



Santa Monica High School Self Study Report



CHAPTER 2

PROGRESS REPORT



Chapter 2: Progress Report

Significant Developments

Santa Monica High School's last full WASC visitation was in March of 2011. We had a three-year review in March of 2013.

New Team/Personnel

1. SMMUSD Superintendent

Superintendent Sandra Lyons left the district on July 1, 2016. Dr. Chris King and Dr. Sylvia Rousseau were appointed as interim co-superintendents during the search for a permanent superintendent. On January 1, 2017, Dr. Ben Drati was officially appointed for the position. Dr. Drati, who has served as assistant superintendent of secondary education for the Santa Barbara Unified School District since 2012, is credited with shaping a district focused on diversity, inclusiveness and cultural proficiency.

2. Santa Monica High School Principal

Since 2014, Samohi has had two different lead principals. Ms. Eva Mayoral resigned on June 30, 2016. Dr. Antonio M. Shelton, had served as Samohi principal of the highly rated Indian Hill High School in Cincinnati, Ohio since 2011, started as principal in September 2016. Indian Hill is one of the top-ranked schools in the nation, making Newsweek's list of Top 100 schools in America and earning a gold star ranking by US News and World Report. The Dean of Students is the only administrator still at Samohi since the 2011 visit.

3. House Principal

There have been twelve new house principals hired since over the last six years. Each house has had a minimum of two different house principals over that time span. Four went on to lead their own schools and one moved away. All the five new house leaders came from out of the district, including the lead principal. The new leadership has pursued new ideas and have implemented many new programs that have benefited the schools' progress.

Local Control and Accountability Plan

Santa Monica High School has transitioned to the Local Control and Accountability Plan (LCAP). SMMUSD refers to the plan as Excellence through Equity. Each school district must engage parents, educators, employees and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help

achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

SMMUSD Three Main Goals:

1. All graduates are ready for college and career.
2. English Learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum.
3. All students engage in schools that are safe, well-maintained and family friendly.

Facility Improvement Projects through Bond Construction

Santa Monica High School started construction of a new three story facility referred to as the Innovation Building in 2011. The building was completed in 2015. It has 15 science labs as well as 18 classrooms for math, English, social studies, and language courses. The building also features eight prep rooms, a computer lab, an auto shop, a special education suite for the transition students, and a House office. A quad and an atrium with drought-friendly plants, student lockers, and benches were also constructed. The Centennial Quad has become the event space of the campus. Club Day, ASB, Sweet Serenade concert, Winter Wonderland, are just a few of the events that have found a new home.

The project was funded through Bond Measure BB, a \$268-million bond for school improvements that voters passed in 2006. The school board approved a contract for \$944,000 in computer equipment for the building. The Measure BB funds covered 752 student laptops, 39 teacher laptops and 11 computer storage carts as technological upgrades continue to roll out across the district. Each classroom receive one teacher laptop and desktop computer, eight student laptops, document camera, sound system with microphones, teacher tablet, and an LCD projector. Science classrooms received 16 laptops and probe ware.

In 2012 Santa Monica-Malibu Voters passed Measures ES, a \$385M bond which will help us continue our goal of improving all our schools. This bond money will be utilized to upgrade technology throughout the district, increase safety and security through fire alarm upgrades and gate access improvements, and to modernize and build new facilities at multiple campuses. The Samohi committee began to use these funds to design the Samohi Campus Plan. After 127 year of service to our community Samohi needed to become a school for the next century. The goals of the Samohi Campus Plan are to:

- Improve learning by replacing undersized and inflexible facilities with larger spaces that accommodate diverse learning styles and allow for variable uses.
- Provide enhanced support spaces, such as libraries, cafeteria, labs, and other student services, that promote whole child development.

- Maintain the House communities that provide for decentralized administration and aid in more personal care of students and families.
- Majority of buildings outdated and inadequate for current needs
- Classrooms are crowded, inadequate meeting spaces
- Building conditions in need of improvements
- Inadequate athletic and physical education facilities
- Inadequate parking
- Improve the arts and athletic facilities in support of both the school and community’s educational, cultural, and recreational enhancement.
- Reorganize open space to support the House communities and foster intra-campus circulation.
- Improve access, circulation, and drop-off and increase on-campus parking.
- Establish a logical and fiscally feasible sequence of phased development.
- Ensure that the campus remains whole at the end of each phase.
- Ensure collaboration with district to maintain and upgrade technology equipment. f

The Board of Education approved the request to combined phases one and two. They added the additional funding with the goal to be in the new Discovery building two years earlier than if the phases had been separated.

Samohi now has a thirty year plan to remake the campus to meet the current and future needs of our community.

Phase	Anticipated Demolition Date	Anticipated Building Occupancy Date
1 & 2	Summer 2018	Winter 2022
3	Summer 2023	Spring 2024
4	Summer 2024	Spring 2027
5	Summer 2027	Spring 2031
6	Summer 2031	Spring 2035
7	Summer 2039	Summer 2043
8	Fall 2043	Fall 2045
9	Fall 2045	Fall 2047



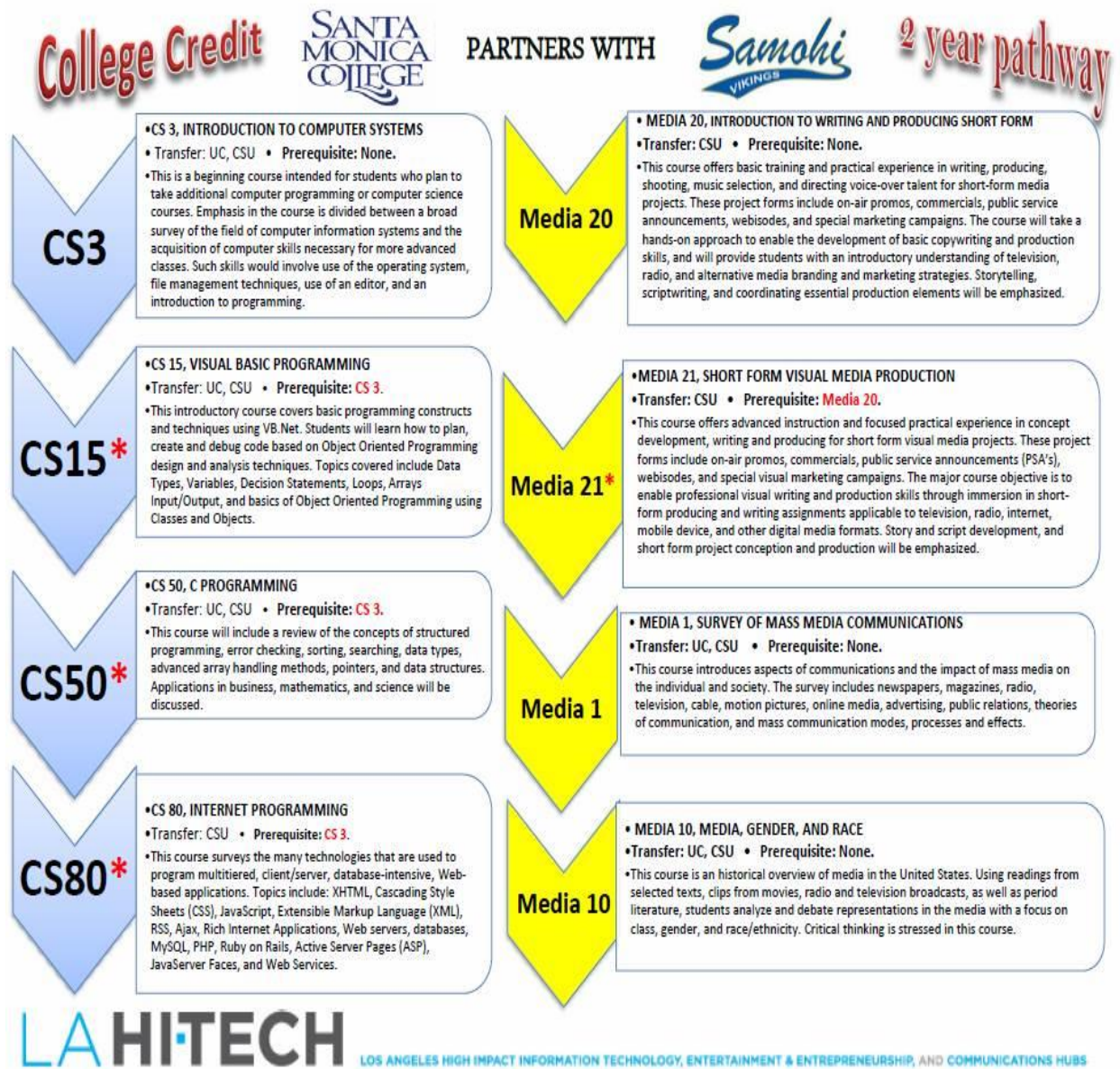
Technology

Seventy-six (76) existing classrooms were upgraded to the district's new technology standards. The standard includes a projector and screen, document camera, DVD player, and a sound system with wireless microphones. The school has been upgraded to one gigabits per second networking and campus-wide Wifi. The telephone systems were replaced with a district-wide IP telephone system (VOIP). Twenty-four (24) math classrooms received one teacher and eight student laptops. Eighteen (18) science classrooms also received one teacher and sixteen student laptops. Wireless access points were installed throughout the campus and the phone system was replaced with a new IP telephone system. The campus network infrastructure was upgraded to one-gigabit bandwidth to support the wireless access and telephone upgrades.

Curricular/Program Changes

A. Santa Monica College (SMC) Programs

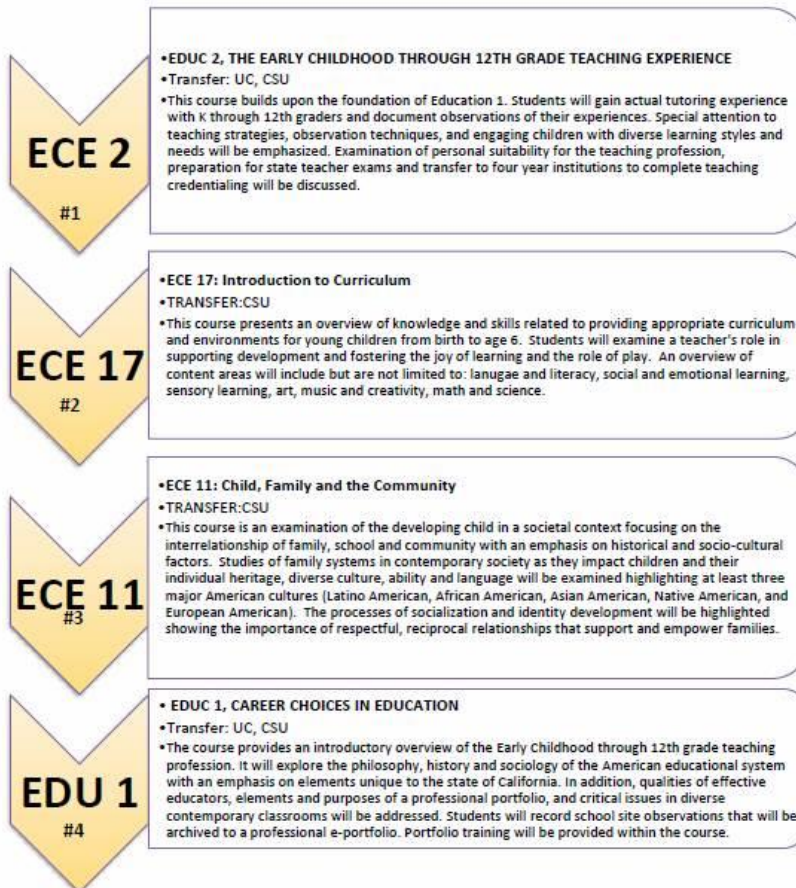
In early 2015, the SMC Board of Trustees also waived enrollment fees for high school students, and those who qualify now take classes at SMC for free. During the fall of 2015, SMC also began offering media and computer science classes at Samohi under the LA HI-TECH grant to bring interested high school students into a higher education pathway at SMC that will lead to tech jobs.



SMC Also began the Early Start Pathway (ESP) to develop a career pipeline in early care and education that meets the current and future ECE workforce needs. This pipeline will provide a clear pathway to a B.A. in ECE.



PARTNERS WITH



B. Get Focused Stay Focused

Beginning in 2016-17 school year, Samohi implemented a new program called, “Get Focused, Stay Focused” into the Freshman Seminar. The program is designed to introduce strategies beginning in the ninth grade year and continuing beyond high school into college. Students complete a semester or year-long freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career. This is a strong high school to college transition program geared to improve college preparation of high school students, and to improve the success rates of college students. The freshman course culminates with the development of an online, skills-based, 10-year career and education plan that is updated each year throughout high school and used by advisors for counseling and instructors for academic coaching. From

this comprehensive guidance experience, students will be motivated to persist and graduate because they understand the value of a good education.

The course continues in the tenth through twelfth grade English classes. Using the Common Core English standards as the basis for instructional strategies, the detailed career lessons are designed to integrate existing academic classes over sixteen class lessons each year from tenth through twelfth grade. Each grade's series of lessons leads the learner through a self-discovery process so upon graduation they will have an informed, declared college major including a career and education plan or a targeted workforce entry strategy.

C. Project Lead the Way

Project Lead the Way is a rigorous, four-year engineering pathway for high school students. All courses require an interest in creating and designing solutions to problems, strong math and critical thinking skills, and a willingness to work collaboratively in groups.

Year 1: Introduction to Engineering Design

Students learn about the engineering design process, practice sketching and dimensioning techniques, participate in engineering design challenges, and create 3D imaging files using computer software. *Software:* Autodesk Inventor *Math Skills:* Algebra, Geometry

Year 2: Principles of Engineering

Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car and a material sorter. There is additional focus on professional careers in which students will have an opportunity to interact with an engineering professional. *Software:* Autodesk Inventor, Robot C *Math Skills:* Algebra, Geometry, Algebra II

Year 3: Digital Electronics

Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. *Software:* Circuit Design Software (CDS): Multism *Math Skills:* Algebra, Geometry, Algebra II

Year 4: Engineering Design and Development

Students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.

English Language Development

Teacher leaders went to a training at the Los Angeles County of Education to learn more about the new ELD standards and how to implement them into the classroom. The teacher leaders then created presentations and professional development for staff with a focus on embedding the standards into content-related areas. There have been staff meeting days allocated for these presentations throughout the entire school year.

In the school year of 2016-17, teacher leaders went into classrooms to observe ELL cohorts. These teachers also shadowed one ELL student for the EL student's entire day schedule. The information gathered was then discussed and analyzed to determine various factors that aid in the learning process and environment. Staff presentations will include this information as well.

CELDT is still used for initial testing for new students to the school. However, the English Language Proficiency Assessments for California (ELPAC) was piloted in 2016-17. This test is given in the spring instead of the fall.

Schoolwide Tardy Policy

All ninth through twelfth grade students must not exceed 120 unexcused class absences in order to participate in the graduation ceremony their senior year. The 120 class absence policy will start from freshman year and will go all the way to graduation day. The class absences will carry over from one year to the next.

TARDIES: Every three tardies equals ONE class absence.

Ninth Grade Consequences

- 10 or more unexcused class absences/15 tardies= SUPER SATURDAY SCHOOL
- 10 or more unexcused class absences/15 tardies= Ineligible for extra-curricular sports and fine arts
- 120 or more unexcused class absences= No walking on stage at graduation
- After five parent excused illness (five days or 60 periods) absences, student will need doctor's proof to excuse any absences thereafter

Tenth through twelfth Grade Consequences

- 10 or more unexcused class absences/15 tardies= SUPER SATURDAY SCHOOL
- 10 or more unexcused class absences/15 tardies= No lunch pass
- 10 or more unexcused class absences/15 tardies= Ineligible for extra-curricular sports and fine arts
- 120 or more unexcused class absences= No walking on stage at graduation
- After five parent excused illness absences, student will need doctor's proof to excuse any absences thereafter
 - Extreme absences due to doctor prescribed illnesses will be reviewed by the Attendance Review Board on a one-on-one basis

HOW TO WORK OFF CLASS ABSENCES AND TARDIES

SUPER SATURDAY SCHOOL

Two hours of Super Saturday School erases six class absences

Four hours of Super Saturday School erases twelve class absences

SAMOHI SPONSORED TUTORING

One hour attending tutoring erases three class absences

Super Saturday

A restorative program has been created to allow students to restore their behavior in excessive tardies, excessive absences, fighting, use of drugs, and bullying. The program started in 2017 and it is called “Super Saturday”. For about eighteen Saturdays during the school year, the students who attend will receive instruction in restorative practices, community service, drug and alcohol prevention, S.A.T. and A.C.T Prep, and campus beautification. The Super Saturdays are managed by the Director of Restorative Justice and supported by the local Boys and Girls Club and various teachers. Students who have attendance and discipline consequences must attend.

Restorative Justice at Samohi

In the fall of 2015, Samohi was introduced to Restorative Justice. A presenter came to Samohi and gave a one hour presentation on what Restorative Justice was and how it benefited schools. District contributes through SMMEF and our own PTSA provided support to allow us to hire a full time Coordinator. In 2016, Samohi successfully advocated for a Director of Restorative Justice to work at the school full time.

Restorative practices at Samohi have represented a significant paradigm shift from traditional school practices, where students who engage in increasingly disruptive behaviors receive increasingly harsh punishments. At Samohi now uses restorative practice where students focus on the harm their misbehavior caused others, and see what they can do to repair that harm and restore and strengthen relationships that may have been affected in the process. With restorative practices, there is a shared responsibility among students and teachers to hold each other accountable for maintaining high behavioral expectations and for creating a culture of trust, safety, and mutual respect.

The implementation of restorative practices has required a schoolwide commitment to a very different way of relating to one another. Those engaged in wrongdoing, for example, will be asked to respond to several restorative questions: What happened? What were you thinking about at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right? Those who are harmed respond to restorative questions as well: What did you think when you realized what happened? What impact has this had on you and others? What has been the hardest thing for you? What do

you think needs to happen to make things right? Questions are typically posed during circles conducted by our Director of Restorative Justice, Administrators, Student Outreach Specialists, Advisors and trained teachers. Circles occur continuously, not only in response to wrongdoing, but also as a way for students and staff to get to know each other better and to function more effectively as a group. Circles have transformed Samohi into more of a community. At Samohi, all voices are heard, and share in the opportunities for developing greater trust, respect, empathy, and mutual understanding. Restorative practices have helped in reducing suspensions and expulsions related to bullying and physical altercation at Samohi. They have also helped teachers be more engaged with students as they conduct community circles in their classrooms.

Renaissance Program

The Samohi Renaissance program is a part of a devoted leadership program with an objective to help motivate individual attendance, academic excellence, and citizenship. Renaissance not only reaches out to the entire campus, but it also strives to recognize all individual students. The Renaissance program is based on the principles of performance, promotion, and partnership. The four target areas of the Renaissance program are:

- To improve overall academic performance
- To increase student attendance
- To create a positive, safe school environment
- To promote equity and excellence

Why is it important?

Promotes a good academic atmosphere
Reinforces good study habits and positive behavior
Rewards students who deserve recognition
Improves attendance
Improves grade point averages

Who is rewarded?

Students who improve their school attendance
Students who raise their g.p.a. every grading period
Students who improve in behavior and attitude every semester
Students who improve in attitude

During our last full visit in 2011, these were the Schoolwide Critical Areas for Follow up:

1. Improve instructional leadership to guide schoolwide efforts to monitor and advance student achievement.
2. Implement a comprehensive professional development plan, including the development and usage of common pacing plans and formative and summative assessment data, to improve instructional practices.
3. Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students.
4. Increase enrollment in advanced level courses to reflect the school's diverse population.

During our March 2014, mid-cycle visit, the following were the commendations and recommendations from the visiting committee:

Commendations:

1. An increased focus on student learning is evident from a review of schoolwide performance data.
2. Santa Monica High School supports a strong focus on instructional practices that improves learning for all students.
3. The implementation of the collaborative model between general education and special education teachers supports the inclusion of special education students in the general education classes to assist these students with their academic learning.
4. There is strong support by parents and the community for Santa Monica High School programs.
5. Students, parents and staff feel strongly supported by the new administrative team and their vision for the future.
6. The new administrative team has fostered a sense of family and community by valuing everyone's role in the educational process.
7. The creation and use of the Instructional Planning Committee (IPC), a collaborative leadership team, guides all decision making at Santa Monica High School.
8. The implementation of Professional Learning Communities (PLCs) will assist the school in accomplishing the goals established in the Action Plans.

Recommendations:

1. Evaluate the effectiveness of current support programs, and add or modify programs as necessary to meet the needs of all students.
2. Increase recruitment and enrollment of underrepresented groups in advanced classes by ensuring that curricular information and outreach is disseminated to targeted groups.
3. Develop a comprehensive schoolwide professional development plan.
4. Address and formulate a tangible plan to deal with the significant achievement gap that exists for African American, Latino, English Learner, and Special Education students.
5. Dedicate time and energy to implement, monitor and adjust the Action Plans.
6. Institutionalize a regular update of all student data to better reflect the current status of Santa Monica High School students.

Progress, Evidence, Impact, on Student Learning for Action Plan or Goals

Beginning in 2014, Samohi worked towards aligning our school goals with the SPSA. In January 2017, our school goals were not aligned with the district goals or SPSA. Our new Superintendent helped to align the goals. Our most recent SPSA reflects Samohi’s goals, which are aligned with our district’s goals. The following is a summary of the Critical Areas of Need addressed in our Action Plan.

Critical Area of Need	<ul style="list-style-type: none"> • Dedicated time and energy to implement, monitor and adjust the Action Plans. • Develop a comprehensive schoolwide professional development plan.
Critical Area for Follow Up	<ul style="list-style-type: none"> • Implement a comprehensive professional development plan, including the development and usage of common pacing plans and formative and summative assessment data, to improve instructional practices. • Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students. • Increase enrollment in advanced level courses to reflect the school’s diverse population • Improve instructional leadership to guide schoolwide efforts to monitor and advance student achievement.
School Goal	<p>Goal 1: All students are ready for college and careers</p> <p>Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.</p> <p>Goal 3: All students engage in schools that are safe, well maintained and family-friendly.</p>
Impact on Learning/Evidence	<p>PD plan designed and revisited by the instructional leaders. PD that is aligned with school goals and encompasses all departments. EOS and school data helps identify students with potential for achievement in HP and AP courses. Developing internal leadership of teacher through IPC and SLT to direct the PD plan.</p>

Since the last review, Santa Monica High School has developed a Site Leadership Team that consist of members from the professional development committee, all department chairs, and the five teacher leaders within our school. These individuals develop our action plan and professional development calendar.

The Site Leadership Team developed a plan that outlines the three specific goals that came from the district LCAP committee. These goals frame what happens within the action plan.

SCHOOL GOALS:

Goal 1: All students are ready for college and careers

Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.

Goal 3: All students engage in schools that are safe, well maintained and family-friendly.

The plan shows how the school site will address each of the goals listed above. A calendar is designed that outlines how the school, departments and Professional Learning Communities will address the needs that come from the goals developed.

The Site Leadership Team addresses the goals by identifying needs and student success indicators. Santa Monica High School also identifies who the school supports are, staff practices and action activities, timeline in which this plan and goals will be accomplished, and visible evidence of learning or evaluation. Under each of these ideas or statements, the Site Leadership Team shares what is being done or will be done to fulfill the goals.

The professional development plan and professional development calendar were designed by the SLT for the first semester and then, as progress was monitored, developed the calendar for the second semester. The team monitored the progress of the plan over the course of the school year. The plan was first shared at the beginning of the school year during the staff development days. The departments then provided an overview of what the Professional Learning Communities would be accomplishing.

The principal shared the entire first semester professional development calendar that outlined the goals, actions to be taken, timelines, and identified who would be accomplishing the task at hand. Over the course of several weeks the principal notes reflected what action would be taking place at the late start Wednesday professional development meetings. Every staff member also had access to the professional development shared google document.

The SLT is working with InnovatEd to build the capacity of the SLT. Cycles of Inquiry were introduced to the team and then shared with the Professional Learning Communities to analyze, design, implement, and refine as they developed pre-assessments and common assessments. The SLT is also trained to facilitate conversations using frameworks designed by InnovatEd to encourage conversations and feedback about student work. The Critical Friends Protocol with student work is an example of the work that is being done by our Site Leadership Team, which then is transferred to our departments.

Critical Areas of Need:	Increase recruitment and enrollment of underrepresented groups in advanced classes by ensuring that curricular information and outreach is disseminated to targeted groups.
Critical Areas for Follow up (2011)	<ul style="list-style-type: none"> • Improve instructional leadership to guide schoolwide efforts to monitor and advance student achievement • Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students. • Increase enrollment in advanced level courses to reflect the school's diverse population
School Goal:	<p>Goal 1: All students are ready for college and careers</p> <p>Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.</p>
Impact on Learning/Evidence	Outreach to identify students who need support. Identify students with potential through testing data, teacher recommendation, and EOS to take HP and AP classes. Increase in the number of sections in the master schedule.

Santa Monica High School has increased recruitment and enrollment of underrepresented groups in advanced classes by using Equal Opportunity Schools (EOS) and Illuminate. These systems identify students of color and those in underrepresented groups who have the potential to be successful in an advanced placement course.

The high school also has a recruitment night, open house for curriculum, course meetings, open enrollment, and teacher recommendations. During the open house and recruitment night translation is provided or Spanish speaking families to ensure that they have clarity regarding the course offerings and supports.

The current systems in place had supported the increased number of AP World sections from three to four. Purposeful recruitment has caused a demand for more sections in AP English, AP Psychology, the addition of AP Economics and AP Human Geography. The Advisors are encouraging and counseling our underrepresented population to select more advanced placement courses. Ultimately, creating an increase in the number of students taking advanced placement courses at Santa Monica High School.

Critical Area of Need	Institutionalize a regular update on all student data to better reflect the current status of Santa Monica High School students.
Critical Area for Follow Up (2011)	<ul style="list-style-type: none"> • Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students. • Implement a comprehensive professional development plan, including the development and usage of common pacing plans and formative and summative assessment data, to improve instructional practices.
School Goal	<p>Goal 1: All students are ready for college and careers</p> <p>Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.</p>
Impact on Learning/Evidence	Schoolwide and department review of data to help drive PD plan, common assessments and pacing guides. Significant increase in ELA and minor increase in Math test scores.

Santa Monica High School department chairs shared ELA and Math CASSP data with the entire staff. This information was then discussed in small groups that accompanied questions to get specific feedback from the entire staff about the numbers that they see. This was a five step process that was done at an all school late state Wednesday professional development. Feedback was provided and collected about our CASSP data.

The administrators have requested teachers update grades every two weeks to ensure that grades reflect the actual progress that the student is making and that no surprises exist for the students or families. The advisors review a D and F list at each progress reporting time and call students into the office to discuss the lack of progress that the student is making. A six week grading period is observed, and alerts are sent to parents and students when students are not making the grade.

Coaches address the progress of their student athletes to ensure that they are being successful in class. AVID students are continuously being monitored since they are enrolled in the program. Updates are given to our AVID coordinator and adjustments are made accordingly.

Our EL students are monitored by the EL Coordinator and grades are checked to determine if schedule changes need to be made or if additional supports are needed. Some students are removed from a four year plan for EL students and placed on a five year plan in order to guarantee the success of the students. At the end of the first semester, data is collected and reviewed to determine the changes that will take place for students not doing well in the course they are currently enrolled in.

The number of students failing a course at the end of the first semester is gathered and shared with administrators and advisors.

Critical Area of Need	Address and formulate a tangible plan to deal with the significant achievement gap that exists for African American, Latino, English Learner, and Special Education students.
Critical Areas for Follow Up (2011)	<ul style="list-style-type: none"> • Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students. • Increase enrollment in advanced level courses to reflect the school's diverse population • Improve instructional leadership to guide schoolwide efforts to monitor and advance student achievement. • Implement a comprehensive professional development plan, including the development and usage of common pacing plans and formative and summative assessment data, to improve instructional practices.
School Goals:	<p>Goal 1: All students are ready for college and careers</p> <p>Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.</p> <p>Goal 3: All students engage in schools that are safe, well maintained and family-friendly.</p>
Impact on Learning/Evidence	Beginning in 2014, there has been PD on claims-evidence writing in all departments. All departments assign a claims-evidence writing assignment each grading period. There are collaboration courses in almost every department to deepen instruction for special education students. Focus on EL strategies for all subject areas. Identification, enrollment, and support of students of color in HP and AP courses.

In the 2015-16 school year, the school district hired Dr. Pedro Noguera to identify the needs of the Santa Monica-Malibu Unified School District in terms of equity and opportunities for student learning. Dr. Noguera presented a report to the Board of Education stating the improvements that the district needed to make regarding equity. Dr. Noguera has continued working with Samohi staff to fully take advantage of the PLC work, Response to Intervention (RTI) programs, Teacher Leaders, school management, and literacy coaches. He is helping the Samohi staff become less teacher-focused and more student-focused. Dr. Noguera is also helping the Samohi administration establish strategies to teach the staff how to be more collaborative and how to hold each other accountable in everyday learning. The staff is moving away from reactive planning to a vision-driven cycle of development and improvement with clear focus on priorities, strengths, and needs. This has become a collaborative effort among all stakeholders in the district- students, parents, teachers, administrators, and Board Members.

Critical Area of Need	Evaluate the effectiveness of current support programs, and add or modify programs as necessary to meet the needs of all students.
Critical Area for Follow-up (2011)	<ul style="list-style-type: none"> • Improve instructional leadership to guide schoolwide efforts to monitor and advance student achievement. • Implement a comprehensive professional development plan, including the development and usage of common pacing plans and formative and summative assessment data, to improve instructional practices. • Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students. • Increase enrollment in advanced level courses to reflect the school's diverse population.
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Impact on Learning/Evidence	This is one area Samohi needs to focus on. Evaluated all ROP courses and continued those of interest to meet student needs.