyzing of data from these assessments and use of data to inform instruction in the CCSS will also be conducted.
- SRVHS will continue to expand the use of the platform of Haiku to share documents within and between departments, inform the entire staff of progress, as well as encourage cross-curricular opportunities across the campus.
- The Co-teaching model in place for our Resource students will continue to be refined through tracking students schedules (to ensure that students in co-taught classes have access to the support teacher in their tutorial class), professional development between the teacher/para and teacher/teacher partnerships and release time to co-plan and articulate student progress
- SRVUSD District Goal #2 is to “implement programs and strategies that meet the needs of all learners to close the achievement gap.” One of the specific action steps in this goal is to “Provide training and implementation support to schools in Dr. Sharroky Hollie’s “Culturally and Linguistically Responsive Teaching and Learning (CLR)” instructional cycles. To implement this goal at SRVHS, a cadre of eight (8) teachers have committed to participating in the training and follow up coaching this year, with the intention of participating in training and implementing this program with the entire staff.
- Also under District Goal #2 (cited above) is the following specific action step: “provide professional development and collaboration opportunities on Multi-Tiered Systems of Support (MTSS) in order to support all students in learning at high levels in grade TK-12”. To implement this goal, SRVHS is continuing training and support in implementing RTI practices throughout the campus. This begins with Level 1 interventions in each class and continues with Levels 2 and 3 beyond the classroom

Action Plan Steps (Original Report)	Revised Action Plan Steps (New report)
Provide time for cross-curricular collaboration to develop strategies for addressing critical thinking skills	Provide time for cross-curricular collaboration to develop strategies for addressing critical thinking skills
Expand critical thinking projects for individual classes across the curriculum	Expand critical thinking projects for individual classes across the curriculum
Strengthen and expand the peer tutoring program by encouraging more students to attend and by providing tutors with training on how to approach	Strengthen and expand the peer tutoring program by encouraging more students to attend and by providing tutors with training on how to approach

critical thinking problems	critical thinking problems
Strengthen vertical articulation with middle school teachers to gain insight into student performance and placement	Strengthen vertical articulation with middle school teachers to gain insight into student performance and placement
Increase primary source analysis in English and Social Studies	Increase primary source analysis in English and Social Studies
Analyze the national Common Core standards to identify ways to integrate future critical thinking standards into the math curriculum	Analyze the national Common Core standards to identify ways to integrate future critical thinking standards into the math curriculum
Revisit, refine and enforce school guidelines for math placement *Action Step Removed	Continue working with Departments during Subject Level Team meetings to refine the series of four skills-based formative and summative common assessments
Increase the use of common academic language definitions per subject Action Step Removed	Continue to refine the Co-teaching model to support RSP students in the general education classrooms – scheduling, staffing, training
	Expand use of Haiku platform to share documents within and between departments
	Data Analysis Training – continuing to provide professional development around data analysis whether we use Data Director or another platform.
	Implement Culturally and Linguistically Responsive Teaching and Learning mindset and strategies in all classrooms
	Continued work to implement RTI campus wide

New Action steps Goal #2: Improve the ability of students to comprehend and write informational and argumentative texts across all disciplines.

- Through Subject Level Teams, the staff will continue to develop an expository writing skills ladder including common writing standards with respect to grammar and citation. This work may result from the sharing of rubrics for common assessments through the Haiku platform that are then discussed in professional development arenas.
- Through the continued implementation of CCSS/NGSS, the school will increase student exposure and practice in analysis of primary source documents, including articles connected to themes/topics. The focus is on academic summary and argument writing in cross-curricular settings in preparation for UC/CSU level rigor

Action Plan Steps (Original Report)	Revised Action Plan Steps (New report)
Assemble and evaluate an inventory of the writing currently happening	Assemble and evaluate an inventory of the writing currently happening
Expand cross-curricular collaboration to meet and develop strategies for addressing critical reading and writing skills	Expand cross-curricular collaboration to meet and develop strategies for addressing critical reading and writing skills
Develop an expository writing skills ladder including common writing standards with respect to grammar and citation	Continue to develop an expository writing skills ladder including common writing standards with respect to grammar and citation
Collaborate and train teachers on the use of the CSU Expository Reading and Writing Program	Collaborate and train teachers on the use of the CSU Expository Reading and Writing Program
Increase technical writing across curriculum	Increase technical writing across curriculum
Utilize the library as a resource for technology and research across the curriculum	Utilize the library as a resource for technology and research across the curriculum
Develop common resources for teaching reading comprehension strategies and note taking skills and disseminate the resources through staff development	Develop common resources for teaching reading comprehension strategies and note taking skills and disseminate the resources through staff development
Increase understanding of collegiate writing expectations and entrance tests	Increase understanding of collegiate writing expectations and entrance tests
Implement an online interdisciplinary writing resource center *Action Step Removed	Increase student exposure and practice in analysis of primary source documents, including articles connected to themes/topics. Focus on academic summary and argument writing in cross-curricular settings
Investigate grading support for teachers	

New Action steps Goal #3:

Enhance student engagement and learning through the appropriate use of 21st Century technology.

- It was determined to begin the Bring Your Own Device (BYOD) process by conducting a pilot program in 2014-15. This program is affecting approximately 360 freshmen students. The students were surveyed and the school purchased 250 new Chromebooks that will be loaned to all of the students who are not bringing their own device. The students have checked out the Chromebook for the entire semester and return it in June.
- The teachers are piloting Haiku as the classroom/home communication system. This is a new, interactive platform that is compatible with google docs and will allow seamless transitions between the classroom and our students work at home and is a second critical component of this pilot.
- New acceptable use agreements and plans are in place should devices be lost or damaged.
- Site money used to pay for 1/2 days of release time so that our BYOD team could meet and determine areas of need and support as well as planning curriculum, instruction and assessment. The professional development outcomes for our staff will be transformative and over the next four years, our entire campus will be shifting toward adopting this model.
- Ongoing staff development through staff/department/subject level teams is focusing on using technology to support student learning and student/teacher communication; ongoing assessment of student skills and using this to inform instruction in real time.

Action Plan Steps (Original Report)	Revised Action Plan Steps (New report)
Continually revisit, update, and distribute the SRVHS technology plan	Continually revisit, update, and distribute the SRVHS technology plan
Strengthen the technology committee as a decision making body to include all stakeholders	Strengthen the technology committee as a decision making body to include all stakeholders
Create a technology skills ladder mapping out the specific skills every student should master by the completion of each grade level	Create a technology skills ladder mapping out the specific skills every student should master by the completion of each grade level
Develop interdisciplinary staff technology cohorts	Develop interdisciplinary staff technology cohorts
Expand site-based professional development in technology	Expand site-based professional development in technology
Develop a computer language lab for the world language department	Develop a computer language lab for the world language department
Investigate ways to expand textbook accessibility online	Investigate ways to expand textbook accessibility online
Develop an online SRVHS technology resource for students and staff that	Develop an online SRVHS technology resource for students and staff that

includes technology resources: best practices, recommended hardware and software, and professional development.	includes technology resources: best practices, recommended hardware and software, and professional development.
Investigate new sources of funding for technology and support	Investigate new sources of funding for technology and support
	Pilot and expand Bring Your Own Device (BYOD) program throughout the campus

New Action steps Goal #4: Maintain and strengthen a safe and welcoming school culture that fosters student engagement and learning.

- Using the data from new District Climate Survey of all students (to be conducted in February of 2015), the Culture/Climate committee will search for ways to respond to students’ needs. This may require additional professional development or release time to research and implement recommendations
- In support of District Goal #3 to “maintain a positive and safe school climate that supports the well-being of all students” as well as our site goal in the same area, the counseling staff is working with administration to identify student areas of social-emotional need. We have begun to gather information and coordinate services to specific students through our Student Review Team process. All staff members are encouraged to refer students that they feel have needs in either the academic, social/emotional or behavioral realms (or any combination of these) to this team. The team is made up of academic counselors, student support counselor, school psychologists, special education department lead and administration. Needs are discussed and follow up plans are formed with reports back at subsequent meetings.
- Also in support of District Goal #3 (cited above) specific action step to “Provide ongoing support and training to improve student attendance including but not limited to decreasing tardies, decreasing unexcused absences, decreasing chronic absenteeism”, SRVHS has implemented an Administrative Teacher on Special Assignment (TSA) to oversee this area. This position is two periods per academic day to track student incidents of tardiness, unexcused absences and “cuts”, contact parents and assign consequences as determined by policy and referring students to the SARB process. This position is actively involved in revising Attendance policies based on data on the effectiveness of program components, conducts site level Student Attendance Review Team (SART) meetings, and coordinates with district personnel in this area.

Action Plan Steps (Original Report)	Revised Action Plan Steps (New report)
Develop a protocol for monthly committee meetings with staff, students, and administration to re-establish the shared decision making model for school policy changes	Develop a protocol for monthly committee meetings with staff, students, and administration to re-establish the shared decision making model for school policy changes.
Expand campus cleanup efforts to include groups beyond environmentally-orientated clubs	Expand campus cleanup efforts to include groups beyond environmentally-orientated clubs
Investigate the formalized use of a peer to peer mediation program through the San Ramon Student Ambassadors Program and the ASB Leadership Program	Investigate the formalized use of a peer to peer mediation program through the San Ramon Student Ambassadors Program and the ASB Leadership Program
Incorporate the Character Counts program more fully into all facets of the	Continue to incorporate the Community Values mindset and actions school-

school *Action Step Revised	wide
Develop and maintain a cyber-awareness/cyber safety program	Develop and maintain a cyber-awareness/cyber safety program
Expand and assess the effectiveness of the parent resource night to include more families in order to strengthen the focus of campus climate issues, especially bullying and harassment	Expand and assess the effectiveness of the parent resource night to include more families in order to strengthen the focus of campus climate issues, especially bullying and harassment
Utilize Naviance to survey students about campus climate issues and to solicit feedback on how to improve the climate on campus	Utilize Naviance to survey students about campus climate issues and to solicit feedback on how to improve the climate on campus
	Use the Culture/Climate committee to investigate ways to respond to student issues by implementing strategies school-wide to increase student connection to school
	Organize our current systems, explore and develop additional systems/structure to implement a Social-Emotional RTI structure
	Improve student attendance

The WASC Action Plan has been monitored through its integration within the goals of the Single Plan for Student Success (SPSA):

- **SPSA GOAL #1:**
Continue work on speaking and listening, text complexity, and argumentative writing to build on previous year's professional development.
Begin work on integrating media sources, an increased emphasis on informational texts, and literacy standards for content areas (writing to learn).
- **SPSA GOAL #2:**
Develop and implement a comprehensive and school-wide RTI system that supports all students
- **SPSA GOAL #3:**
Increase school safety by regularly analyzing climate and safety concerns of students and staff on campus and by improving transparency and building trust.
Improve communication to the parent community, to the staff (classified and certificated), and to the student body.
- **SCHOOL GOAL #4:** we will allocate our \$25,000 budget toward reaching all three of the goals listed above

WASC goals #1 and #2 (Critical Thinking and Writing) are connected to SPSA goal #1 and #2 through the following Action Steps:

- To provide a variety of workshops for teachers such as technology, assessment design, rubric development, close reading, non-fiction texts, etc. (SPSA goal #1)
- To utilize the SRVHS Common Core TSA to design and implement professional development workshops focusing on Common Core Skills, facilitate subject level team collaboration, work 1:1 with all teachers, and facilitate subject level team teacher observations and cross-curricular teacher-teacher observations (SPSA goal #1)
- To utilize the professional development council as a planning group to provide staff driven professional development.
- To improve middle school articulation so that SRVHS staff are better aware of the academic programs offered at middle school level and the needs of the students as they graduate to high school (SPSA goal #2)
- To provide accessible interventions for D and F students, to provide optional lunch time drop in tutoring, to provide informal math, world languages and science support after school (SPSA goal #2)

WASC Goal #3 (Technology) is connected to SPSA Goal #1 through the following Action Step:

- To utilize the technology committee to help plan professional development to increase student and staff technology skills

WASC Goal #4 (Culture) is connected to SPSA Goal #3 through the following Action Steps:

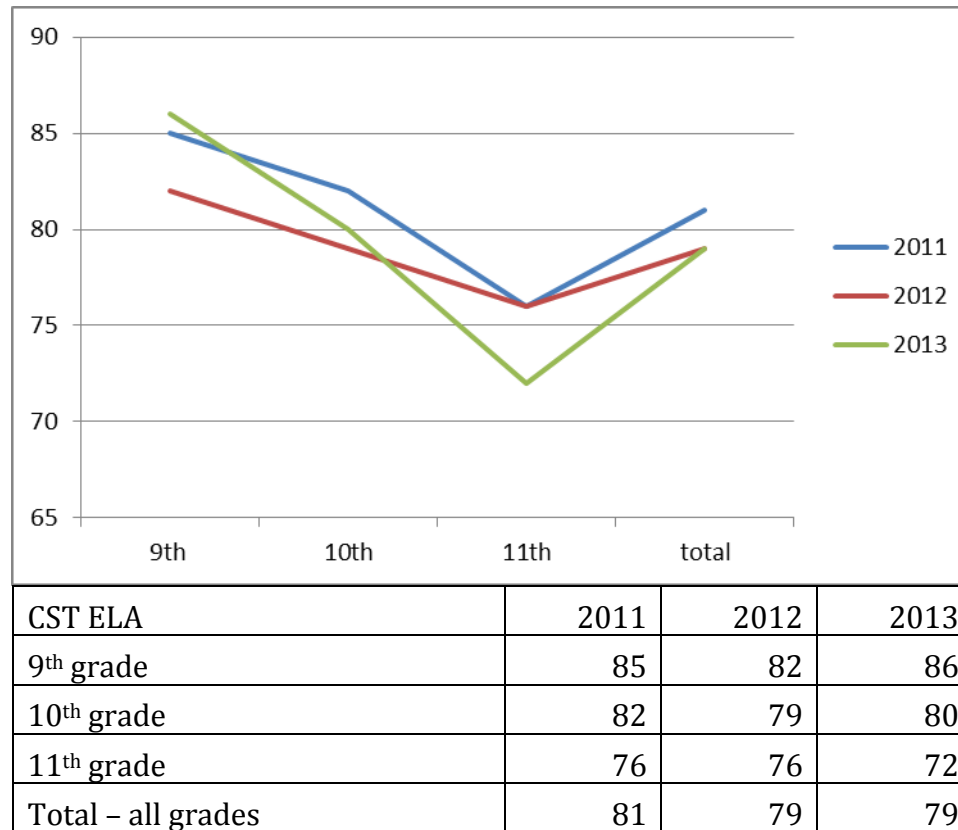
- To continue to set up events/systems that provide opportunities for students, parents, and staff to ask questions about the school and get accurate feedback/answers
- To maintain systems that allow for shared decision making between administration and teaching staff, classified departments and students

APPENDIX:

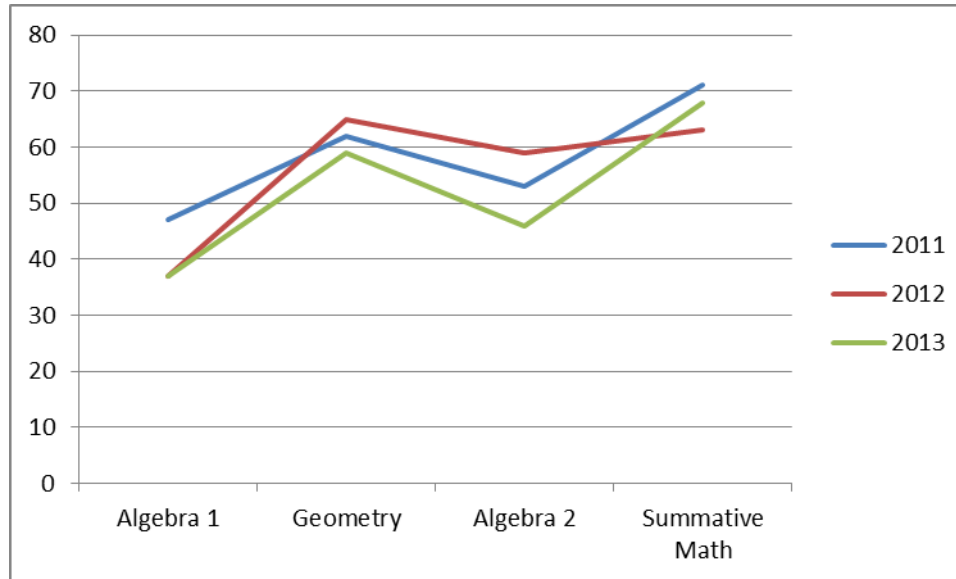
Section I: Introduction and Basic Student/Community Profile Data-Data Charts.....	p. 33-60
Section II: Significant School Changes and Developments (Walk Thru tool and the 6 shifts).....	p.61-62
Section III: Follow-up and Progress Report Development Process (notable data points).....	p.63
Section IV: Narrative in support of Progress on the Critical Areas Follow-up within the Action Plan.....	p.64-70
Section V: Narrative in support of the Revised School-wide Action Plan.....	p.71-73
Section V: Revised Action Plan with progress steps.....	p.74-80
SPSA.....	p.81-84
Tech Skills Ladder (SRVHS 2014).....	p.85-86
Technology Integration Matrix.....	p.87

Section I: Introduction and Basic Student/Community Profile Data – Data Charts

CST – English Language Arts

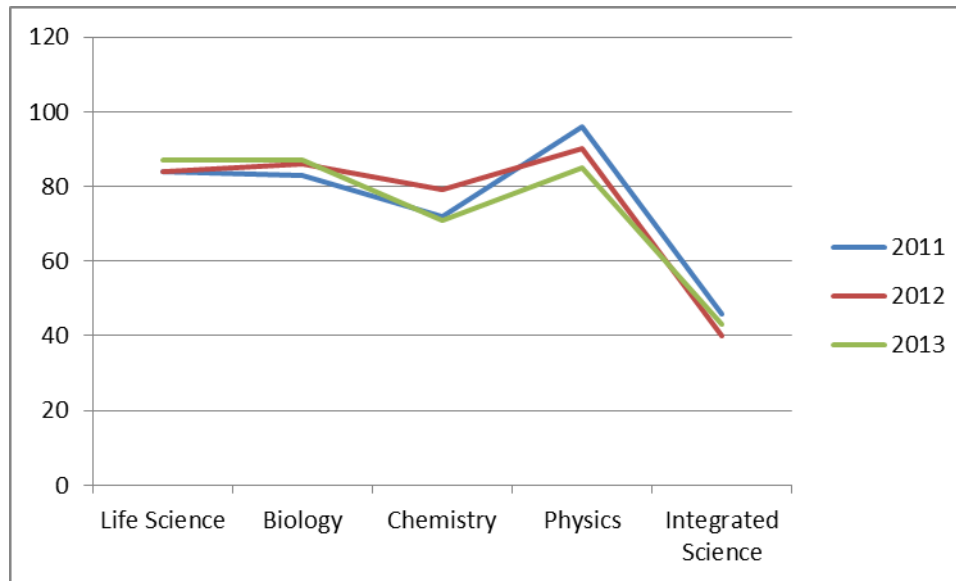


CST Math



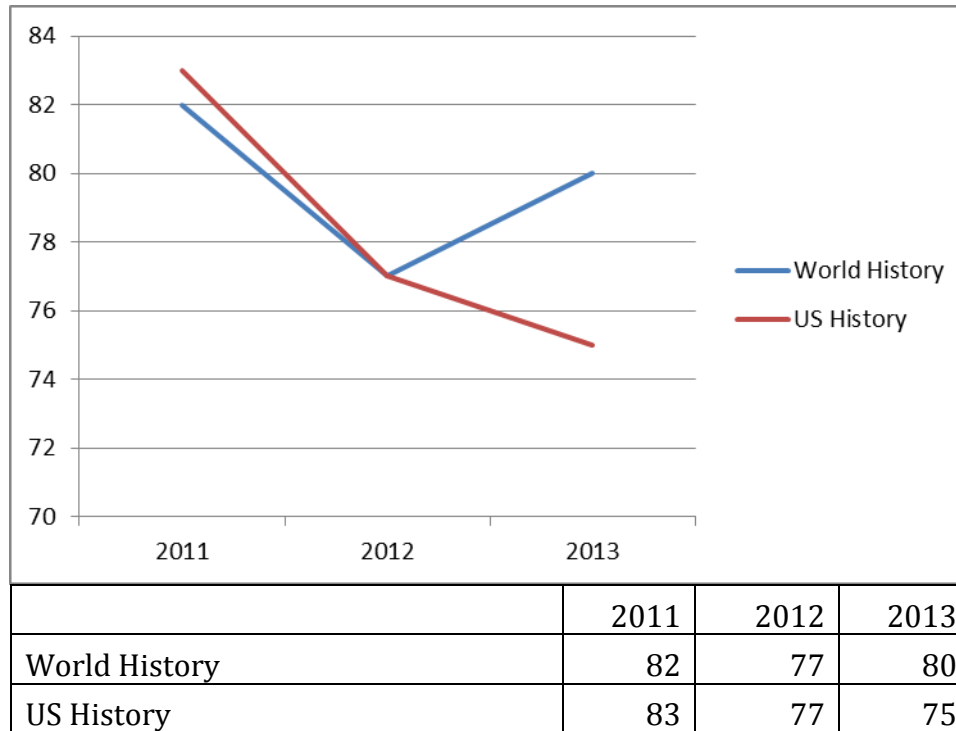
	2011	2012	2013
Algebra 1	47	37	37
Geometry	62	65	59
Algebra 2	53	59	46
Summative Math	71	63	68

CST - Science

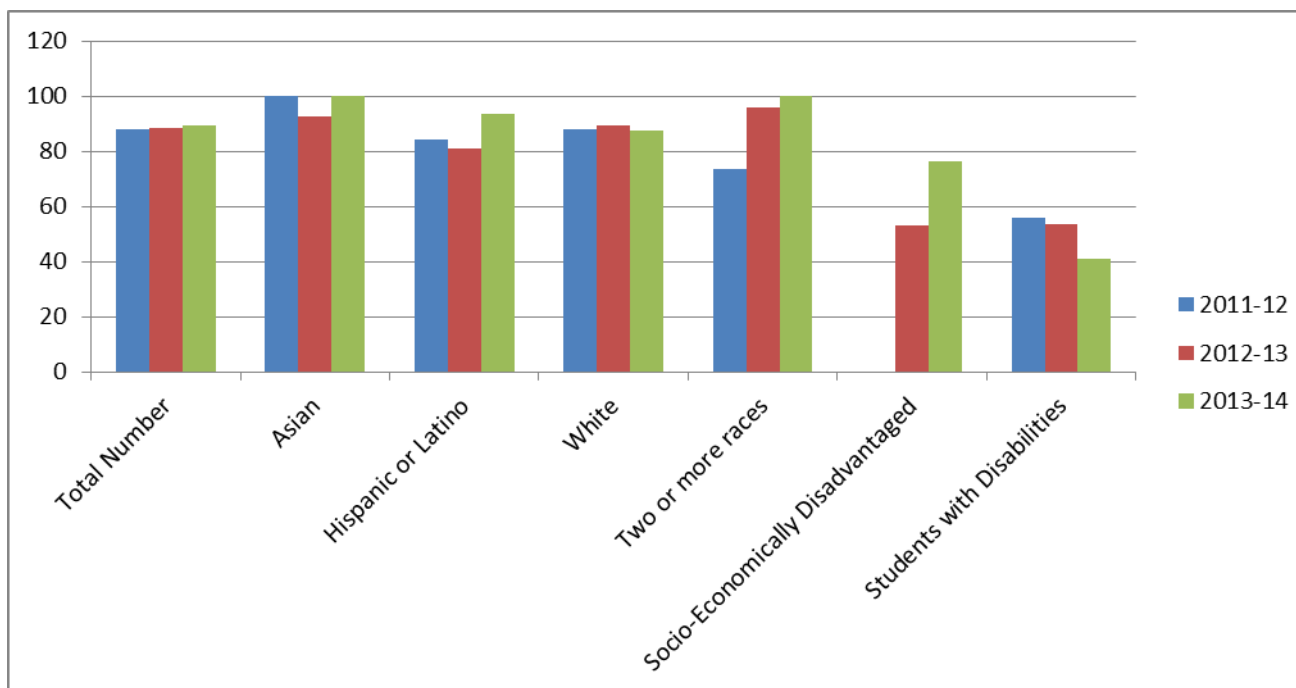


	2011	2012	2013
Life Science	84	84	87
Biology	83	86	87
Chemistry	72	79	71
Physics	96	90	85
Integrated Science	46	40	43

CST - Social Studies

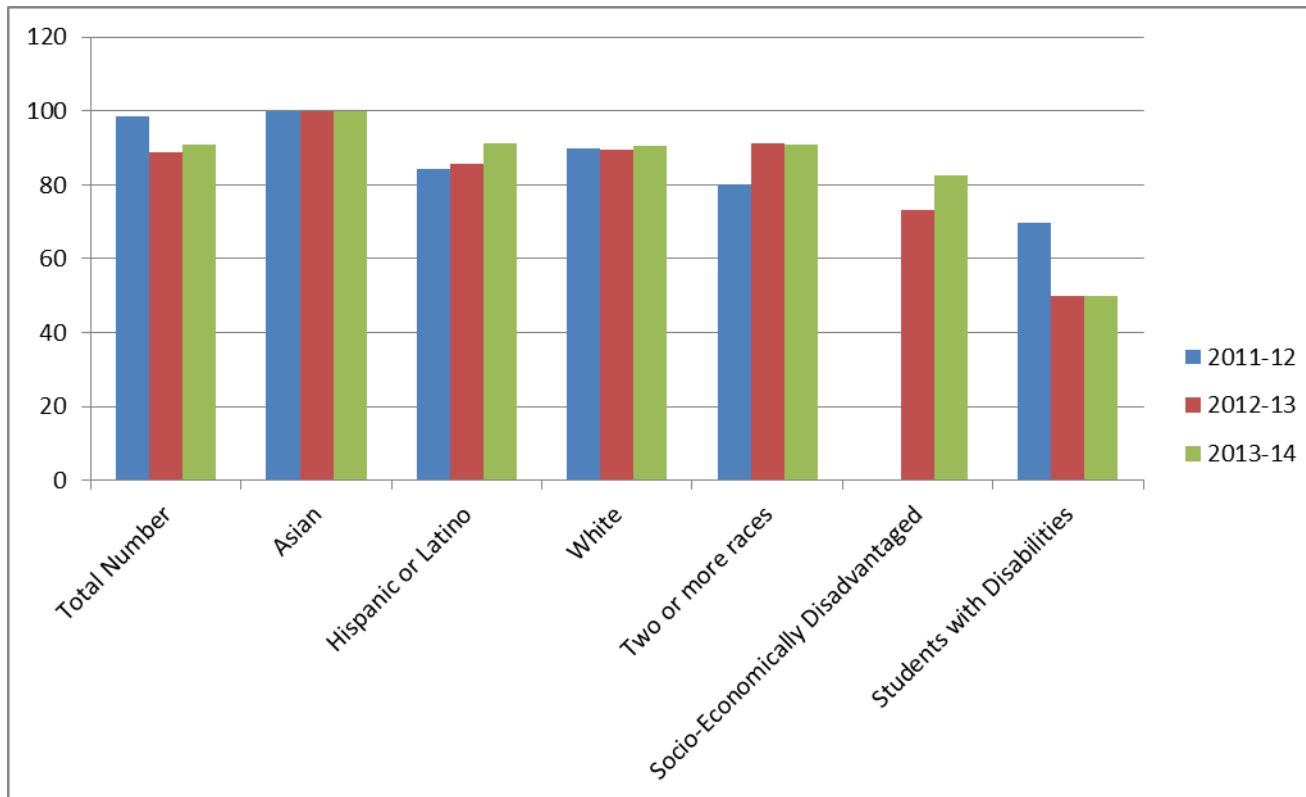


AYP ELA Proficient/Advanced Rate



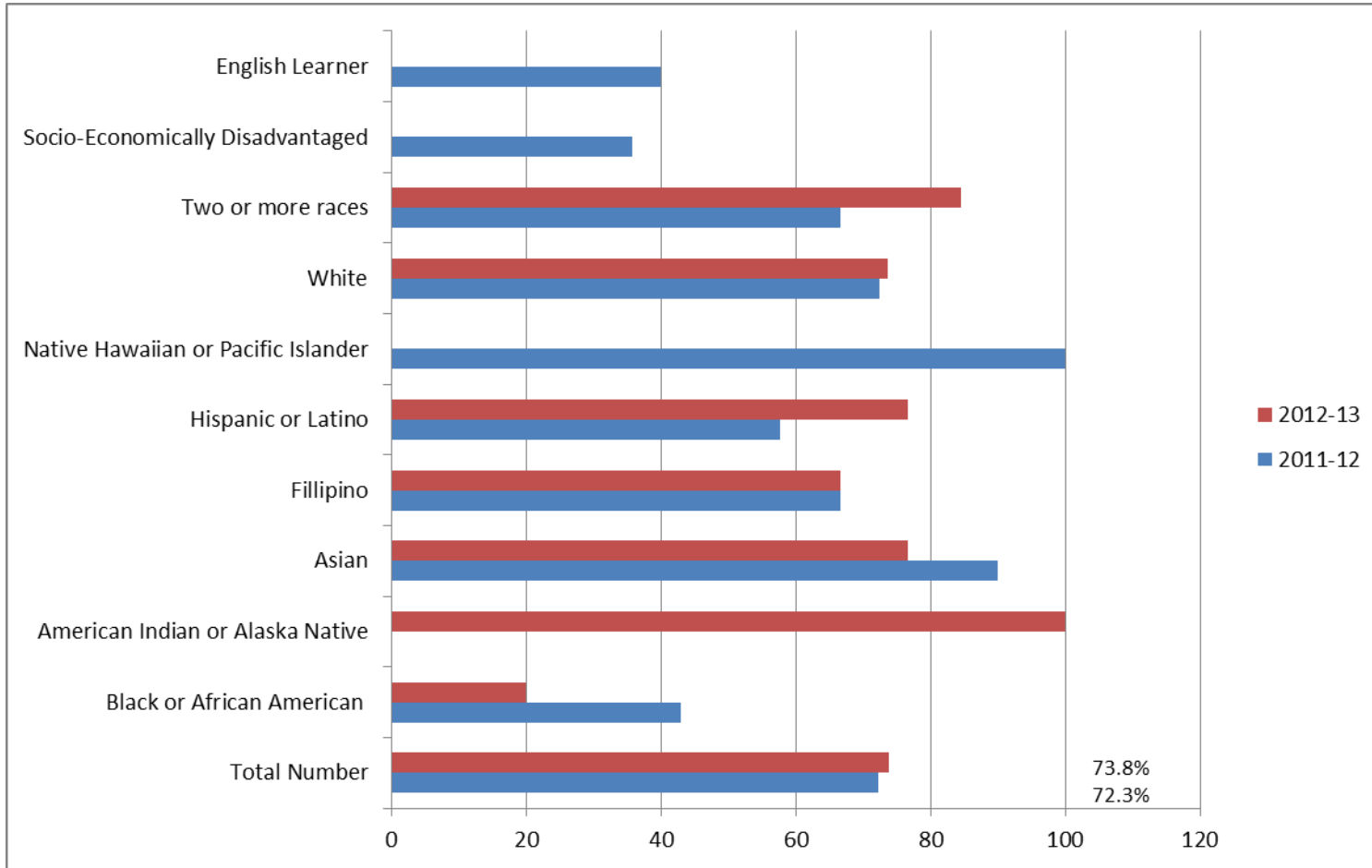
AYP ELA Proficient/Advanced Rate	2011-12	2012-13	2013-14
Total Number	87.9	88.3	89.2
Asian	100	92.6	100
Hispanic or Latino	84.4	81	93.5
White	88.1	89.3	87.5
Two or more races	73.7	95.7	100
Socio-Economically Disadvantaged		53.3	76.5
Students with Disabilities	55.8	53.6	41.2

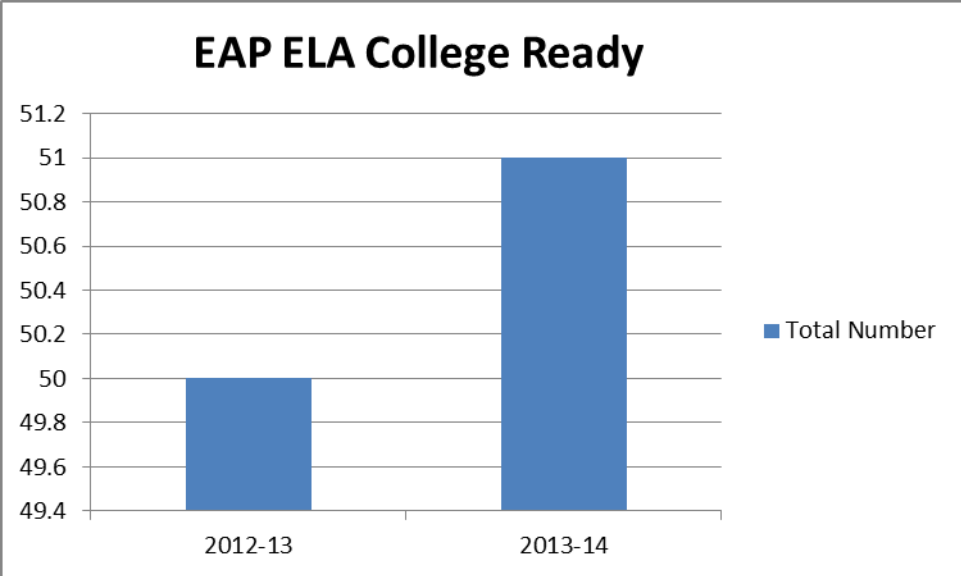
AYP Math Proficient and Advanced Rate



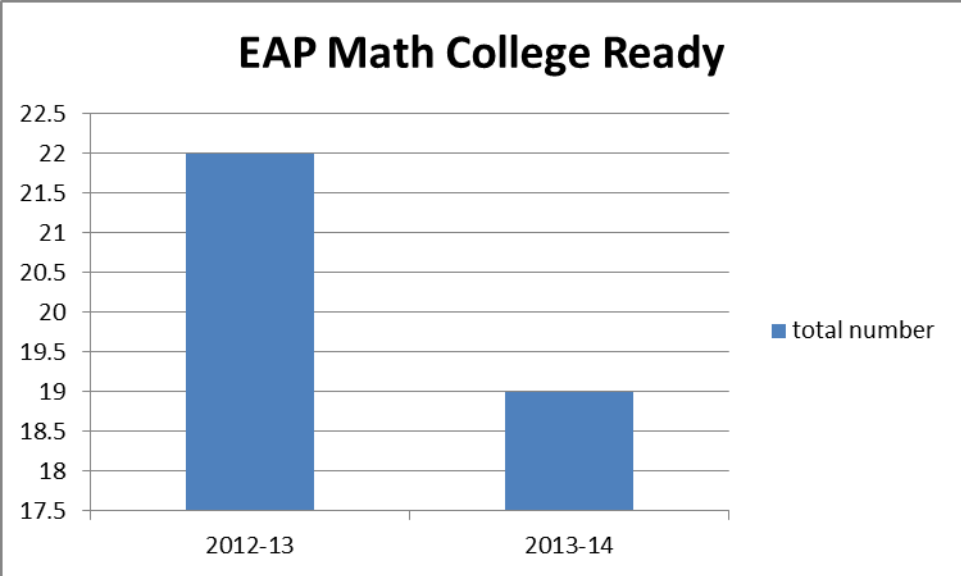
AYP Math Proficient and Advanced Rate	2011-12	2012-13	2013-14
Total Number	98.5	88.8	90.8
Asian	100	100	100
Hispanic or Latino	84.4	85.7	91.3
White	89.7	89.5	90.5
Two or more races	80	91.3	90.9
Socio-Economically Disadvantaged		73.3	82.4
Students with Disabilities	69.8	50	50

UC/CSU Required Courses Met (Percentage)



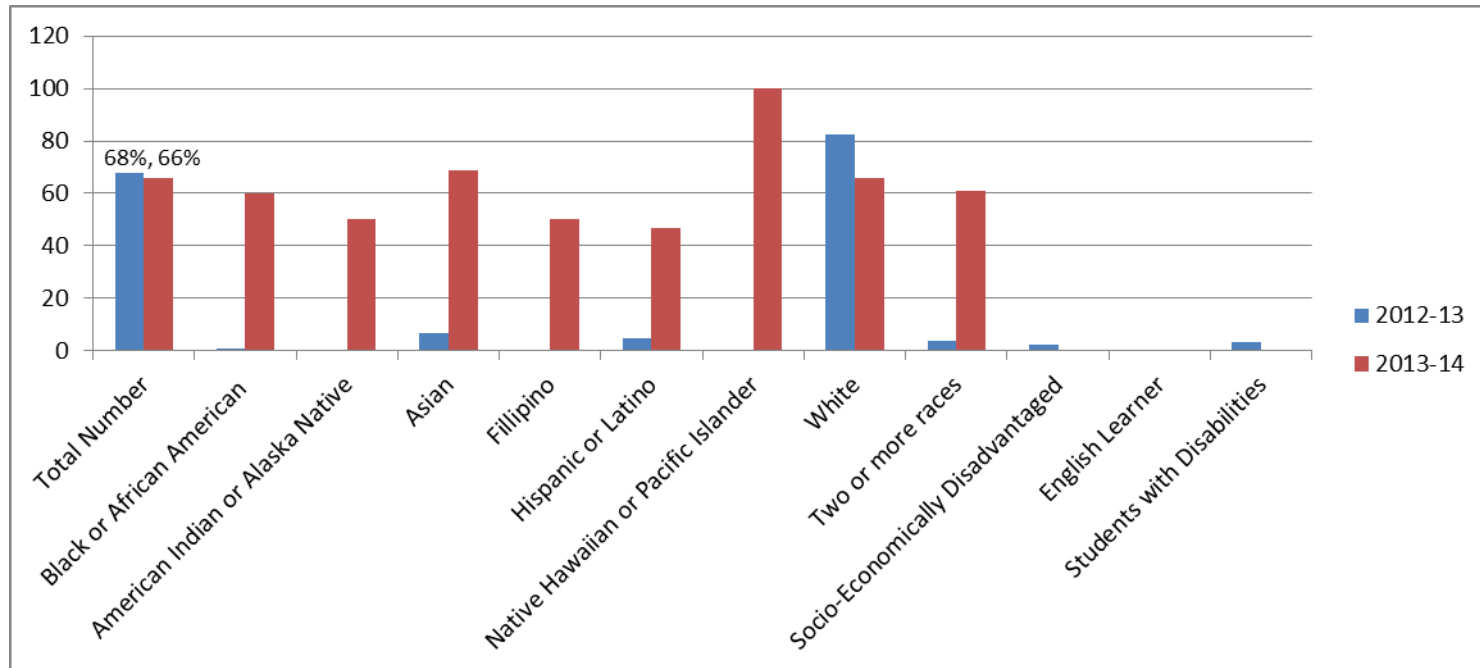


EAP ELA College "Ready"	2012-13	2013-14
Total Number	50	51



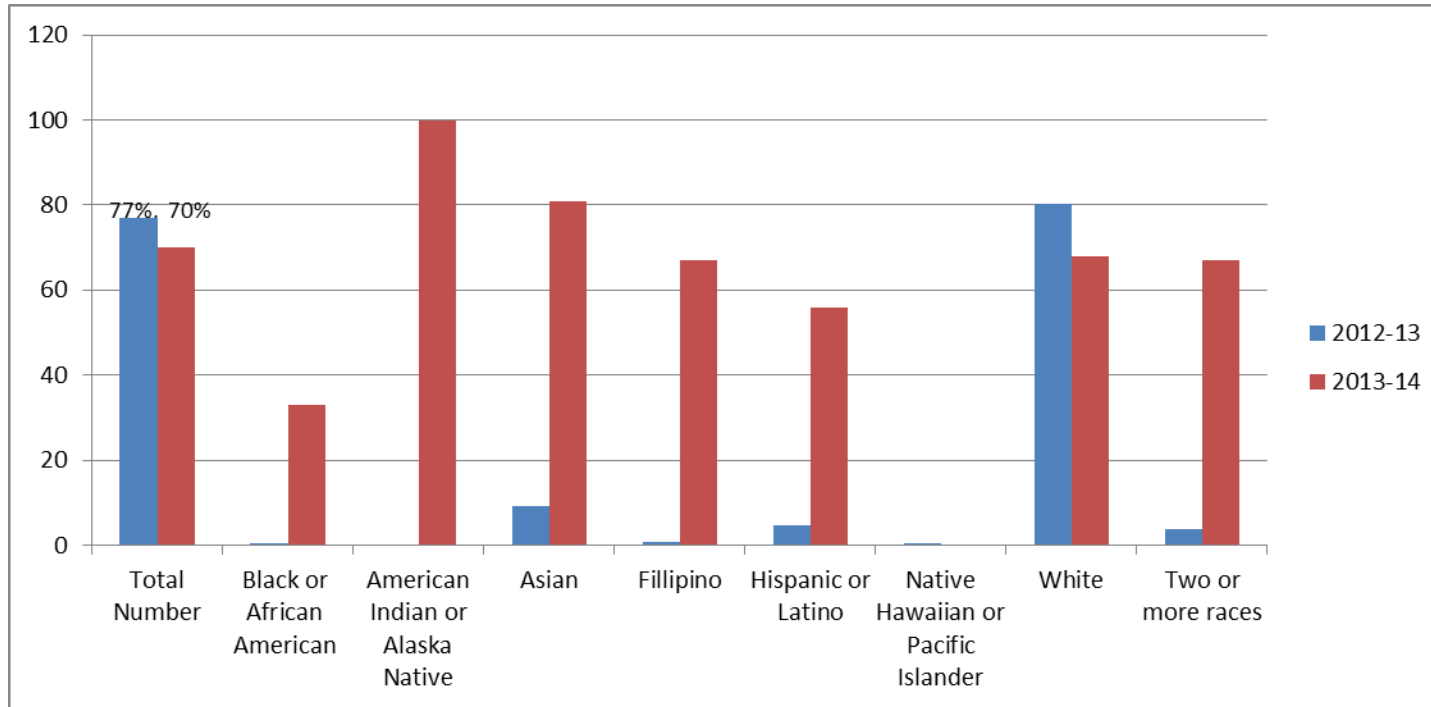
EAP Math College "Ready"	2012-13	2013-14
total number	22	19

EAP ELA College "Ready or Conditional" Rate



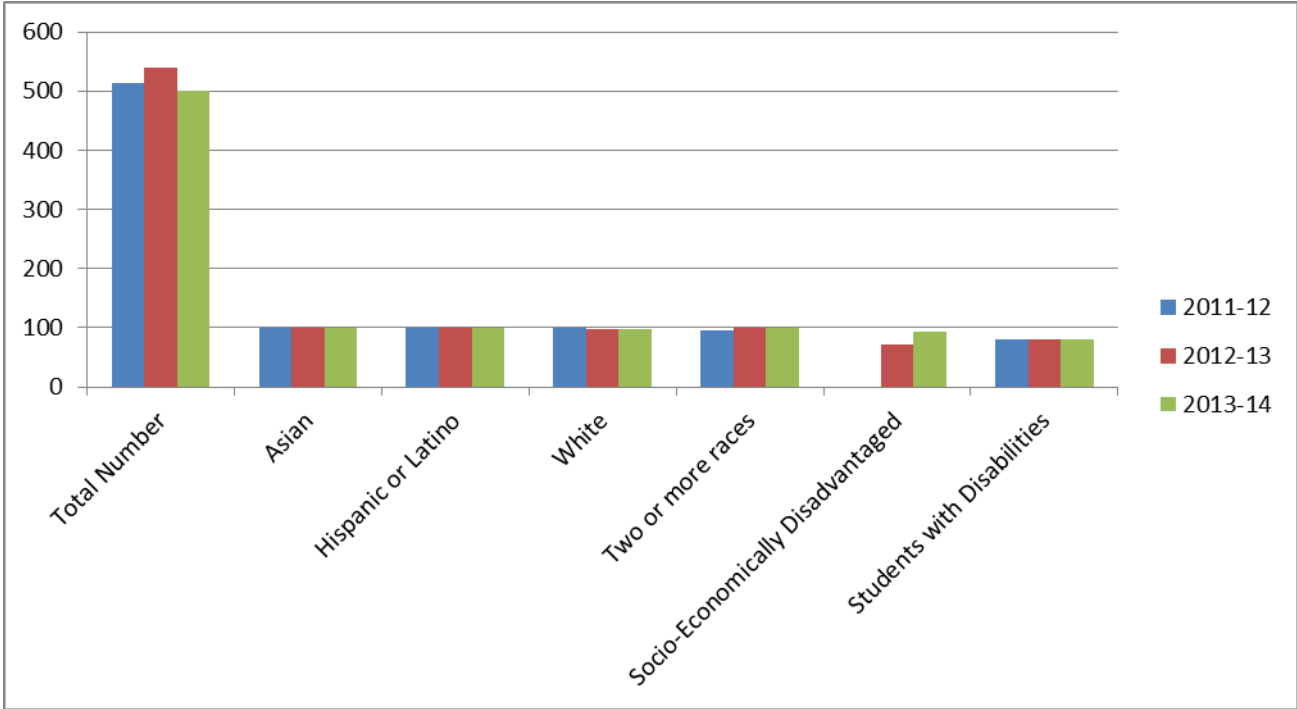
EAP ELA College "Ready or Conditional" Rate	2012-13	2013-14
Total Number	68	66
Black or African American	0.95	60
American Indian or Alaska Native	0	50
Asian	6.94	69
Fillipino	0.63	50
Hispanic or Latino	4.73	47
Native Hawaiian or Pacific Islander	0.63	100
White	82.33	66
Two or more races	3.79	61
Socio-Economically Disadvantaged	2.2	
English Learner	0	
Students with Disabilities	3.4	

EAP Math College "Ready or Conditional" Rate



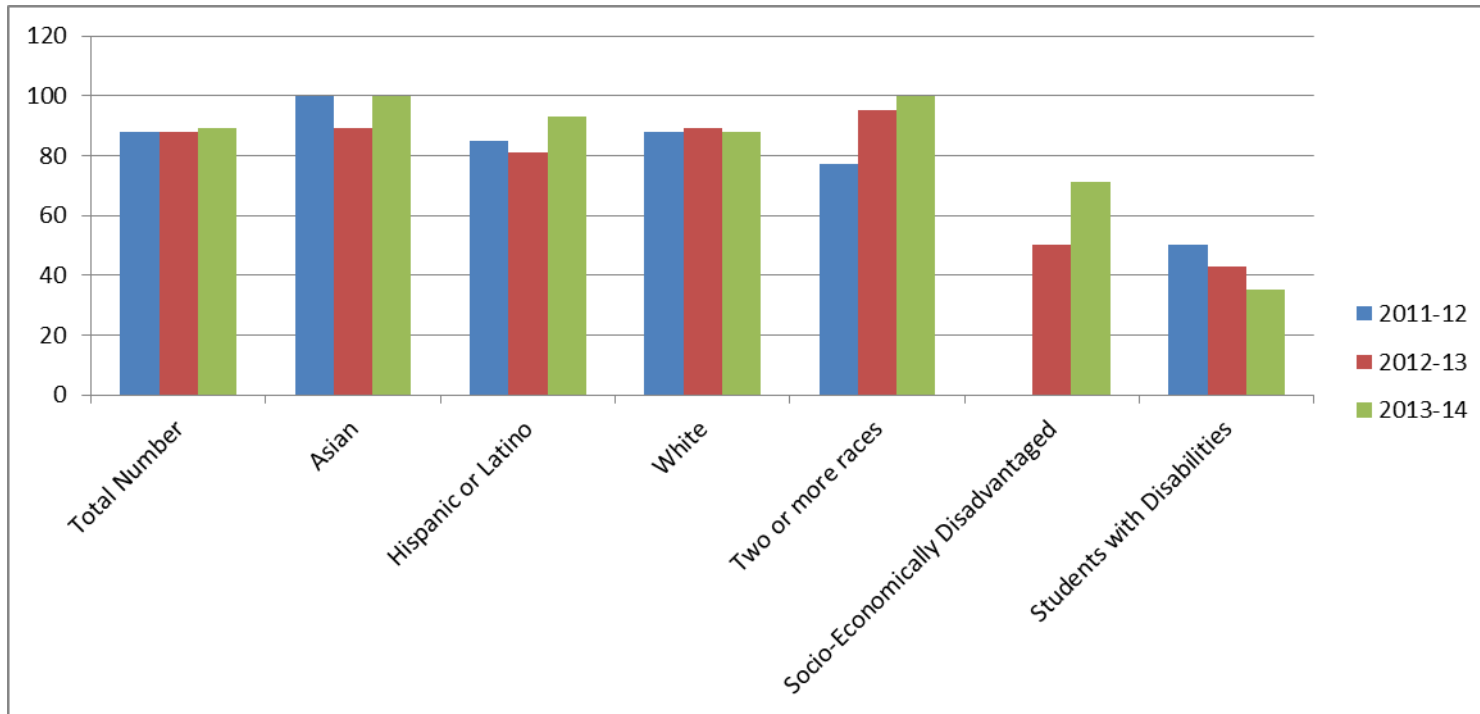
EAP Math College "Ready or Conditional" Rate	2012-13	2013-14
Total Number	77	70
Black or African American	0.4	33
American Indian or Alaska Native	0	100
Asian	9.1	81
Fillipino	0.8	67
Hispanic or Latino	4.7	56
Native Hawaiian or Pacific Islander	0.4	0
White	80.4	68
Two or more races	3.9	67

CAHSEE ELA Pass Rate



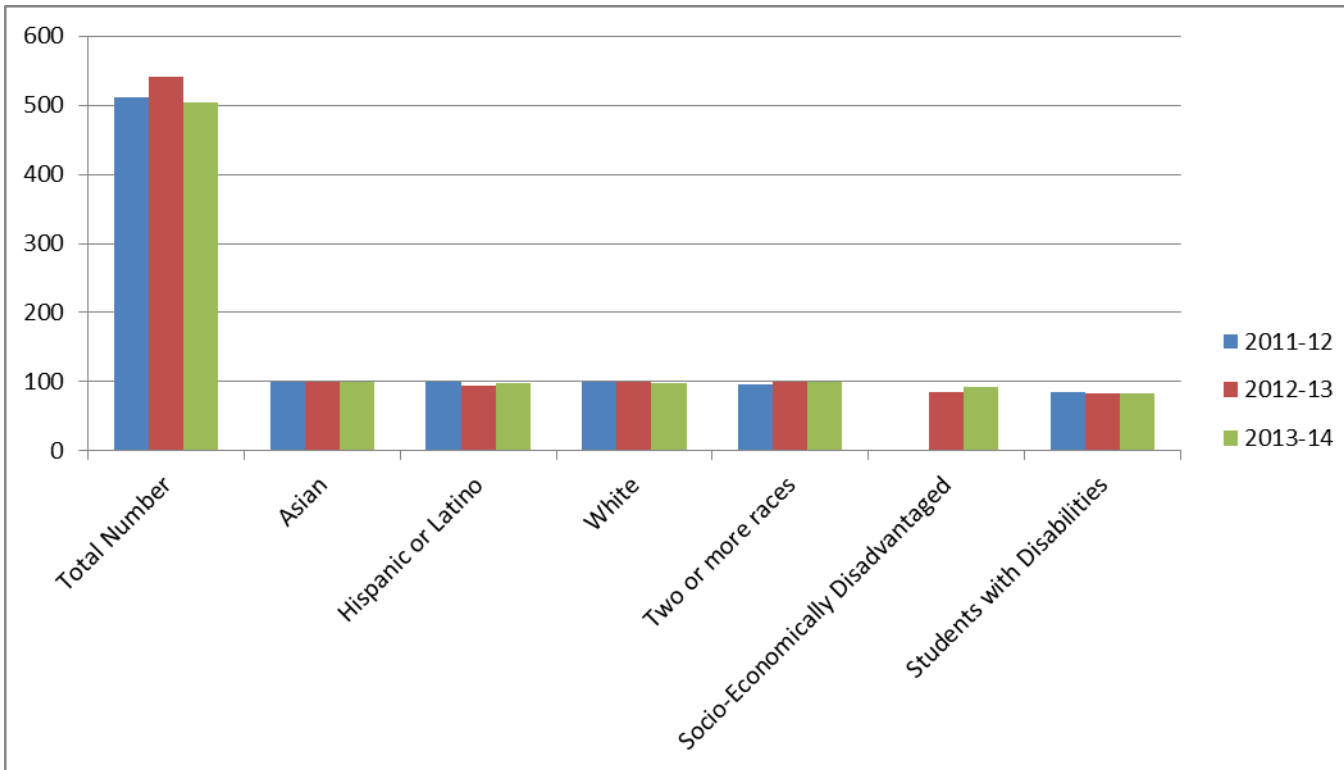
CAHSEE ELA Pass Rate	2011-12	2012-13	2013-14
Total Number	513	539	501
Asian	100	100	100
Hispanic or Latino	100	100	100
White	99	98	98
Two or more races	95	100	100
Socio-Economically Disadvantaged	0	71	93
Students with Disabilities	80	80	80

CAHSEE ELA Proficient/Advanced Rate



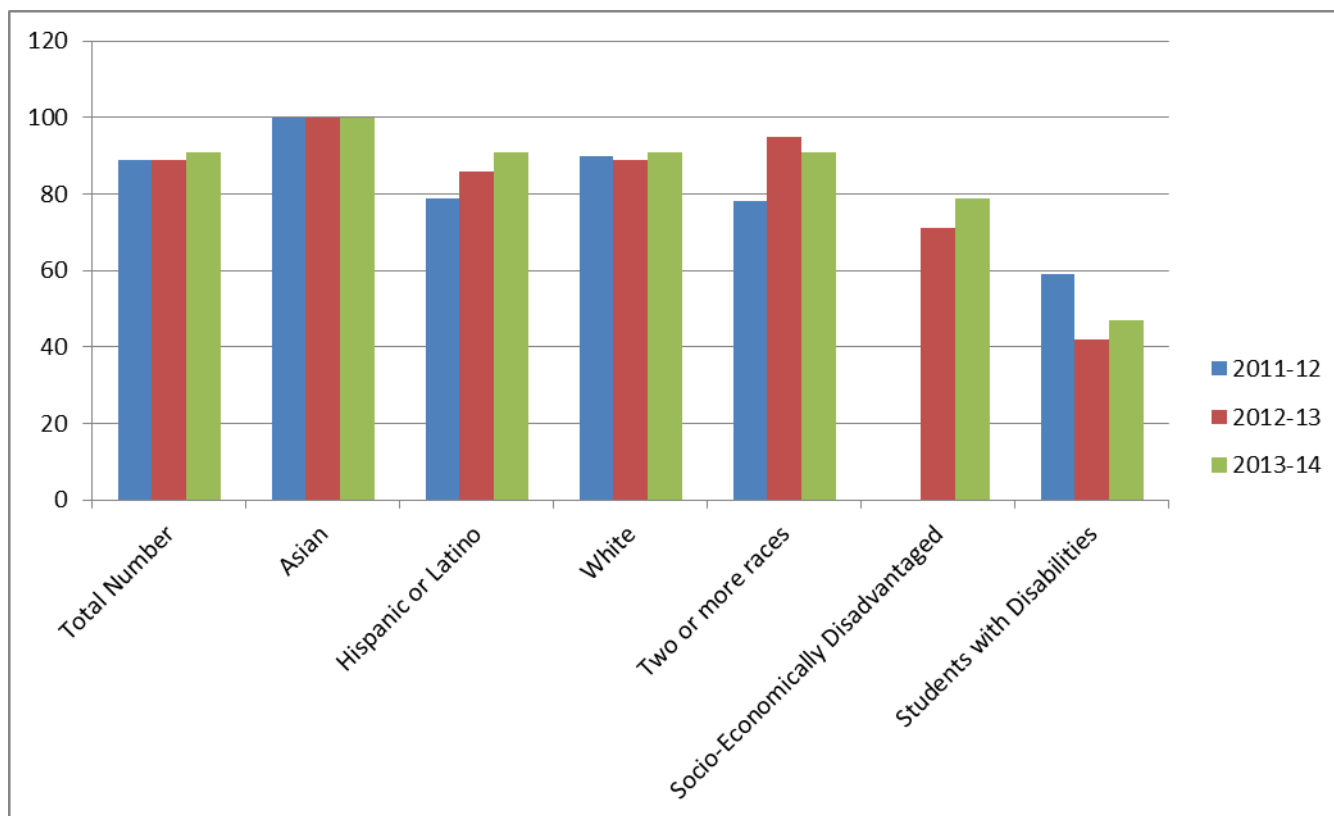
CAHSEE ELA Proficient/Advanced Rate	2011-12	2012-13	2013-14
Total Number	88	88	89
Asian	100	89	100
Hispanic or Latino	85	81	93
White	88	89	88
Two or more races	77	95	100
Socio-Economically Disadvantaged		50	71
Students with Disabilities	50	43	35

CAHSEE Math Pass Rate



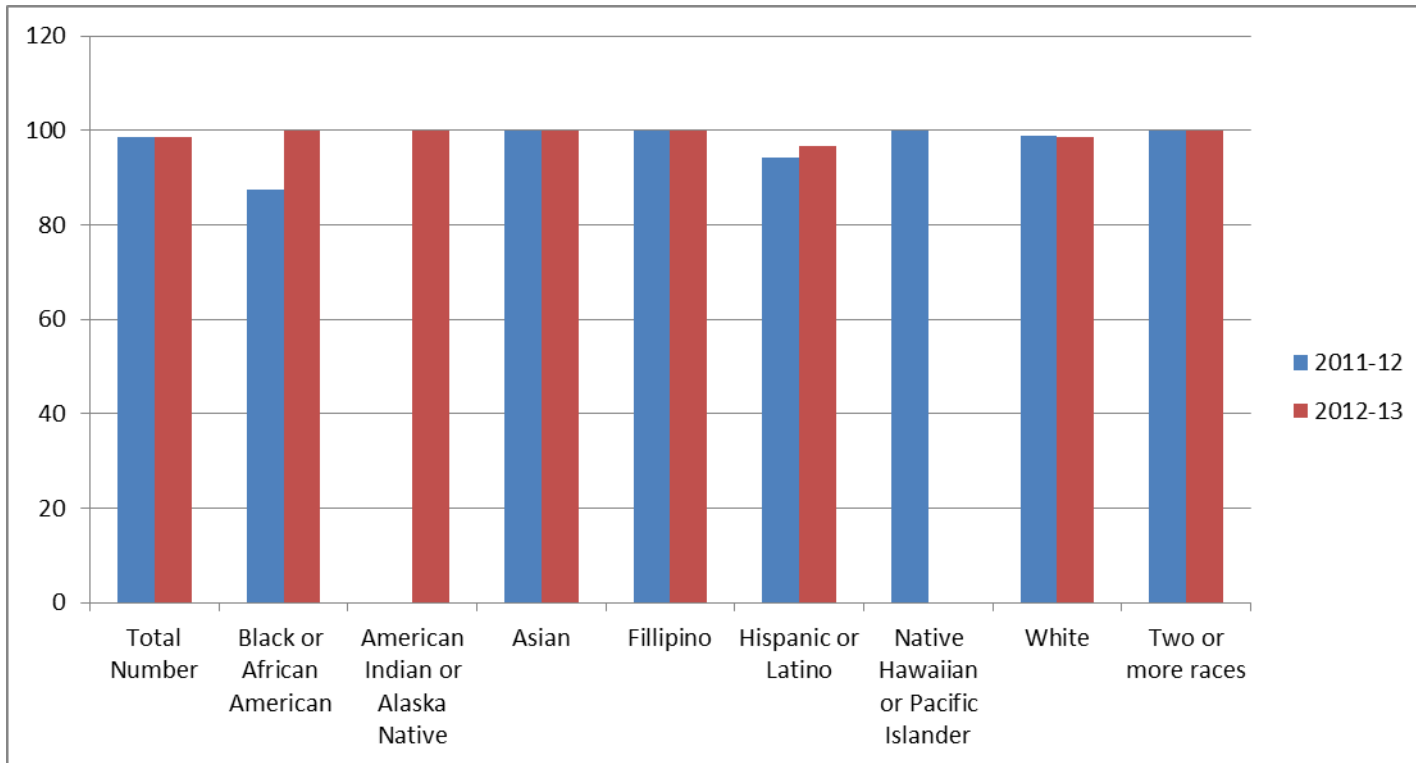
CAHSEE Math Pass Rate	2011-12	2012-13	2013-14
Total Number	512	541	504
Asian	100	100	100
Hispanic or Latino	100	95	98
White	99	99	98
Two or more races	96	100	100
Socio-Economically Disadvantaged		86	93
Students with Disabilities	86	84	83

CAHSEE Math Proficient/Advanced Rate



CAHSEE Math Proficient/Advanced Rate	2011-12	2012-13	2013-14
Total Number	89	89	91
Asian	100	100	100
Hispanic or Latino	79	86	91
White	90	89	91
Two or more races	78	95	91
Socio-Economically Disadvantaged		71	79
Students with Disabilities	59	42	47

Graduation Rate



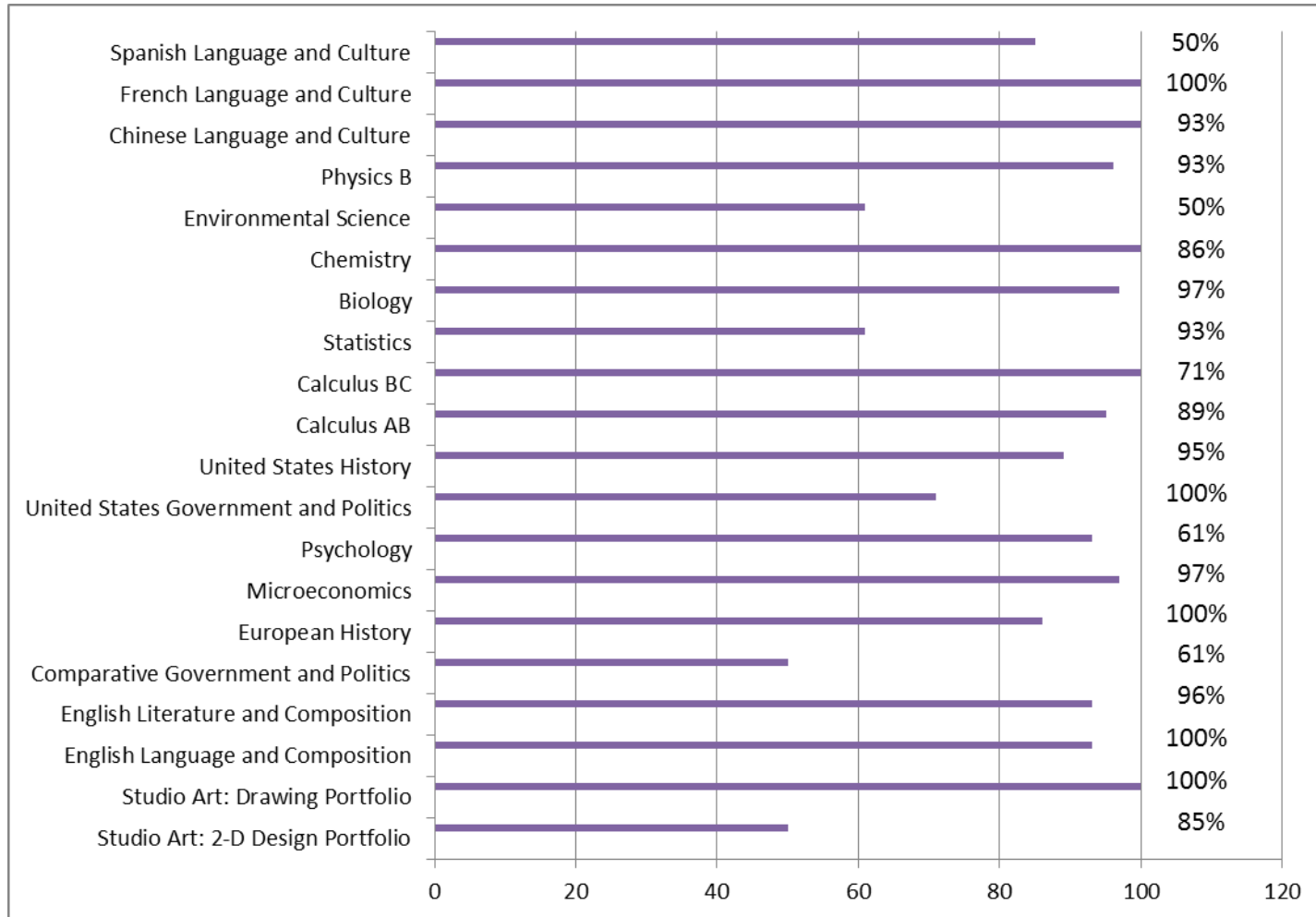
Graduation Rate	2011-12	2012-13
Total Number	98.6	98.52
Black or African American	87.5	100
American Indian or Alaska Native	0	100
Asian	100	100
Fillipino	100	100
Hispanic or Latino	94.3	96.8
Native Hawaiian or Pacific Islander	100	0
White	99	98.5
Two or more races	100	100

AP Pass Rates Overall

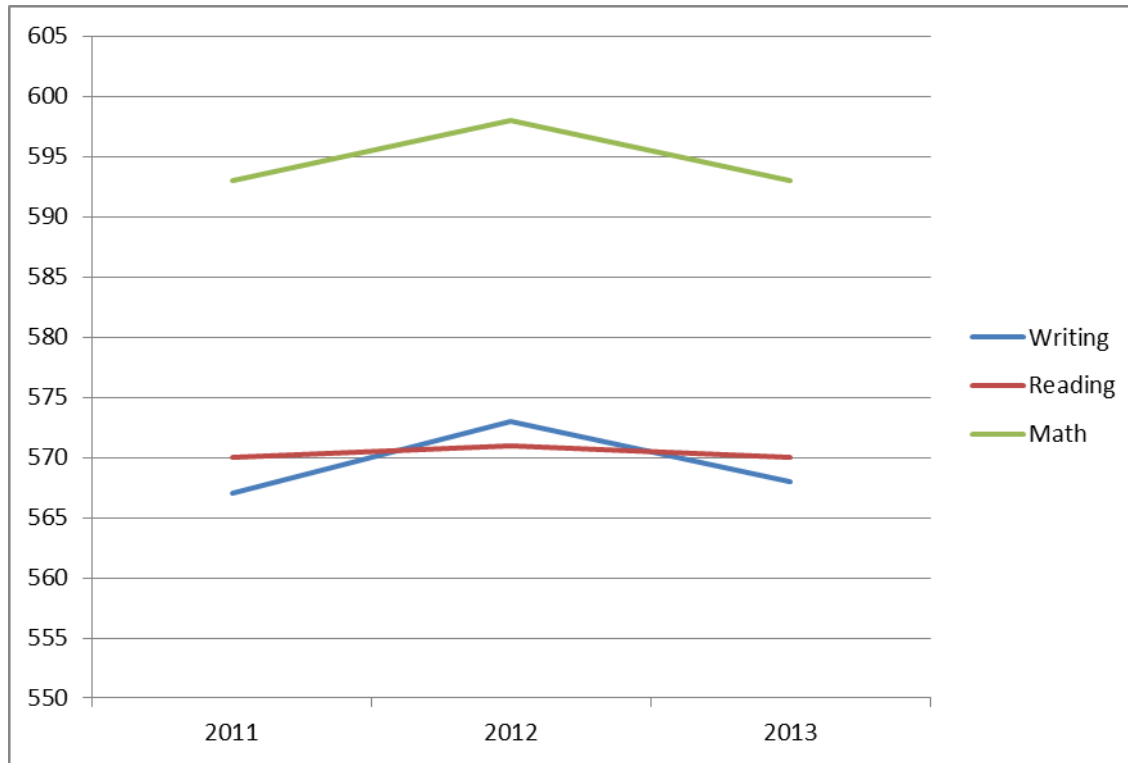


API Exams	2011	2012	2013
# of Students	504	489	500
# of Exams Taken	908	923	914
# Scoring 3, 4, 5	714	742	756

AP Pass Rate by Exam

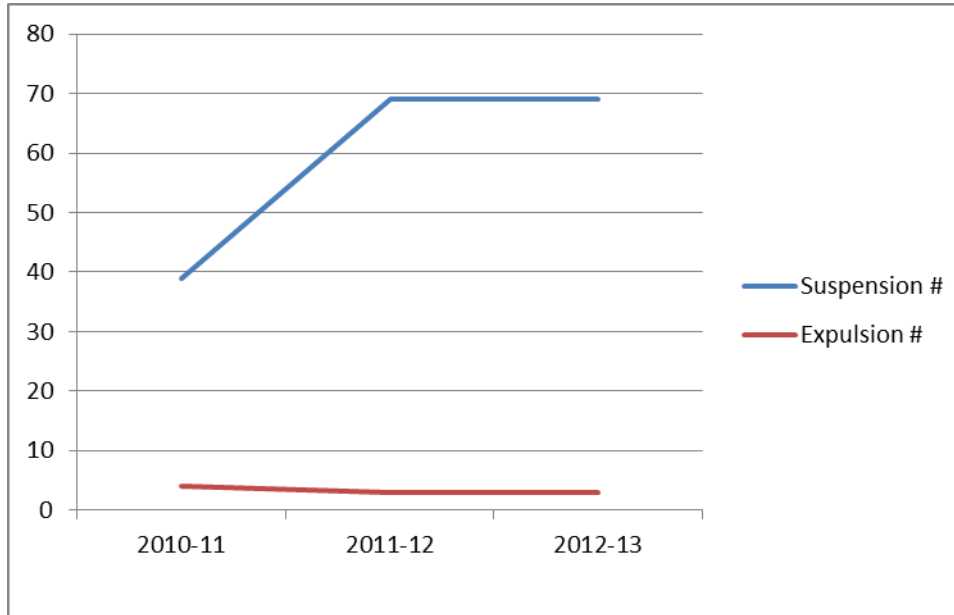


SAT Averages



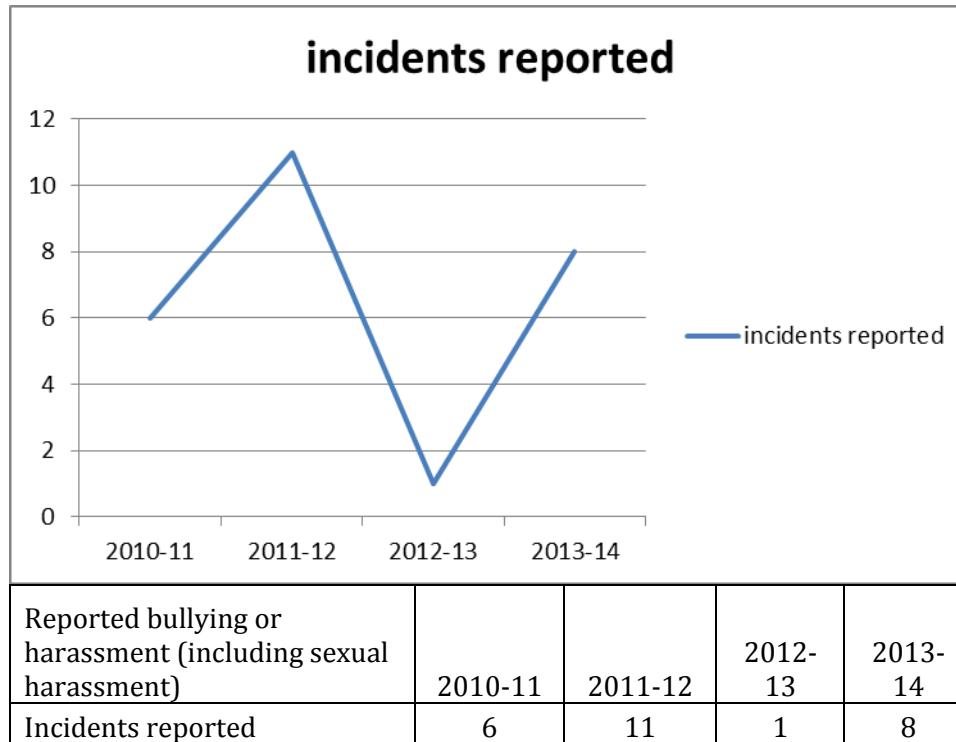
	2011	2012	2013
Writing	567	573	568
Reading	570	571	570
Math	593	598	593

Suspension/Expulsion Rates

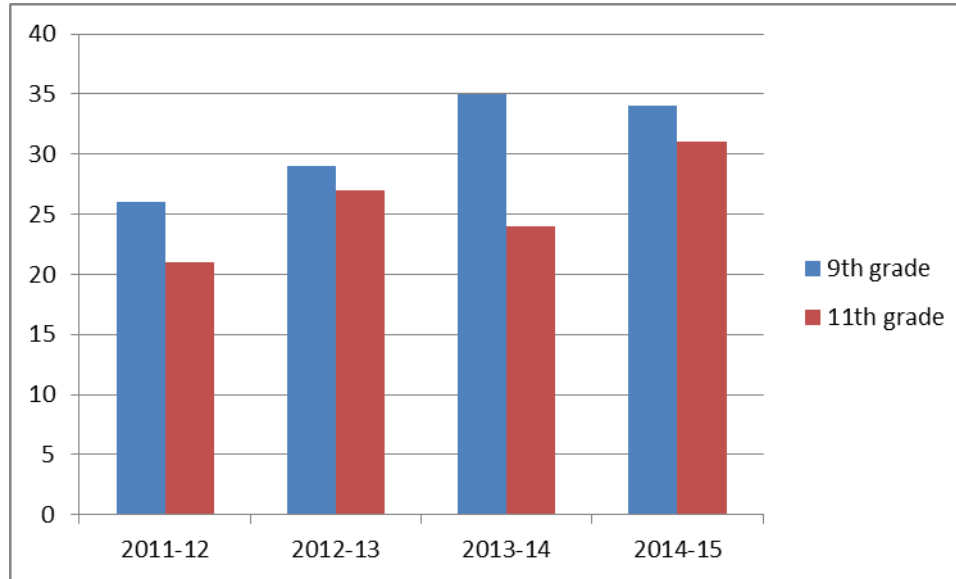


	2010-11	2011-12	2012-13
Suspension #	39	69	69
Expulsion #	4	3	3

Bullying Statistics

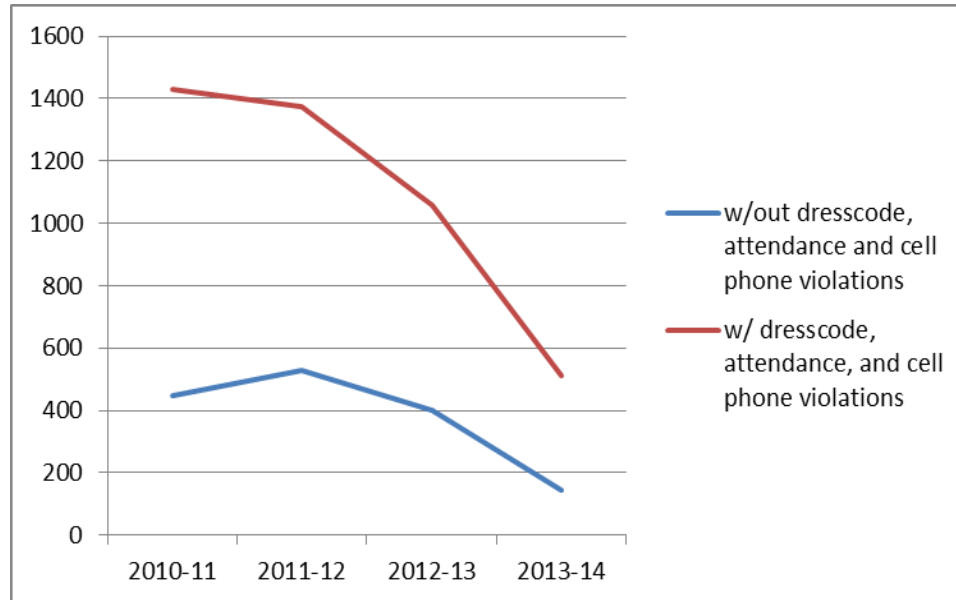


Bullying Statistics



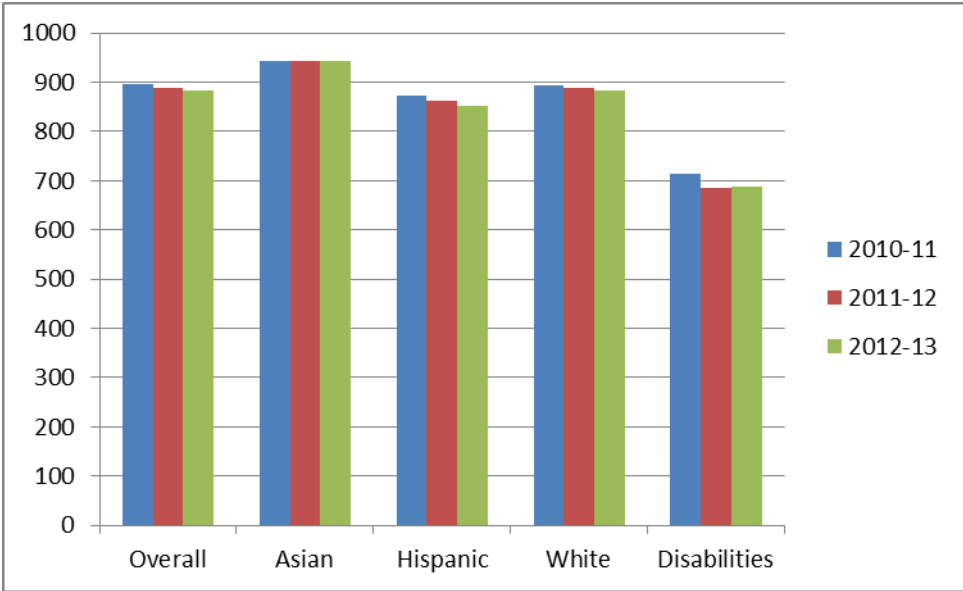
CHKS % Experienced Bullying or harassment	9th grade	11th grade
2011-12	26	21
2012-13	29	27
2013-14	35	24
2014-15	34	31

Student Discipline Referrals:



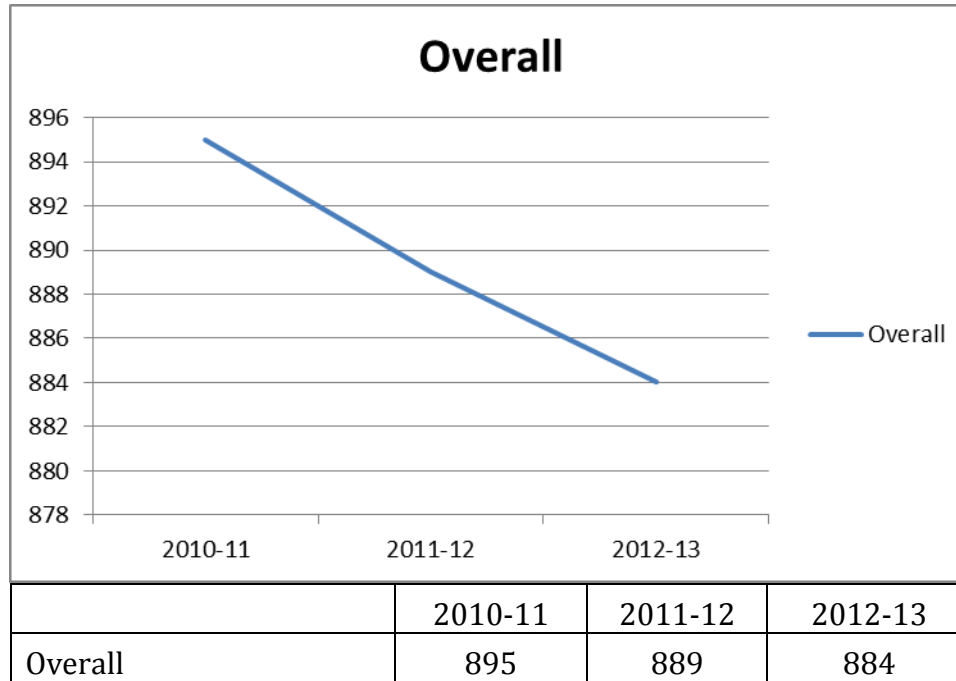
Referrals	Without dress code, attendance and cell phone violations	With dress code, attendance, and cell phone violations
2010-11	446	1430
2011-12	530	1373
2012-13	401	1060
2013-14	146	512

API by Significant Subgroup

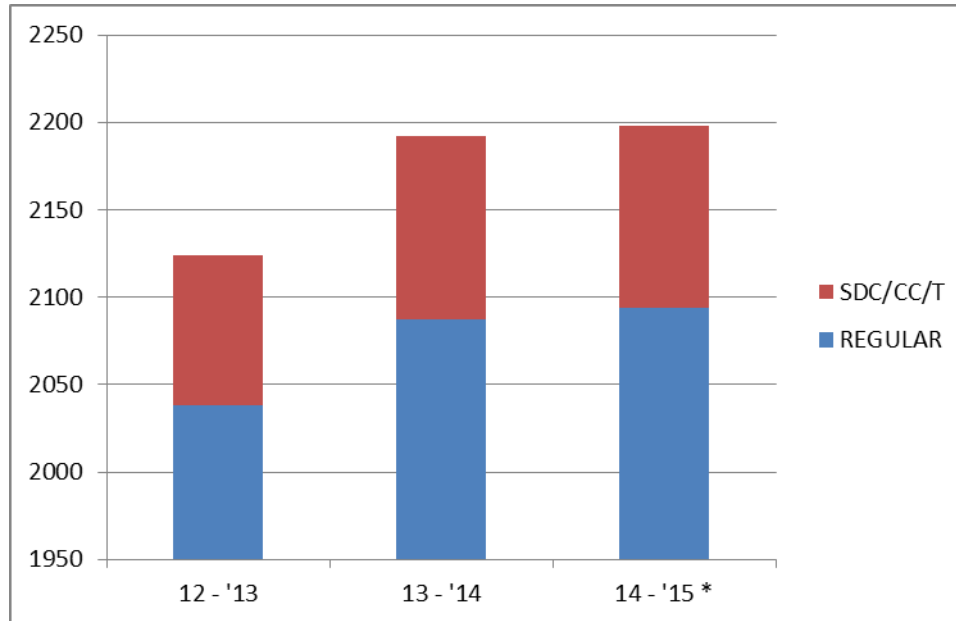


	2010-11	2011-12	2012-13
Overall	895	889	884
Asian	944	942	944
Hispanic	872	863	853
White	894	888	884
Disabilities	714	686	687

Overall API Score

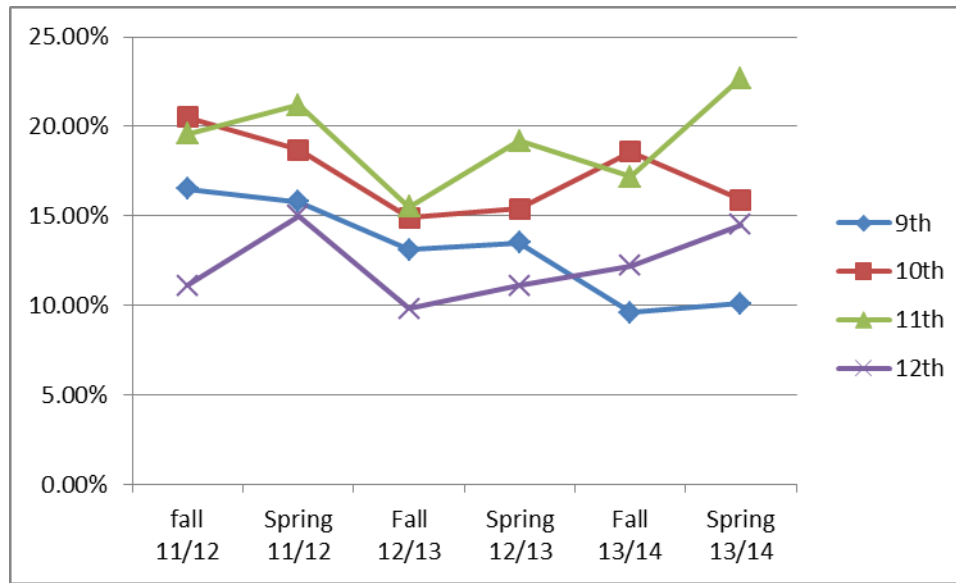


Enrollment



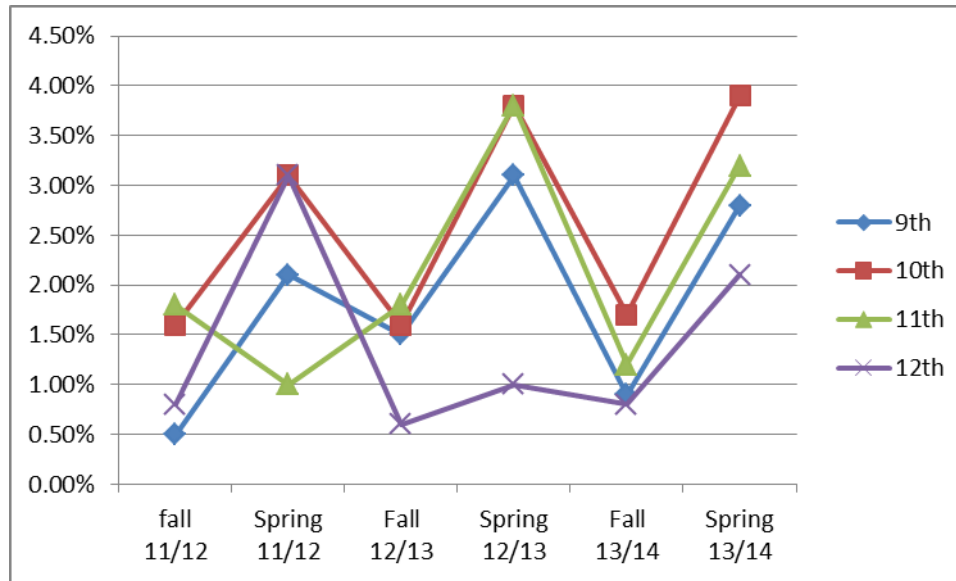
	12-13	13-14	14-15
SDC/CC/T	86	105	104
Regular	2038	2087	2094

Students with at least one D or F by Grade Level



	fall 11/12	Spring 11/12	Fall 12/13	Spring 12/13	Fall 13/14	Spring 13/14
9th	16.50%	15.80%	13.10%	13.50%	9.60%	10.10%
10th	20.50%	18.70%	14.90%	15.40%	18.60%	15.90%
11th	19.60%	21.20%	15.50%	19.20%	17.20%	22.70%
12th	11.10%	15.00%	9.80%	11.10%	12.20%	14.50%

Students with 3 or more D/F's by Grade Level



	fall 11/12	Spring 11/12	Fall 12/13	Spring 12/13	Fall 13/14	Spring 13/14
9th	0.50%	2.10%	1.50%	3.10%	0.90%	2.80%
10th	1.60%	3.10%	1.60%	3.80%	1.70%	3.90%
11th	1.80%	1.00%	1.80%	3.80%	1.20%	3.20%
12th	0.80%	3.10%	0.60%	1.00%	0.80%	2.10%

Section II: Significant School Changes and Developments

A “walk-thru” form was developed and has been used to guide teacher conversations and share feedback following classroom observations:

1. Purpose of the activity/assignment: What and How?

What is the student going to learn?

What knowledge will they be applying?

2. Strategies for student engagement: How?

What are you doing to engage the students in learning:

What do you adjust to support engagement : Strategies, environment, lesson plan, activities ?

3. Use of technology: How?

Can technology be used to enhance your lesson in any way?

Can technology be used to enhance student learning?

4. Assessment of student learning: What and How?

What were they supposed to learn (what was the goal/purpose of the lesson)?

How are you going to determine what the students have learnt? What is the tool/rubric that you will use?

5. Assessment - Checking for understanding: How?

This is part of this category but it almost a separate skill because if you do checks for understanding and you find that students have NOT learnt the concept, then the next step is adjusting the instructional plan to make sure that they have learnt it.

6. Depth of Knowledge: What and How?

How much critical thinking are the students doing?

Is your lesson focused on depth of knowledge level 1, 2, 3 or 4? (Basic Recall is 1, Deep analysis and application is 4).

How can you extend the critical thinking and problem solving abilities of your students?

The Six Shifts with Common Core

<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.</p>	<p style="text-align: center;"><u>Writing Arguments</u></p> <p>The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing – a basic form of argument – extending down into the earliest grades.</p>	<p style="text-align: center;"><u>Integration of Media Sources</u></p> <p>Just as media and technology are integrated in school and in life in the 21st century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards. Integrating media sources also allows for an expanded definition of “text” to include images, video, audio, podcasts, etc.</p>
<p style="text-align: center;"><u>Writing to Learn/Literacy in Content Areas</u></p> <p>Writing to Learn strategies help students to remember and reuse information and to grow their thinking in meaningful ways. They are informal in nature and although they can help students to build an argument, they are generally brief tasks designed to support comprehension.</p>	<p style="text-align: center;"><u>Text Complexity</u></p> <p>The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.</p>	<p style="text-align: center;"><u>Increased Emphasis on Informational Text</u></p> <p>Informational text provides an ideal context for building language, vocabulary, knowledge and reasoning. It is challenging and complex and has deep comprehension building potential.</p>

Section III: Follow-up and Progress Report Development Process

Each of the members of the WASC team Subgroups reviewed all the data charts from the 2012 plan compared to the updated 2014 charts of the same data. They noted the following data points in their recommendation to maintain/revise/eliminate action steps related to their goal:

- Critical Thinking - this group noted the following data points in their recommendations for renewing this goal: The API for the school has dropped in all subgroups except one (Asian students); Math/ELA EAP scores remain low; Math rates for CAHSEE are still down – especially amongst students with disabilities
- Writing - this group noted the following data points in their recommendations for renewing this goal: Low SAT and EAP scores area concern; all data related to writing reflect either ongoing low scores or dropping scores; what we have done over the last three years has not caused a significant change in overall scores
- Technology - this group noted the following data points in their recommendations for renewing this goal: As of our last staff survey, only 11% of the staff reported using technology in the classroom; only 5% of students reported using technology daily and 5.8% report that their teachers never use technology
- Culture/Climate - this group noted the following data points in their recommendations for renewing this goal: the last student survey reflected that 25% of students report that bullying is an issue; there has been some growth in UC required course completion rates since 2000 but this has leveled off since 2010. More data is requested on suspension (what categories have increased?); more specific data regarding student attendance/absenteeism data is requested as well in the coming years.

Section IV: Narrative in support of Progress on the Critical Areas for Follow-up within the Action Plan

Goal #1: Critical Thinking - Summary statement.

Reading skills require that students are analyzing texts and collecting data requiring analytical skills to design, implement, evaluate and understand what scientific concepts (disciplinary core ideas), science and engineering practices, and crosscutting concepts are being studied. In English, students are completing analysis of text; evaluating content presented in media, text, and images; evaluating arguments and claims, evaluating the validity of reasoning and relevance to claims; analyzing two or more texts and comparing topics, analyzing multiple points of view from text; analyzing the components of fiction and the complexity of characters, word meaning, author choices, and the representation of a topic; in these as well as Social Science, there is an increased emphasis on primary source analysis.

Examples of the development of critical thinking skills in each department include:

- Lab reports with observations and conclusions that are focused on organizing and analyzing data and writing power conclusions as well as research-related assignments such as evaluating technical writing sources (informational texts), reading and responding to scientific journal articles citing claim, supporting evidence, and potential bias. (Science).
In English classes, students are analyzing performances using written and oral responses with the use of rubrics; providing thought-provoking questions that stimulate multiple responses; they use analysis of expository literature to write academic (objective) summaries with an emphasis on identifying main arguments/themes and their development within both informational and literary texts. This includes current articles that connect to broader themes/topics, along with primary source documents. In writing, students demonstrate critical thinking through being able to write and support claims with details and text-specific evidence (argument writing); identify author's persuasive claims; use of word choices; use of select text to support claims. Students are taught to annotate, using this as well as close reading to write analysis of concepts and topics and to write the connections of topical ideas between two texts.
- Math courses ask students to answer multiple step problem questions in complete sentences with correct use of math vocabulary and precision; students complete performance tasks and common assessments for each chapter where students apply math skills to solve complex problems. The department as a whole is using more word problems and requiring justification, reducing the amount of time spent reviewing skills, and increasing time working on performance tasks and critical thinking problems. In PE, students create workout programs using goals in Weights and Sports Conditioning, have students use notebooks to analyze their progress and in Art, students use pre-writing to have a clear idea of what their art is expressing.

- Visual and Performing Arts (VAPA) require students to apply critical thinking through learning about the components of their craft and then analyzing performances or displays.
In the area of Listening/Speaking, students in science classes design experiments, interpret data, perform descriptive and inferential statistics, and present the justification for their claims; in English class discussions, students consider others' thoughts in order to further their own understanding of a topic or piece of text. Students evaluate the speaker's point of view; determine the speaker's claim or argument; identify the speaker's reasoning and evidence; as a speaker demonstrate understanding of a topic and present logical reasoning orally. 9th grade students also use Inquiry Centers to further their understanding of more complex topics.
- As seniors, the American Government and Economics classes work in groups to solve real world problems. World Geography classes also use strategies such as Inquiry Centers for students to interact with information through different media and respond to a complex topic such as the effects of poverty in South America. Algebra 1, Algebra 2 and Geometry are using workbooks where they are analyzing books; Algebra 2 is breaking apart word problems and dissecting the components to set up the problem.
In Career and Technical Education courses such as Culinary Arts, students are researching vegan or vegetarian recipes that could be used in the cafeteria that follow state nutritional guidelines or determining the breakdown of workload for cooking each recipe; in Engineering classes, students are given a box of materials and, after training on various components of the build, are required to build a can crusher including a report and presentation. Teachers use activities that require students to work in groups, analyze primary source documents, draw conclusions based on evidence and then present this information using the skills from CCSS in CTE Literacy standards.
- Spanish teachers incorporate real world scenarios with problems that students have to solve, which sometimes result in cultural polemic debates in Spanish. Foreign language (Spanish) is using current events requiring students to analyze world events and develop positions and then discuss in Spanish.
- All departments school-wide have been working in their Subject Level Teams, with the assistance of the Literacy TSA, to create a series of four skills-based formative and summative common assessments (some are performance based) to gather data on student progress and inform instructional practices. Most departments are also creating subject-level, common rubrics that are then being aligned by department in hopes that there may be school-wide rubrics based on CCSS in literacy in the future.
- Special Education - All Resource (RSP) students are in the "co-teaching" model or fully included in general education classes, according to their academic abilities. These classes have a Special Education teacher or a para-educator in the class on a daily basis to support the RSP students as they work alongside their general education colleagues. Special Education paras/teachers meet at least once per week with their General Education partners to plan lessons, with the special education teacher or para providing insight into how the instruction should be modified to meet the needs of the RSP students (challenging but not frustrating). Some Resource students are also given a period of Tutorial where the Resource staff do mini-lessons around the students' IEP goals, including critical thinking and problem-solving skills. Special Day Class (SDC) students are also moving to CCSS through use of new curriculum and teaching strategies, working with Subject-Level Teams and using their examples as guidelines. Special Education has had the opportunity to meet as a site department on a monthly basis. Additionally, we have

met with the district Job-a-Like group on a monthly basis. The resource group meets weekly at lunch to discuss the matters at hand.

- Gianna Lillig (Literacy TSA) has supported access to Haiku so that the department has access to documents from co-teachers and so that we can share information within the department.. In addition, each member of the Resource group is assigned to at least one general education class. Through those classes and the subject level team associated with the class, we are accessing common core strategies. We have worked at length to establish a bank of transition goals that can be used with all of our students regardless of ability level.
- Much of the problem solving focus in the Tutorial class is in line with the student's transition to post high school training/education. The department has developed a bank of transition goals that serve as a skills ladder for the students. The department uses shared activities (assessments) to determine if students are making progress toward their transition goals and to determine whether they will be prepared for their next steps after High school.

Goal #2: Writing - Summary statement (Includes a focus on increase technical writing across the curriculum):

Departments are currently talking about how to incorporate writing, which has led to more writing instruction in all departments. For example, English is integrating expository texts with literature; Science is using strategies for reading textbooks and writing lab reports, in PE students are completing journals, World Languages are integrating articles on other cultures, and Social Science classes are responding to current events. Strategies being employed across the curriculum include academic summaries and argument writing:

Academic Summaries:

- **English, 9th and 10th grade:** Students are writing academic summaries on articles of the week and Juniors/Seniors are writing academic summaries, making sure that students can correctly identify author's claims. Students are experiencing an increased exposure to and analysis of primary sources, including articles connected to themes/topics. Teachers worked with TSA to find articles through blogs and NY Times teaching site with a focus on non-fiction. Over the past two years Grades 10 and 12 have focused on direct instruction of academic summary, while all grade levels have students write objectively about texts read in class.

Argument Writing – citing evidence, using primary source documents and non-fiction texts:

- **English, 11th and 12th grade:** These levels are also focused on argument writing, first teaching students how to identify components of argument in Non-Fiction articles, then, working toward building their own arguments. For the future, we will continue to refine our instruction and materials for informational texts. We will continue to link informational texts and literature, and continue to teach students the distinctions between unbiased writing and argumentation.
- **Social Science:** The department has chosen to focus more on argumentative writing, as the common core standards place a large emphasis on students' ability to use evidence to prove an argument. In 9th grade geography, students complete research projects and then write two paragraphs; in 10th grade, students continue to write paragraphs, implementing more advanced research and citing skills with a continuing focus on how to analyze, interpret and evaluate credible sources in their writing. Some sophomore teachers conclude the year with an essay, or include short-essay writing as a part of formal exams throughout the year. All junior students are required to write an argumentative research paper by the end of their junior year. Some U.S. History courses also use curriculum from the Stanford History Education Group (SHEG). These lessons often have students analyze information from two or more primary sources, and present evidence from those sources to support a particular argument. For example, some juniors have had to argue whether Lincoln in fact freed the slaves, presenting evidence from the Emancipation Proclamation and writings from Frederick Douglass.

- **Visual Arts:** Staff are designing a step-by-step process to guide students to a critique Art (CTE argument writing). Instruction in the language you use in art, writing artist statements, how to complete written critiques and give feedback to one another about their work. Students will also complete written reflections about their own work process, learning to understand their own thinking and work process. Performing Arts teachers are working in their Subject Level Team to teach their students the elements of critique using subject-specific vocabulary and concepts.
- **World Language:** There is an increased focus using inference and context to decipher meaning in reading and writing. Students read articles in the target language and complete summaries interpreting information and make a claim, using evidence from the text. Students learn to write or respond to an email in a professional tone and manner, using appropriate vocabulary and after learning particular grammar concepts and skills, students are asked to apply them in different situations -- other contexts as well as other mediums (i.e., from writing to speaking). AP Spanish completes a research paper, as well as writing about personal experiences and opinions.
- **Biology:** They have implemented strategies of close reading with technical writing along with the use of power conclusion for students to complete lab reports, a research paper, a scientific book report, and invention presentation with write-up. Health classes complete informational presentations where students have to read and then write about the topics assigned, using the appropriate format to cite the text as evidence. Teachers had all students write a reflection in regards to Human Evolution Unit. The Physics classes did a motion project that required research and written explanation of a question students had in relation to their studies of motion.
- **Math:** Common Core dictates more short response analysis and explanation of reasoning; therefore, the entire department is gearing towards more problem-solving and explaining their steps in complete sentences. Teachers are requiring students to re-write a word problem in their own terms and tests require students to complete performance tasks involving some writing. AP Stats and Calculus have always demanded short FRQ and Algebra 2 require students to complete written analysis of their thinking. The department has been working with the Silicon Valley Math initiative that requires students to write, challenging critical thinking.
- **PE:** Students are required to keep a journal about personal reflection and the link between physical fitness and mental success. The students complete notebook response every two weeks listing their workouts coupled with self-reflection of those workouts.
- **Special Education:** Staff works collaboratively with the General Education instructors to support the instruction in the general ed classrooms. Through the "Support Taught" classes, students have access to clarification and re-teaching of concepts if necessary. Additionally, many of the mini-lessons in the Tutorial classes focus on identifying evidence in the reading that can then be used as citation in the writing. The reading and writing activities in the Tutorial classes span a diverse range of topics thus allowing student to identify a variety of subject areas when they read. While the same reading level is not used across the Tutorial classes, the activities do act as a common activity as all teachers supporting ELA have used these activities.

Goal #4: Culture and Climate - Summary statement:

Staff Student Relationships:

Student Survey (May) comprehensive analysis of student opinion regarding their learning experiences at SRVHS (student driven) provided data used to help plan improvements in the area beginning with 2013-2014. This data was discussed during the work that staff did on the Common Commitments. The survey data showed that there are significant issues with Staff: Student relationships that need to be addressed and the reason for focusing on speaking and listening first is that it will give staff the opportunity to really start interacting more with the students on a personal level.

In the area of culture, different stakeholder groups have begun work towards Common Commitments. The certificated staff worked on a “Stop, Start, Keep” activity to focus their on their vision of how the community of SRVHS should view and interact with each other. So far, the student Leadership has created their goals for the school, designed a t-shirt and all staff as well as many students wear them as a reminder/reinforcement. The faculty is continuing to fine tune their vision statements and classified staff is beginning this process as well.

Student Culture and Climate:

The Community Values developed by Student Leadership were shared with the entire school body through a “Welcome Home” assembly at the start of the 2014-15 school year. Student Community Values are on the ID cards, t-shirts that staff and students wear on Spirit Days, spoken about at rallies; SRVHS HOME activities include free food, activities in quad, posters. There has been an increase in club offerings from about 35 (3 years ago) to over 50 in 2014-15 based on student request, GLADD Spirit Day in October is observed throughout the campus by wearing purple to show support of this part of our community and “Leader of the Pack” awards given to students living the Community Values are given out at rallies. Support for students has also been shown in creating a Memorial Garden to commemorate those who have been taken from us and to support the families. To keep communication going, the Student Senate meets on the 3rd Thursday of the month. Questions are solicited via google doc, all questions answered by administration

Staff Culture and Climate:

There has been a concerted effort to work on ways to improve staff climate and ways to improve admin-staff relationships. The 2013-14 school year saw a shift in meeting dates and focus that included late start Mondays for whole staff, departments, and subject level teams. The staff was also organized into cross-curricular groups (each one selecting an animal to represent them) in order to discuss topics that are school-wide. In doing this, more people have the opportunity for their voice to be heard on any given topic. After school meetings are dedicated to staff actively participating in a committee of their choice and review/revision and documentation of processes and programs throughout the school. To this end, the following have occurred to date: Staff handbook was re-organized to include new or revised policies/procedures, such as a new tardy program and part time TSA for monitoring attendance

Weekly counseling meetings established for planning and review of student needs and support systems as well as continued work on re-establishing articulation with the middle schools. To increase support for students in the area of social-emotional health, a Student Support Counselor was hired and counselors are meeting with students in their caseloads that receive a D/F grade and finding support for academics and tutoring

Bi-weekly Student Review Team meetings established that include all administrators, counselors, special education representation and psychologist. Staff may refer students to this meeting through a Google Doc where they list the concern that instigated the referral, actions to date and any other pertinent information. The team triages through the list and a member is assigned to follow up with the referring staff member to the degree possible, keeping in mind confidentiality

The principal formatted a Booster Council (all 7 Booster groups) to collaborate and coordinate efforts to support the school while maintaining all legal requirements

Staff Senate meets after school one Tuesday each month and is made up of at least two representatives from each department.

Members submit questions via google docs. Large topics have included staff accountability, cell phone policies, academic honesty policies, use of extra credit.

Culture and Climate Committee:

2014-15 saw a shifting of the focus of the Culture/Climate committee to the classroom and what students need to engage fully and be successful in maximizing their educational opportunities. The committee began by reading an article entitled, *“What I Learned by Doing What I Ask Students To Do”* by Grant Wiggins. The author gave an account of a high school teacher who followed a student throughout their school day and reported back the effect of the current model of education on the teacher as an adult and the conclusions that she made, after this experience, to change her practices. This article was then shared with the entire staff through a Professional Development half-day, where the groups (based on putting together two or more cross-curricular “Animal” groups) responded by citing habits/traditions/practices currently in place at SRVHS that should be “Kept” and ones that are not in place but should be “Started.” These lists (9 of each) were then culled down to the top five of “Keeps” and “Starts” – this process included student input as well. The next steps will be to research ways to address/approach or implement these practices in order to make recommendations to the staff as a whole. We must determine whether practices that we appreciate (such as the use of sarcasm/deprecating humor) are a help to our relationships with students or a hindrance.

Section V: Narrative in support of the Revised School-wide Action Plan

A review of each of the goals with their accompanying action steps produced the following recommendations/revisions: (Action plan steps in the Revision Rationale narratives below are referring to the plan in Section IV – as those previously highlighted yellow in section IV have been removed from the plan below and those previously highlighted in green have been revised)

Revision Rationale for Goal #1: Critical Thinking: Increase critical thinking and problem solving skills of students in all disciplines:

Revision of existing action steps (action plan from Section IV):

- In the goal area of Critical Thinking, the implementation of Common Core State Standards as well as Next Generation Science Standards has led to the use of common academic language definitions across all subject areas (Action step #7). Vertical articulation with middle school teachers needs to be strengthened in order to gain insight into student performance and placement (Action step #5). Articulation with math and science teachers (Algebra 1, IPS, Biology, etc.) needs to occur at a minimum of twice per year. To make this successful, all feeder middle schools need to be present. It is also recommended that SRVHS staff use some of the all staff Monday meetings to discuss cross-curricular skills, common rubrics, project development, grading policies, etc. Step #3 needs to be expanded to include more than just project based assessments. This needs to include daily lessons as well as formative assessment practices.
- Math Placement (Action Step #2): This goal is no longer necessary at this time. Placement tests (UC Readiness) for the next course in the Algebra 1, Geometry and Algebra 2 progression are given to students each spring. The UC Readiness test series has proven to have outstanding prognostic ability with respect to student performance in these courses. The results help teachers and counselors to guide students and parents to seek remediation, review and extra support over the summer when it may benefit the student in preparing for the next course. Placement tests are also given in these courses during the second week of school to assess readiness for enrolled courses and prescribe extra support and course changes. A new test is being developed by our district for placement in the new course, Accelerated Algebra 2, intended to allow for advancement to Calculus for those on the regular Common Core progression and other advanced students. For advanced courses following Algebra 2, the spring administration of the Pre-Calculus readiness test yields data for placement in Honors Pre-Calculus. It also provides data to assist math teacher and counselor recommendations for students seeking to progress to other 4th year math courses (regular Pre-Calculus, Advanced Math Topics, Statistics, and AP Statistics). A ranked list of scores on this test is provided to counselors to plan section numbers and advice students on appropriate placement.

Revision Rationale for Goal #2: Improve the ability of students to comprehend and write informational and argumentative texts across all disciplines.

Revision of existing action steps (action plan from Section IV):

- In the goal area of Writing, the team determined that implementing an online interdisciplinary writing resource center (Action step #4) was not an action step that would be pursued in the future. The rationale for eliminating this step is a lack of

commonality between teachers and departments as well as the difficulty and cost of maintenance of website, alternatives are sufficient. It was also determined that investigating grading support for teachers (Action step #5) was an action step that is no longer applicable as the intent was paid release time for grading, and it did not happen. Funding can be better allocated, possibly toward smaller class sizes.

- Some next steps that we should take would in action step #1, “Assemble and evaluate an inventory of the writing currently happening”. This could be done by asking each department to assemble a list of writing that students are currently completing. Then, professional development opportunities could be allocated for teachers to share from their departments and a school-wide inventory would be recorded. Additional Professional Development specifically targeting informational reading and writing is needed using existing staff. For example, a teacher could present to the staff about how he/she incorporates informational reading and writing, and then the staff would have a chance to meet with department members to talk and plan how it would like in their own classrooms. Teachers would then gather and read student samples of effective informational writing in order to norm the grading of informational writing.
- Action step #6, “Collaborate and train teachers on the use of the CSU ERWC program”, calls for better informing staff, students and parents of the course description and course prerequisites. As the course continues, the staff needs to look at data on a yearly basis to evaluate effectiveness of course as well as student placement
- To “Increase understanding of collegiate writing expectations and entrance tests”, Action step #10, the staff needs to have contact with college professors. There is a desire for annual professional development with college departments from California State Universities, UC or even St. Mary’s. This wouldn’t necessarily have to be at the site level, but could be handled at a district level, with representatives from each high school site.

Revision Rationale for Goal #3: Enhance student engagement and learning through the appropriate use of 21st-century technology.

Revision of existing action steps (action plan from Section IV):

- It is recommended that the tech committee continue it’s work as a decision making body to promote the inclusion of all staff into the tech decisions made on campus (Action step #2). A new priority over the last three years has been to see all students in all classes invited to bring their own devices to school (BYOD). In order to implement this program, the administration has purchased a significant quantity of Chrome Books. A survey of 320 students was conducted in the 2014-15 school year to ascertain how many students are able/willing to bring their own device. This enabled the tech committee to determine the timeline for implementing the BYOD program.
- There is also a need to continue research into the cost of e-books and online books to supplement or replace existing outdated textbooks as well as professional development on the use of the BYOD program in classes (Action step #7). World Language teachers need to receive training regarding recording and listening software to be used in the language labs (Action step #6).

- Each department has at least one mobile cart with a class set of Chrome Books as well as the five computer labs throughout the campus. To use these effectively we must continue to offer opportunities for teachers to share the technology that they are using in the classroom during all staff meeting times. We also must define how technology in the classroom can help student learning and promote effective teaching. The tech committee will continue to document the necessary skills as defined in the skills ladder research from last year and assess courses that can align to the needed technology skills (Action step #3).

Revision Rationale for Goal #4: Maintain and strengthen a safe and welcoming school culture that fosters student engagement and learning.

Revision of existing action steps (action plan from Section IV):

- “Utilize Naviance to survey students about campus climate issues and to solicit feedback on how to improve the climate on campus” (Action step #7) - The survey is a good indicator for campus climate and should continue to be done. The last survey only netted 109 responses out of the 2,100 student population. Knowing the SRV culture, it is vital that we have a better used measuring tool.
- Action step #1, “Develop a protocol for monthly committee meetings with staff”, needs a survey of the staff to determine if they feel the current model provides shared decision making. Positive steps have been made in this direction but current model was not designed by the staff, therefore, it must be evaluated by them.
- The character counts programs (Action step #4) was not conducive to SRVHS overall. Although we still distribute some awards that contain the character counts mottos, we have adopted a new “Community Values” mindset. Students created the community values, have modeled assemblies around these, they are a part of the values expected in class as well as school-wide. Students have these displayed on their ID cards as well as on T-shirts for students and staff.
- Action step #5 is to develop and maintain a cyber-awareness/cyber safety program. The staff must find ways to bring awareness into the classroom in a smaller setting that includes staff buy in.
- For Action step #6, “Expand and assess the effectiveness of the parent resource night to include more families in order to strengthen the focus of campus climate issues, especially bullying and harassment”, the committee feels that including this in the “Brown Bag” model that is being held in the Career Center would be effective. We should also consider adding links to the web site and/or the e-Link and/or weekly Principals Message.
- The committee believes we need to look at suspension/expulsion by infraction rather than numbers. We would like to see if there are patterns that need to be addressed. How can these infractions be addressed to help keep SRVHS safe?

NEW Action Plan Steps for GOAL 1: Critical Thinking: Increase critical thinking and problem solving skills of students in all disciplines:

Action Plan Steps	Who will partipate?	Resources Needed	Timeline
Provide time for cross-curricular collaboration to develop strategies for addressing critical thinking skills	Administration Curriculum Leaders Subject Level teams	Meeting time Substitutes for days away	Ongoing
Expand critical thinking through projects, daily lessons, and formative assessments for individual classes across the curriculum based on CCSS	Subject Level Teams Teachers TSA	Meeting time	Ongoing
Expand critical thinking projects for individual classes across the curriculum	Subject Level Teams Teachers	Meeting time	Ongoing
Strengthen and expand the peer tutoring program by encouraging more students to attend and by providing tutors with training on how to approach critical thinking problems	Administration Counselors Tutoring Coordinator Parents	Training Resources Parent Support Funding for Adult supervision time	Ongoing
Strengthen vertical articulation with middle school teachers to gain insight into student performance and placement	Administration Subject Level Teams TSA	Meeting time	
Increase primary source analysis in English and Social Studies	English and Social Studies subject level teams	Meeting time Professional Development Primary Source Resources	Ongoing
Analyze the national Common Core standards to identify ways to integrate future critical thinking standards into the math curriculum	Departments Subject Level Teams	Meeting time Professional Development Literacy TSA	Ongoing
Continue working with Departments during Subject Level Team meetings to refine the series of four skills-based formative and summative common assessments	Departments Subject Level Teams Literacy TSA	Meeting time Professional Development Literacy TSA	Ongoing
Data Analysis training	Literacy TSA Administration DL/CL	Meeting time Professional development Literacy TSA	Ongoing
Expand use of Haiku platform to share documents within and between departments	Departments Subject Level Teams Literacy TSA	Meeting time Professional Development Literacy TSA	Ongoing
Continue to refine the Co-teaching model to support RSP students in the general education classrooms – scheduling, staffing, training	Counseling Department articulation SPED administrative lead District SPED	-Training meetings – for para educators and teacher teams. Goal: expand this next year into more formal training for partnerships -Scheduling students into tutorials that correspondwith the co-teacher -Release time for teachers to articulate progress	Ongoing

		and plan lessons	
Implement Culturally and Linguistically Responsive Teaching and Learning mindset and strategies in all classrooms	District/site TSA Administration DL/CL All staff	-Staff members to participate in district training with Dr. Hollie – including coaching in the classroom -Staff development time and structure to introduce this to the entire staff -Time, funding and structure to implement using coaching model within the school	2014-15 2015-16 2015-16
Continued work to implement RTI campus wide	Literacy TSA Administration DL/CL All staff	-Review of RTI strategies already available -Ongoing PD in the implementation of these strategies in the classroom -	2014-15 ongoing

**Blue = new Action Steps for the next three years*

NEW Action Plan Steps for GOAL 2: Improve the ability of students to comprehend and write informational and argumentative texts across all disciplines.

Action Plan Steps	Who will participate	Resources Needed	Timeline
Assemble and evaluate an inventory of the writing currently happening	Teachers Departments Administration	Inventory Organization Tool Meeting Time	
Expand cross-curricular collaboration to meet and develop strategies for addressing critical reading and writing skills	Subject Level Teams Departments Administration	Meeting Time Professional Development	
Continue to develop an expository writing skills ladder including common writing standards with respect to grammar and citation	Subject Level Teams Departments Administration	Meeting Time	Ongoing
Collaborate and train teachers on the use of the CSU Expository Reading and Writing Program	Administration Subject Level Teams	Meeting time	Ongoing
Increase technical writing across curriculum	Administration Departments Subject Level Teams	Meeting Time Professional Development Writing Resources	
Utilize the library as a resource for technology and research across the curriculum	Subject Level Teams Teacher Library Media specialist	Funding Professional Development	Ongoing
Develop common resources for teaching reading comprehension strategies and note taking skills and disseminate the resources through staff development	Administration Departments Subject Level Teams	Professional development Meeting Time	Ongoing
Increase understanding of collegiate writing expectations and entrance tests	Administration Departments Subject Level Teams	Meeting time Outside Speakers	Ongoing
Increase student exposure and practice in analysis of primary source documents, including articles connected to themes/topics. Focus on academic summary and argument writing in cross-curricular settings	Departments Subject Level Teams	Subject level meetings Release time	Ongoing

**Blue = new Action Steps for the next three years*

NEW Action Plan Steps for GOAL 3: Enhance student engagement and learning through the appropriate use of 21st-century technology.

Action Plan Steps	Who will participate?	Resources Needed	Timeline
1. Continually revisit, update, and distribute the SRVHS technology plan	Administration Technology Committee	Meeting Time	
2. Strengthen the technology committee as a decision making body to include all stakeholders	Administration Technology Committee	Meeting Time	
3. Create a technology skills ladder mapping out the specific skills every student should master by the completion of each grade level	Technology Committee Departments	Meeting Time	
4. Develop interdisciplinary staff technology cohorts	Administration Interested Teachers	Meeting Time Funding for Technology	
5. Expand site-based professional development in technology	Administration	Meeting Time Funding for Professional Development	
6. Develop a computer language lab for the world language department	Administration World Language Department	Location Funding for Computers & Software Professional Development	
7. Investigate ways to expand textbook accessibility online	Administration Technology Committee Departments	Meeting Time	2015-2016
8. Develop an online SRVHS technology resource for students and staff that includes technology resources: best practices, recommended hardware and software, and professional development.	Administration Technology Committee Subject-Level Teams	Meeting Time	
9. Investigate new sources of funding for technology and support	Administration Technology Committee	Meeting Time	
10. Pilot and expand Bring Your Own Device (BYOD) program throughout the campus	Administration Technology Committee Teacher volunteers/all staff Freshmen students/all students	Release time for PD Release time for articulation Funding for purchase of additional devices (Chromebooks) and support	2014-15 pilot 2015-16 and beyond – expand throughout all grades

**Blue = new Action Steps for the next three years*

NEW Action Plan Steps for GOAL 4: Maintain and strengthen a safe and welcoming school culture that fosters student engagement and learning.

Action Plan Steps	Who will Participate?	Resources Needed	Timeline
1. Develop a protocol for monthly committee meetings with staff, students, and administration to re-establish the shared decision making model for school policy changes.	Administration Leadership Team	Meeting Time	
2. Expand campus cleanup efforts to include groups beyond environmentally-orientated clubs	Administration Student Clubs and Organization Campus Climate Committee	Funding for clean-up efforts	
3. Investigate the formalized use of a peer to peer mediation program through the San Ramon Student Ambassadors Program and the ASB Leadership Program	Administration SRSA Leadership Program	Meeting Time Funding for Staffing	
4. Continue to incorporate the Community Values mindset and actions school-wide *revised action step	Administration Leadership Program Campus Climate Committee Subject-Level Teams	Funding for Professional Development Meeting Time	
5. Incorporate the Character Counts program more fully into all facets of the school	Administration Leadership Program Campus Climate Committee Subject-Level Teams	Funding for Professional Development Meeting Time	
6. Develop and maintain a cyber-awareness/cyber safety program	Technology Committee Departments	Meeting Time	
7. Expand and assess the effectiveness of the parent resource night to include more families in order to strengthen the focus of campus climate issues, especially bullying and harassment	Administration Counseling Department		
8. Utilize Naviance to survey students about campus climate issues and to solicit feedback on how to improve the climate on campus	Departments Career Center Campus Climate Committee	Naviance Career Center Funding	
9. Use the Culture/Climate committee to investigate ways to respond to student issues by implementing strategies school-wide to increase student connection to school	Culture/Climate committee Administration All staff	Committee meeting time Survey of student needs Professional development as needed	Ongoing
10. Organize our current systems, explore and develop additional systems/structure to implement a Social-Emotional RTI structure	Counselors Student Support Counselor Administration District personnel	-Data from district survey and CHKS -Meeting time to analyze data and existing programs to address needs -Meeting time to research programs to meet needs not currently addressed -Time to share/train teachers on RTI for social emotional issues	2014-15 Begin in 2014-15 and ongoing

Improve student attendance	Administrative TSA Attendance staff Campus security Counselors Administration All staff	Funding for admin TSA Time for review/revision of practices Time for review of data and reporting to staff	2014-15 and ongoing
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**Blue = new Action Steps for the next three years*

**Green = revised from Previous action plan in Section IV*

SRVHS SPSA: Planned Improvements in Student Performance:

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #1:

1. Continue work on speaking and listening, text complexity, and argumentative writing to build on previous year's professional development.
2. Begin work on integrating media sources, an increased emphasis on informational texts, and literacy standards for content areas (writing to learn).

Data Used to Form this Goal:

1. Student Survey covering instructional strategies, engagement strategies etc.
2. STAR data from ELA and Math assessments which pinpoints areas for growth.

Findings from the Analysis of this Data:

1. Survey shows that students want more active engagement in their classes.
2. EAP data shows that fewer than 50% of students are prepared for college entry level classes.

How the School will Evaluate the Progress of this Goal:

1. Common Assessment Data within all curriculum areas will be analyzed during collaboration time.
2. Student Survey on teaching strategies/engagement/climate etc. will be administered and analyzed within committees.
3. Writing samples will be analyzed from all content areas during collaboration time.
4. Professional Development surveys will be administered and discussed within the professional development committee.

Actions to be taken to Reach This Goal:

1. Each teacher within a subject level team will use the same Summative Common Assessments so that their results can be analyzed and discussed.
2. Share <http://sbac.portal.airast.org/> with all staff so that they can view CAASPP practice and release questions and rubrics.
3. Test Coordinator and TSA To provide a variety of workshops for teachers such as technology, assessment design, rubric development, close reading, nonfiction texts etc.
4. Utilize the SRVHS Common Core TSA to: Design and implement professional development workshops focusing on Common Core skills, facilitate subject level team collaboration and work 1:1 with all teachers.

5. Our Literacy TSA is also facilitating subject level team teacher observations and cross curricular teacher:teacher observations
6. To utilize the professional development council as a planning group to provide staff driven professional development.
7. To utilize the technology committee to help plan professional development to increase student and staff technology skills
8. To ensure that we have enough computer devices to support CAASPP
9. Three class sets of Chromebook carts.

SCHOOL GOAL #2:

1. Develop and implement a comprehensive and school-wide RTI system that supports all students.

Data Used to Form this Goal:

1. D & F student data
2. SST process
3. CST data

Findings from the Analysis of this Data:

1. Some subgroups of students need more academic support.
2. SST process needs to feed into more tiers of intervention.
3. CST performance and grade performance are sometimes not correlated.

How the School will Evaluate the Progress of this Goal:

1. Benchmark assessments, grades etc.
2. Common Assessments
3. CAASPP data
4. Data from D&F lists
5. Student survey data

Actions to be taken to Reach This Goal:

1. To continue reorganizing Special Education so that students are grouped by their learning goals, to make sure that teachers are co-teaching in their assigned classes.
2. To use the master schedule to make sure that special education students are properly placed into their tutorial and co-taught classes. Co-taught classes will increase from 6 to 12 in content area classes.
3. To provide accessible interventions for D and F students.
4. To provide optional lunch time drop in tutoring.
5. To provide informal math, world languages, and science support after school.

6. To provide math and English Intervention classes for freshmen and sophomores in the master schedule for students that need intensive support in these areas.
7. To improve middle school articulation so that SRVHS staff are better aware of the academic programs offered at middle school level and the needs of the students as they graduate to high school.
8. To provide support for students transitioning from middle to high school through the Building Bridges program.

SCHOOL GOAL #3:

1. Increase school safety by regularly analyzing climate and safety concerns of students and staff on campus and by improving transparency and building trust.
2. Improve communication to the parent community, to the staff (classified and certificated), and to the student body.

Data Used to Form this Goal:

1. Parent, staff, and student surveys.
2. Monthly student senate meetings.
3. PTSA priorities.

Findings from the Analysis of this Data:

1. While climate on campus is good, it can be improved.
2. Students have lots of questions about things that are going on around campus.
3. PTSA wants to maintain a positive campus climate.

How the School will Evaluate the Progress of this Goal:

1. Review of California Healthy kids survey, Bullying Prevention and Interventions Survey, parent, staff, and student surveys.
2. Information from student senate meetings.
3. Information from PTSA meetings.

Actions to be taken to Reach This Goal:

1. To continue to set up events/systems that provide opportunities for students, parents, and staff to ask questions about the school and get accurate feedback/answers.
2. To maintain systems that allow for shared decision making between administration and teaching staff, classified departments, and students.
3. To continue utilizing the various staff committees to improve the culture and climate at SRVHS.

SCHOOL GOAL #4:

We will allocate our \$25,000 budget toward reaching all three of the goals listed above

How the School will Evaluate the Progress of this Goal:

Through the progress made towards goals 1-3

Technology Skills Ladder

Draft: 10-9-2014

9th Grade Skills

- Log-in
- etiquette: when to email; how to email; intro level
- Google Docs (how to log in, share, download and attach to email)
- Spreadsheet & Graphs (move to 10?)
- Scatter Plot / Best Fit
- Diagrams
- Word Processing
- Basic Formatting
- Citation
- Presentation

10th Grade Skills

- Online Discussion / Comments (how to use tech, how to make meaningful comments, how to use to answer questions rather than asking teacher)
- Technology Etiquette
- E-mail
- Public Profile
- Researching
- Basic online / database
- Presentation
- Intermediate formatting
- Intermediate presenting

11th Grade Skills

- Word Processing
- Advanced reports → using styles & table of contents
- Online Etiquette
- Professional appearance
- Use of job sites / resume

- Researching
- Advanced
- Presentations
- Advanced formatting

12th Grade Skills

- Presentation
- Advanced presenting
- Job Skills
- Resume / online resume

Questions and Next Steps:

1. Who is responsible to teach these things?
2. Should the skills be attached to specific courses rather than grade level?
3. Who will enforce this policy?
4. What are the existing standards/skills built into curriculum?
5. Could it be added to library intro?
6. Do science teachers teach spreadsheets or just assign?
7. Next steps: informal poll of depts.

The Technology Integration Matrix Table of Summary Descriptors

This table contains summary descriptors for each cell of the Technology Integration Matrix (TIM). Other available resources include tables detailing student activity, teacher activity, and instructional settings for each TIM cell.

Levels of Technology Integration into the Curriculum

		Entry	Adeption	Adaptation	Infusion	Transformation
Dimensions of the Learning Environment	Active	Information passively received	Conventional, procedural use of tools	Conventional independent use of tools; some student choice and exploration	Choice of tools and regular, self-directed use	Extensive and unconventional use of tools
	Collaborative	Individual student use of tools	Collaborative use of tools in conventional ways	Collaborative use of tools; some student choice and exploration	Choice of tools and regular use for collaboration	Collaboration with peers and outside resources in ways not possible without technology
	Constructive	Information delivered to students	Guided, conventional use for building knowledge	Independent use for building knowledge; some student choice and exploration	Choice and regular use for building knowledge	Extensive and unconventional use of technology tools to build knowledge
	Authentic	Use unrelated to the world outside of the instructional setting	Guided use in activities with some meaningful context	Independent use in activities connected to students' lives; some student choice and exploration	Choice of tools and regular use in meaningful activities	Innovative use for higher order learning activities in a local or global context
	Goal-Directed	Directions given, step-by-step task monitoring	Conventional and procedural use of tools to plan or monitor	Purposeful use of tools to plan and monitor; some student choice and exploration	Flexible and seamless use of tools to plan and monitor	Extensive and higher order use of tools to plan and monitor

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida College of Education and funded with grants from the Florida Department of Education. For more information, visit <http://mytechmatrix.org>.