

To accomplish our goals, we need to ...				
Task	Person(s) Responsible	Implementation Steps and Resources Professional Development	Tangible Outcomes	Timeline
Establish a post-WASC Leadership team to regularly review progress on plan and report to stakeholders (include staff, students, parents, admin)	WASC leadership team, admin	Identify roles for teacher-leaders Identify teacher-leaders	WASC progress team Job descriptions, goals and commitments	June 2014
	WASC progress team	Design a schedule for plan review and reporting	Schedule and commitments on WASC website	June 2014, updated at the end of each semester
	Staff Development Committee with WASC progress team	Develop master professional development plan with discernible goals supporting the WASC plan goals.	Goals for Professional Development Rubric for decisions about funding and resource allocation	September 15
	WASC progress team	Attend PLC training	Developed plan for implementing PLCs at PHS	Summer, 2014
		Set up structures and schedules that allow PLCs to meet (Wednesday schedules)	PHS Calendar	January 2015
		Monitor and evaluate WASC Plan Goals	Documentation of progress	Ongoing
		Establish plan to report progress through: -Department Meetings -Leadership Team Meetings -Site Council -Staff Meetings -Department Meetings -Leadership Team Meetings -PAC Meetings -Trojan Connections -Site Council		

Establish systems to evaluate the success of programs and initiatives	Admin District IT personnel WASC progress team PLCs Staff	Establish a PLC to design an evaluation tool for critical programs and initiatives	Evaluation tool	December 2014
		Identify critical programs and initiatives: i.e. SSR, Tutorial, Math interventions, CAHSEE Camp Make-Up English, Odysseyware, SAP, EL programs, Steps to Success	Critical programs list	December 2014
	PLC Admin	Establish a system for annual program review and reporting to staff and School Site Council	Annual Progress report	May 2015
Develop robust technology infrastructures	District Site Tech Committee	Pursue Ubiquitous Wi-Fi Purchase and install technology hardware and software (Smartboards, Elmos, computers, routers, etc.)	Wi-Fi availability everywhere on campus Technology Inventory and Needs assessment	June 2015(?)
	District Tech Committee Site Tech Committee Professional Dev't Committee Site Council	Investigate, select, and train for effective educational technology Provide effective training of personnel	Evidence of technology use in classrooms Funding for technology training as needed	June 2015 Ongoing
	Admin, Staff	Take advantage of Google NBCUE training	Increased use of Google apps	Fall 2014

<p>Goal #1 Improve student performance and competence in literacy and math in all subject areas through implementation of Common Core and enhanced professional practice.</p>	
<p>Rationale:</p> <ol style="list-style-type: none"> 1. A significant percentage of students are not proficient in math when measured by the CSTs, AP score results, and the EAP 2. Common Core Standards require that students demonstrate high levels of literacy and competence in accessing complex texts 3. The implementation of Common Core standards requires changes to curriculum and practice 	
Supporting Data	Measurable growth targets
<p>CST scores – Algebra – Proficient and Advanced: 14% , n=257 Geometry – Proficient and Advanced: 24%, n=267 Algebra II – Proficient and Advanced: 24%, n=218 Summative – Proficient and Advanced: 51%, n=117</p> <p>CAHSEE Math – Proficient and Advanced: 70.2% ELA -- Proficient and Advanced: 76.1%</p> <p>EAP Scores – MATH 21.7% “ready” n= 83 ELA - 40.6% “ready” n= 276</p> <p>AP Statistics – Passing Scores: 31, n=54 AP CALC AB – Passing Scores: 7, n=12 AP CALC BC - Passing Scores 7, n= 32</p> <p>AP English Language – Passing Scores: 10, n=10 AP English Literature – Passing scores: 9, n=9</p>	<p>Increase number of students testing as “ready” in the EAP in both ELA and Math</p> <p>Increase number of students taking AP courses and increasing number receiving 3+</p> <p>Increase number of students taking Algebra II and above</p> <p>Increased incidence of Common Core strategies in the classroom as reported by Common Core walkthrough</p> <p>All courses incorporate Math and English Common Core Skills (close reading, critical thinking, writing, problem solving)</p> <p>Improved competence in Algebra I</p>
SLOs Addressed	Critical Learner Needs Addressed
<p># 1. Students will do their best # 3. Students will be prepared for post-secondary opportunities</p>	<p>All students, including Hispanic, English Learners (EL), Socioeconomically Disadvantaged Students (SED) and Students with Disabilities (SWD) must achieve at higher levels in math and improve their literacy skills. They must be encouraged to continue to take advanced classes.</p>

Goal #1					
Improve student performance and competence in literacy and math in all subject areas through implementation of common core and enhanced professional practice.					
Task	Person(s) Responsible	Implementation Steps and Resources	Professional Development	Tangible Outcomes	Timeline
Increase professional development opportunities and participation for all staff.	Common Core Leads Staff Development Committee Departments PLCs	Identify key elements of common core teaching practice and assess current practice Encourage and support formal and informal peer observations to improve instructional practice Determine PD needs Assist teachers in matching knowledge gaps with professional development resources and funding Provide clearinghouse of PD opportunities.		Walk-through document to identify use of Common Core strategies and practice. Professional Development Plan Evaluate PD by survey and share out. Require PD share sessions with staff	Fall 2014 Spring 2015
Transition all current courses to support CCSS Literacy Standards.	District Curriculum and Instruction Director Common Core Leads Teachers Admin GLASS teams Librarian Principal	Identify key elements of common core curriculum literacy standards for each subject Practice teaching close reading Standardize note-taking procedures Develop library of primary source documents Design and administer performance tasks in each curricular area Create cross-curricular PLC teams to foster		Use GLASS team documents to confirm cross curricular agreements Every teacher has at least one lesson plan for a close reading exercise Grade level agreements for note taking Performance tasks, lesson plans Clear examples of integration of CTE	Fall 2014 End of Semester 1, 2014 Fall 2014 Fall 2015

	Common Core Leads	interdisciplinary efforts in core areas	and core Clear examples of integration of curricular and co-curricular courses for all pathways	Fall 2015
Transition traditional math courses to CCSS integrated math courses	Asst. Superintendent of Instruction	Select and Purchase of Appropriate Instructional Materials in collaboration with district.	New materials	Spring 2015
	Principal	Provide teacher training in Use of New Materials and Curriculum	Training Schedule for all math teachers and selected science and co-curricular teachers	Begin with Math 1 in summer 2015
	Math Dept. Chair	Continue Teacher Training in CCSS Teaching Strategies and Standards	MARS tasks, performance tasks, peer visits and walkthroughs	Ongoing
	WASC progress team Admin PAC	Establish collaboration time for math teachers (PLCs) to debrief, fine tune, and assess implementation		
Create/find methods to assess student performance, including practical skills (replacement for CST)	Teachers PLCs	Determine essential skills for each course	Documented essential skills for each course with emphasis on CCSS skills required in English and Math	Spring of 2015
	PLC Teachers	Design measurement tools for essential skills or adopt existing assessments	Common Assessments	Fall 2015
	PLC Teachers	Adopt common writing rubrics and expectations across the curriculum	Common writing rubrics for various types of academic tasks	Fall 2015
Increase teacher collaboration time (PLCs) to review student performance, improve instructional practices, and optimize instructional time.	WASC Progress Team	Design and administer at least one common assessment per course	Common Assessments	Spring 2015
	Administration	Disaggregate and review student performance data	Data and discussion protocols	Fall 2015
	Teachers Department Chairs	Design and allocate time for structured data analysis.		
Reduce number of	Counselors	Identify students with Ds and Fs and contact them	Listed Students of Concern with	End of Semester 1,

students receiving a semester D or F.	Counselors	to make a plan for success Evaluate D/F students at the end of semester	plans for success Updated List of Students of Concern	2014 Second Semester 2015
	PLC Admin WASC progress team	Evaluate Tutorial use by struggling students Evaluate deployment of staff resources during tutorial	Report on Tutorial use	January 2015
	PLC ELRT Bilingual Student Ambassadors	Establish tutoring programs After school programs	Tutoring plan for EL/Hispanic students	October 2014

<p>Goal #2 Close the achievement gap for all subgroups (Hispanic Students, English Learners, Students with Disabilities, Socio-Economically Disadvantaged)</p>	
<p>Rationale:</p> <ol style="list-style-type: none"> 1. Although we have shown growth in academic achievement, our subgroups continue to lag behind the performance of white students 2. Participation in honors and AP courses does not reflect the demographics of our school 3. We did not meet AYP for the following subgroups: <ul style="list-style-type: none"> Socioeconomically Disadvantaged (SED) English Learners and Students with disabilities did not have significant populations 	
<p>Supporting Data</p> <p>API Achievement Gap:</p> <p>Hispanic Students – 96 points SED students - 106points EL students - 149 points Students with disabilities – 251 points</p> <p>CSU eligibility (2013) - 35% of graduating class</p>	<p>Measurable growth targets</p> <p>Accelerate increase in scores of subgroups on remaining CST tests</p> <p>Improve proficiency of subgroups on CAHSEE exam</p> <p>Monitor subgroup performance on new Smarter Balanced exams</p> <p>Prepare and encourage more subgroup students to enroll in and be successful in advanced courses.</p> <p>Increase annually the percentage of students meeting a-g eligibility requirements for all subgroups</p>
<p>SLOs Addressed</p> <p># 1. Students will do their best # 3. Students will be prepared for post-secondary opportunities</p>	<p>Critical Learner Needs Addressed</p> <p>All students, including Hispanic, English Learners, Socially and Economically Disadvantaged Students and Students with Disabilities, must achieve at higher levels in math and improve their literacy skills. They must be encouraged to continue to take advanced classes. (Relates to Schoolwide Learner Outcome #1: Students will do their best and #3 Students will be prepared for post-secondary opportunities)</p>

Goal #2 Close the achievement gap for all subgroups (Hispanic Students, English Learners, Students with Disabilities, Socioeconomically Disadvantaged)				
Task	Person(s) Responsible	Implementation Steps and Resources	Tangible Outcomes	Timeline
Identify, encourage and support participation in advanced coursework and pathways	Administration All teachers Counselors	Identify students with potential for advanced coursework using PSAT results and teacher feedback Develop consistent school-wide message regarding course sequences and expectations (Counselors and Teachers, Trojan Connections curriculum) Develop and deliver consistent school-wide message regarding pathway options	More students enrolled in advanced coursework Numbers of students succeeding in advanced courses, from Honors/AP to advanced electives like Sociology, Advanced Auto, NIMS, and chemistry.	Fall 2014
	Teachers PLCs Resource Teachers ELRT	Enhance and develop curriculum and teaching strategies to support students in subgroups Establish support structures for students venturing into advanced coursework (including online options, tutoring, library hours, peer tutoring, community support) Provide information and support around advanced coursework options for parents of students in subgroups	Reduced number of Ds and Fs More consistent use of tutorial	Fall 2014
Identify and intervene with intentional non-learners and failed learners	PLC Admin Counselors	Research best practices to identify differences between intentional non-learners and failed learners. Use those strategies to identify those learners.	List of identified at-risk students	Spring 2015
	RSP teachers ELL team	Review current intervention strategies and assess their success.	Review of current supports for at risk students	Spring 2015
	RSP teachers	Optimize deployment of special education resources to support student performance.	Plan for teacher/aide push in Plan for Study Skills objectives	Fall 2014
	Admin RSP teachers	Find or visit other schools to observe RSP departments in light of the challenges of Smarter Balanced Testing and	Recommendations for support for RSP students	Spring 2016

	<p>PLC Admin Counselors District IT</p>	<p>academic achievement.</p> <p>Analyze current counseling structure and research other schools to best meet student needs.</p> <p>Determine which functions in Aeries might be activated to assist counselors, administration and teachers in the early identification and intervention of non-achieving students</p> <p>Identify and make contact with at-risk students, intervene as necessary, and track progress, beginning in grade 9 perhaps by a tutorial or TC meeting for those with Ds and Fs that focuses on use of tutorial and study skills.</p>	<p>Counseling plan</p> <p>Identification process</p> <p>Trojan Connections plan and Tutorial lesson plans</p>	<p>Spring 2015</p> <p>Spring 2015</p> <p>Fall 2014</p>
	<p>SAP team</p>	<p>Coordinate student support services</p>	<p>Integration of Counseling, SAP, Aeries</p>	<p>Spring 2015</p>
<p>Reformat bell and master schedules to optimize student learning.</p>	<p>Administration</p> <p>Counseling</p> <p>Department chairs</p> <p>Special Ed Department</p> <p>PLC Faculty</p> <p>Librarian</p>	<p>Review course requests with special attention to subgroup students. Schedule by hand if necessary</p> <p>Review master schedule</p> <ul style="list-style-type: none"> • To avoid conflicts between support classes and advanced coursework • To place rigorous coursework for RSP students in the morning. <p>Explore options for more specialized uses for tutorial</p> <p>Examine the possibility of embedding a study skills (AVID) or AP support period during the day.</p> <p>Evaluate effectiveness of SSR. Reallocate time if needed.</p>	<p>Master schedule</p> <p>Tutorial plan</p>	<p>Spring 2014</p> <p>Spring 2015</p>

Goal #3 Develop personalized long term plans and vision relating to postsecondary opportunities.	
Rationale: <ol style="list-style-type: none"> 1. Students will be more successful in school if they can connect the work to long term goals 2. New opportunities are being created for our students at a rate faster than we can catch up with; our students will need to know how to access information, process and evaluate it, and chart a course of action 3. Students and adults need to be comfortable with a process to set goals, track progress towards those goals, reflect on results and adjust plans. 4. Much of this planning was completed during the move to the C3 wheel in 2010-2011 	
Supporting Data	Measurable growth targets
CSU eligibility – 35% of graduating class Going to a four year college 35% (Student reported) Pathway completion 21% (60 students) Numbers of students achieving industry certification (not available) EAP English 30% ready 17% conditionally ready Math 6% ready 25% conditionally ready Student Survey Data	<ul style="list-style-type: none"> • Completion of clearinghouse for tracking student outcomes after high school • Tracking and reporting of students completing pathways and receiving industry certification • % students eligible for CSU entrance • EAP scores • Student/Parent Survey results
SLOs Addressed	Critical Learner Needs Addressed
# 1. Students will do their best # 3. Students will be prepared for post-secondary opportunities	All students must have a better idea of what their options are after they leave Petaluma High School. They need to see the relevance in what they are doing while in high school and how it relates to post-secondary opportunities. They must be college and career ready. (Relates to Schoolwide Learner Outcome #3: Students will be prepared for post-secondary opportunities)

Goal #3
Develop personalized long term plans and vision relating to postsecondary opportunities.

Task	Person(s) Responsible	Implementation Steps and Resources Professional Development	Tangible Outcomes	Timeline
Streamline the development and implementation of student 4-year plans, including yearly progress analysis and revision.	Admin Counseling Librarian	Adopt online program for four year plans and future vision work to allow easy access Revise four-year plans to include co-curricular activities, community service, pathway interests and accomplishments	Student plans are updated regularly	Spring 2015
	Admin Counselors Teacher PLC	Examine current process for regular counselor meetings with students regarding 4 year plans and future vision work <ul style="list-style-type: none"> Continue 9th grade meetings (begun Winter 2013) Continue 10th and 11th grade counseling check-ins Create process and tracking systems to ensure that all students are seen 	Regular reporting of students seeing counselors	Spring 2015
	WASC Progress Team Future Vision PLC	Revive and reconstitute the FUTURE VISION planning group as a PLC to continue work from 2011	Updated Future Vision materials and curriculum	Spring 2015
	Connection Coordinator Admin Counseling	Continue Trojan Connections curriculum around planning, goal setting, and Course selection Include FUTURE VISION curriculum	Trojan Connections Curriculum focused on Future Vision work	Spring 2015
	Future Vision PLC Department Chairs Counseling Career Tech	Invite Post-secondary experts and industry reps to meet with students for input into future vision work <ul style="list-style-type: none"> Continue Science Career Fair (revived Spring 2014) 	Two visits in addition to those organized by CTE courses	Spring 2015
Develop strategic, data driven counseling and advising protocols to support appropriate	District Admin Faculty Counseling Support Services	Develop a protocol for small group academic advising sessions for identified subgroups <ul style="list-style-type: none"> Match course selections to student long term goals (i.e. encourage students to seek Seal of Bi-literacy, apply for CSF, pathway certification) 	Agreements about content Agreements about schedule	Spring 2015
	Admin Counseling	Modify and enhance course selection process to respond to needs of students and parents	Revised Course Catalog Revised Course selection forms	

course selections and placements for students in identified subgroups.	Connections Coordinator	<ul style="list-style-type: none"> • Modify course selection form to emphasize a-g requirements and pathway options • Start process early • Continue Elective passport activity (begun Spring 2014) 	Program Showcase (added Winter, 2013)	Spring 2014
	Counseling Connections Coordinator	Expand and enhance counseling website to include FAQs	Enhanced Counseling website Increased website traffic	Fall 2014
	Future Vision PLC Admin Counseling Career Center Tech	Evaluate counseling and college and career resources to optimize use <ul style="list-style-type: none"> • Career Center • External programs – (10,000 Degrees/ TLT) 	Plan for Future Vision Support	Spring 2015
Expand student and public awareness and interest in CTE, College and Career Pathways, and Honors/AP opportunities.	Admin Faculty Counseling CTE Teachers	Continue information nights (8 th grade, Program Showcase) Increase visibility of program offerings Expand social media, online resources, and explore opportunities in print, radio, and television (marketing)	Program Showcase Newspaper ads and articles Facebook presence Blog and Twitter updates	Ongoing

<p>Goal #4 Foster student engagement with Petaluma High School and our local community.</p>	
<p>Rationale:</p> <ol style="list-style-type: none"> 1. Research shows that students who are connected at school have better academic and personal outcomes. 2. Students who are connected to their local community see their education as being relevant to their future and their personal lives 3. Research shows that students who drop out make the decision in their freshman year. 	
<p>Supporting Data</p>	<p>Measurable growth targets</p>
<p>We lose almost 100 students per class over the four years.</p> <p>For students that participate in one activity</p> <p>70% more likely to go to college 60% more likely to vote 80% more likely to volunteer 2X less likely to smoke cigarettes 50% less likely to drink alcohol 2 12X less likely to smoke marijuana higher math and English grades Improved grades and homework completion Improved classroom preparation Increased self-confidence and self-esteem especially among minority males (Alliance for Student Activities, 2014)</p>	<p>Increase attendance and participation at school activities by 10% (Teachers and Students)</p> <p>Student Survey Results</p> <p>Parent Survey Results</p> <p>Reduced attrition</p> <p>Increased numbers of students with full schedules</p> <p>Increased participation in sports</p> <p>Increased participation by subgroups</p> <p>Reduced Ds and Fs</p>
<p>SLOs Addressed</p>	<p>Critical Learner Needs Addressed</p>
<p># 1. Students will do their best # 2. Students will be involved with their communities</p>	<p>All students must feel connected to the Petaluma High community. They must be successful in curricular and co-curricular activities. We know, and research shows, that students do better and achieve more when they feel connected with at least one adult on campus and participate in co-curricular activities. (Relates to Schoolwide Learner Outcome #2: Students will feel connected to their community.</p>

Goal #4 Foster student engagement with Petaluma High School and our local community.				
Task	Person(s) Responsible	Implementation Steps and Resources Professional Development	Tangible Outcomes	Timeline
Improve transition support for Freshmen	ASB teacher SSA Bilingual Student Ambassadors Librarian CTE teachers PLC Admin	Build T force influence throughout the year by planning assemblies and follow up Establish Mentors/Peer support Offer Step-Up program for incoming Freshmen (ROP funded?) Offer summer bridge programs for at-risk populations	Plan for T-force activities (2 per semester) Clear process to link students to support Plans for summer program Implementation plan for Bridge offerings	Fall 2014 Summer 2015 Fall 2016
Increase participation in school activities for all students/determine which students are not involved in any activity	ASB All Staff	Establish follow up for Club Rush to help clubs remain vibrant and viable Enhance Trojan Connections curriculum to include materials begun in the Future Vision planning group Enhance reporting of club membership	Ongoing review of club attendance Evidence of outreach to students Teachers lead by example in participating in TC in positive way Student groups use Trojan Connections to discuss and present issues of importance to students Recording student activities in AERIES for easy reporting	Fall 2014 Fall 2014 Ongoing Fall 2014
Establish systems of support to ensure that every student has at least one adult champion on campus, beginning in the 9 th grade.	Admin Connections Coordinator Admin	Develop Trojan Connections curriculum that builds relationships between students and their Trojan Connections teachers Identify a champion for every grade 9 student	Trojan Connections lesson plans List of grade 9 students	Ongoing October 2013

		Continue and enhance Delegate Program	Regularly scheduled Delegate meetings and reporting to Trojan Connections classes	Ongoing
		Survey Students	Survey results	Spring 2014
		Amplify student voice	Students speak at faculty meetings	School Year 2014-15
Improve Access to Student Support Systems	SAP RSP Department	Identify available resources for student support	Document and Website information for parents and students	Spring 2015
		Communicate support services to stakeholder community	Website ELAC/PTSA meetings	Spring 2015
		Establish system to identify students in need of support		Fall 2014
		Monitor effectiveness of student support services		Spring 2015
Increase visibility and communication among staff and with community stakeholders	Administration	Continue weekly emails to staff	Communication with staff	Ongoing
	District Office	Continue bi-weekly emails to parents	Emails, vertical response	Ongoing
	Connections Coordinator	Enhance school website and keep updated	Increased website traffic Parent/Student Survey results	Ongoing
	Admin	Build presence on Facebook, Twitter, blog	Increased following	Ongoing
	Staff, Connections Coordinator	Increase number of teacher websites	Report on teacher website with exemplars noted Survey results	Fall 2014
	Admin Trojan Tribune	Foster relationships with local press	Increased coverage of Petaluma High School news	Ongoing
	District IT Staff Admin	Provide portal for online Grades Assist and encourage teachers to keep gradebooks updated	Increased number of parents and students using the grade portal	Fall 2015 Fall 2015
Enhance and develop campus climate	Admin School Site Council	Identify student/staff needs that enhance campus climate	Purchase orders Plans for improvements	Ongoing

