

Schoolwide Action Plan

In Spring of 2012, Woodside High School identified two primary Critical Academic Needs (CANs).

CAN #1: To close the achievement gap through an emphasis on the development of literacy skills.

CAN #2: To establish a school culture based on the 8 Conditions and to build a spirited school community.

In Fall of 2012, Woodside again reviewed these CANs as a staff with the new principal. The SDMC then revised the action plans associated with these goals to refine the school's vision for the coming year. During the 2013-2014 school year, the SDMC worked off those revisions to guide the initiatives and programs the school undertook. This led to such developments as the Aspirations Periods and The Den. In Fall of 2014, as a part of the WASC mid-cycle review process, the SDMC felt compelled to revise the action plan steps again.

It is clear that the entire staff is aware of and is actively working on the Critical Academic Needs from the WASC report of 2012. The programs that Woodside undertakes are often staff generated, then SDMC approves and implements those programs. As detailed in the following pages, once programs are implemented, SDMC monitors and revises. This has led to eliminating Woodside Writes, for example, or to expanding and refining successful programs like College Day. What follows is the most recent Action Plan which comments and amendments.

Chapter V: School-wide Action Plan – revised 11-13-12 by SDMC – draft revisions from ad-hoc group (principal, parent, teacher, student, classified) 12/3/14 for SDMC approval on 12/8/14 meeting

Critical Academic Need #1: To close the achievement gap through an emphasis on the development of literacy skills.

Rationale

A salient achievement gap exists between Caucasian students and other subgroups, including: Hispanic, African-American, Pacific Islander, socio-economically disadvantaged, students with special needs, and English learners. *Please note for both action plans that as per the WASC training, we have not extended time lines beyond three years (in most cases), though many steps are ongoing and will be evaluated and revised as necessary at the three year mark. The 2014 revisions extend the timeline for another three years to 2018.*

Growth Targets

- ~~ALL students will advance to the next performance band in CST assessments.~~ Remove this target since CST's are no longer are used by the state. Replace with a new target based on the SBAC when it is given this spring, providing a new baseline. Only CST Science is still being used to determine AYP.
- The number of graduates meeting the CSU and the UC A-G requirements will increase by a minimum of 5% in all subgroups over the previous year's baseline. **DATA available at SDMC mtng.**
- The number of students receiving a proficient score on each section of the CAHSEE, on the initial 10th grade administration, will increase by a minimum of 5% over the previous year's baseline **DATA available at SDMC mtng.**
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- A.ELs consistently enrolled in WHS courses during the previous school year will advance at least one level of proficiency as measured by the total score on the fall administration of the CELDT. **DATA available at SDMC mtng.**
- The percentage of freshmen that complete at least 50 credits with a grade of C or better by the end of their freshman year (post summer school) will increase by 5% from the previous year's baseline. **DATA available at SDMC mtng.**

ESLRs Addressed

All of the "8 Conditions" will need to be addressed in order for under-performing students to maximize their academic and personal potentials: Belonging, Heroes, Sense of Accomplishment, Fun and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and Responsibility, Confidence to Take Action.

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
Apply for/ implement 21st Century Grant to provide a comprehensive after-school program (Aspirations)	Principal, Aspirations Program Coordinator, all staff	\$1.25M (over five years) grant from CDE; 21st-Century Grant Document/ Outline for Program/MOUs	Annual evaluation and progress reports; external evaluator	Spring 2012— Spring 2015 Note –WHS was not granted funding. This action plan item is suspended.
Implement Title I Mentoring Program and Supplemental Educational	IVP, Guidance Counselors, Director of EL (SUHSD), Principal, Asst. Superintendent of Ed	Title I funding; additional district funding for SES	Title I student grades and progress reports, homework accountability	2012 Implementation; 2013/annual SDMC Evaluation

Services (SES)	Services, All Staff			Continue through 2018
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Follow Essential Program Components (EPCs) and continue work with DAIT provider	Principal, IVP, AVPs, department chairs, content coaches, all staff	District funding; Title I funding; Program Improvement funding	Achieve a rating of “4” (top rating) on each EPC as evaluated by DAIT provider. District is continuing use of tools from same DAIT provider, ALS (Action Learning Systems). The rating system was suspended and replaced with the annual report to the Board.	Spring 2012—Spring 2014; duration of PI status Continue through 2017 or as long as district remains in DAIT.
Identify 9 th -&10 th -graders who are not meeting school goal of 25 credits with Cs or better at semester and place in appropriate intervention	Guidance Counselors, Admin Team, Bilingual Parent Coordinator, Special Ed case managers	Infinite Campus; Intervention Programs	Progress reports; quarter and semester grades; # of intervention referrals; Nova Net/ APEX/ Cyber High credit recovery	2012—2018 Twice yearly review of semester & final grades
Focus professional development opportunities on DII (Direct Interactive Instruction) strategies	Principal, IVP, department chairs, Assistant Superintendent of Ed Services, content coaches	Professional development funds, release days, release time for coaches and instructional leaders	Student performance; best practices; teacher planning and curricular modification. Every department has completed DII training, and new teachers receive yearly DII training. District-sponsored campus walk-thrus using DII rubric. Participation in district walk-thrus on other campuses.	Spring 2012—Spring 2013; duration of PI status Fall 2013 – Spring 2015; duration of PI status
Implement progressive discipline and positive behavior reinforcement	AVPs, Principal, IVP, all staff	Infinite Campus, KLEAR, mental health counseling, parent meetings,	Number of expulsions and suspensions; No Privileges List;	Fall 2012—Spring 2013; ongoing Evaluation Spring 2013, Spring 2015

		Sequoia Health Foundation grant for Adolescent Counseling Services funding	attendance/detentions; increased lunch and extra-curricular activities; use of tutorials for detention; “Stand-up Jar”; Number of ATS referrals	Continued funding for lunch intra-murals rec’d through Spring 2015. ATS (alternative to suspension) added in 2012 with continued funding rec’d through Spring 2015.
Work to foster the Quaglia Institute’s “8 Conditions”	Aspirations Leadership Team, SDMC, all stakeholders, Students-Offering-Support (SOS)	Quaglia Institute, district funding	My Voice Survey Results; School-wide writing assessment; ESLR reflection; Aspiration periods reflection	Fall 2011— Spring 2013 Spring 2016 (three-year contract with Quaglia Institute, extended three years); continue My Voice Surveys through Spring 2015 Spring 2016; Spring 2015 evaluate continued use of surveys (must pay); use of iknowmyclass surveys
Continue to foster AVID and ALearn programs	Principal, IVP, District Office, AVID Coordinator, Mathematics department chair, all staff	District funding, private funds	Number of under-represented students in AS/AP classes; A-G completion rates; annual Board report	Summers 2011 & 2012 Pilot and Implementation; Bi-annual SDMC evaluation
Continue to foster Compass and Summer Math Acceleration program	Principal, IVP, staff, Mathematics department chair, District Office	District funding, yearly private funds (Foundation)	Number of 9 th -graders earning 50 credits or more with Cs or better; increased Math placements, anecdotal focus group reports	Annual Evaluation/Data Review Fall 2012—Spring 2015 2017
Implement Equal Opportunity Schools (EOS) strategies: stu/tchr surveys, outreach, supports	Principal, IVP, staff, ASAP (Advanced Standing/Advanced Placement) teacher committee, District Office, EOS coordinator	District funding, EOS	Number of under-represented students in AS/AP classes; number of student attending summer bootcamps; number of students earning a C or better	Fall 2013 – Spring 2014 partnership with EOS Summer 2014 – Spring 2015

Implement after school tutoring venues and homework café: The DEN	Principal, IVP, staff, ASAP (Advanced Standing/Advanced Placement) teacher committee	EOS grant for reaching goals, Wells Fargo Community grant, school discretionary funds, private funds (Foundation)	Number of student users each semester; user surveys	Fall 2013 – spring 2016
Implement The BIG READ as a common academic experience for all students	Principal, IVP, staff, SDMC, Leadership students as discussion leaders	District funding, site discretionary funding	Participation rates, anecdotal evaluation of event	Fall 2013 – spring 2016

Critical Academic Need #2: To establish a school culture based on the 8 Conditions and to build a spirited school community.

Rationale

The Shared Decision-making Council (SDMC) reviewed the *My Voice* surveys from Spring 2012 for students, staff, and parents. Some of the findings from the review that served as a catalyst for dialogue included:

- 87% in 2012, 85% in 2014 of students say that they want to do better in school
- 70% in 2012, 65% in 2014 of students say that they feel teachers respect them

- 62% in 2012, 63% in 2014 of students say that they are excited to tell friends when they get good grades
- 60% in 2012, 54% in 2014 of students say that students are supportive of each other
- 51% in 2012, 47% in 2014 of students say that they feel staff have fun at school
- 44% in 2012, 43% in 2014 of students say that they find school boring
- 53% in 2012, 50% in 2014 of students say that students respect teachers
- 47% in 2012, 41% in 2014 of students say that they are a valued member of the school community
- 47% of students say that they respect each other (males 42% in 2012, 46% in 2014, females 43% in 2012, 45% in 2014)
- 39% in 2012, 33% in 2014 of students say that bullying is an issue

Growth Targets

The *My Voice* surveys for students, staff, and parents will be administered on an annual basis. The SDMC will review the data with a particular focus on the areas stated above as well as other indicators of school culture, including: rates of student participation in extra-curricular activities, athletics, clubs, dances, and rallies. Teachers also have access to Quaglia’s iKnow surveys which allow teachers to gather perception data for specific classes.

ESLRs Addressed

The Woodside High School community is committed to fostering the following “8 Conditions” in order to maintain a healthy school culture: Belonging, Heroes, Sense of Accomplishment, Fun and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and Responsibility, Confidence to Take Action.

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of improvement	Timeline
Continue Aspirations work with the Quaglia Institute	Aspirations Leadership Collaboration Team, SDMC, Principal	District funding, site discretionary funding	<i>My Voice</i> surveys; student and staff interviews Staff development 11-7-12 – teacher handout/goals	Fall 2011—Spring 2013—Spring 2016; 2013-2014 2016 continue with Quaglia initiatives, extended three years; 2014-2015 SDMC evaluation of initiatives, including Aspirations periods
Create and implement	SDMC; Department	SDMC ad-hoc	SDMC reflection;	2012-13 Implement

a reflection for newly adopted ESLRs (8 Conditions)	chairs	collaboration; The Write Staff Collaboration Group; Staff	feedback from students and staff	New Writing Day prompts based on the conditions; Spring 2013 evaluate/revise writing prompts; initiative dropped upon reflection replaced with Aspirations periods
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Continue to support school activities that foster school spirit (e.g. all school and freshman assembly and Spirit Week, Aspiration periods)	All stakeholders	School communications: <i>Communicat</i> , website, weekly bulletin, Collaboration 2 group “Connections,” planner, calendar, announcements, digital newspaper, social media (Facebook, Twitter), staff t-shirts, mousepads	Student feedback; staff feedback; <i>My Voice</i> surveys	Fall 2012 Continue all school assembly/rally; Continue annual Freshman Assembly/Rally; 2012-13 addition of second spirit week; Annual SDMC/ Student Leadership review of school goals Aspiration periods
Commit resources and time to programs and collaborations with an emphasis to foster and enhance a positive school climate	Principal, administration, SDMC, Students-Offering-Support (SOS)	21st-Century Grant, private funding, “Special Project” days (College Day, Club Day, Writing Day , School Rally), Collaboration 2 groups, California Partnership Academies, Wildcat Schedule, Summer Compass Program	Writing Day 2012 agenda (time for two periods of “Special Projects”); Collaboration Schedule; Positive School Climate Collaboration 2 Group minutes and initiatives Staff development fall 2012; recognition of playoff teams receiving Jamba Juice with the Principal	Spring 2012—2015 Annual spring proposals and SDMC review
Integrate/ embed “8 Conditions” into curriculum/lessons/ Open House/ Unsung Heroes/ Summer Compass	Teachers, department chairs, administration	Quaglia Institute, department meetings and collaborations	Lesson plans; assignments and projects; syllabi; class observations; department meeting agendas	2012-2013 “8 Conditions” will be present on all syllabi; 2013-15 Annual Department review/evaluation of integration of “8

Program				Conditions”; Annual Spring My Voice IKnow Surveys 2012-2016
Recognize Positive Behaviors	Administration, all staff, all stakeholders	Professional development, Infinite Campus, department meetings and collaborations	Positive phone calls and postcards home; student recognitions; Infinite Campus documentations Student of the week (month) – implemented 2012	2012-2013 Implementation of Student Commendation protocol; 2013-2015 consideration and implementation of additional method of commendation/ recognition; 2013-15 Student of the Week/Month program; 2014-15 Athlete of the Week program
Continue College Day	all stakeholders	Community members, private funding	Student participation based on attendance, SDMC reflection, number of students taking college entrance exams	Continuing 2012-2018