

EXECUTIVE SUMMARY

During the 2008-2009 school year, Palo Alto High School participated in the Western Association of Schools and Colleges (WASC) self-study accreditation process. Our self-study process included all stakeholders within our school community - teachers, staff, parents, and students. In preparation for our WASC accreditation visit, we completed a detailed plan to address areas of both strength and growth in our work with young people. These goals have guided us in our work to raise student achievement and maximize our growth as professionals.

WASC SCHOOL GOALS

Goal 1: Horizontal and Vertical Curricular Alignment – the goal that teachers work together in the best interest of each and every student at Paly.

Goal 2: College Readiness and Post-secondary Planning – the goal that we prepare each and every student for college and that each and every student graduates from Paly with a robust and individual plan for his or her education after high school.

Goal 3: Support for All Students – the goal that each and every student is supported in his or her personal and academic work.

While we are proud of the landscape of our work over the last three years, we are excited to highlight our accomplishments in these particular areas:

A. Campus collaboration

- a. Acknowledge the value of ongoing professional growth by providing five collaboration days in summer 2010. Over 2500 hours of collaboration! The District also offered professional development days.
- b. Dedicated weekly collaboration time that we have guarded jealously, which focuses on staff's identified needs and supporting struggling students.
- c. Transformed the relationship between administration and student body into a positive, collaborative dynamic.
- d. Instituted interdisciplinary teams to support struggling students.

B. Responsiveness to student needs

- a. Implemented a new bell schedule that included a weekly tutorial and late start.
- b. Added an additional guidance counselor and lowered the TA/Student ratio with help from PiE.
- c. Developed interventions for struggling students.
- d. Added support classes.
- e. Extended library hours.

C. Responsiveness to staff needs

- a. Provided flexibility in professional development activities.
- b. Met requests to integrate technology into curriculum - over \$100,000 invested in new technologies and training.

- D. Responsiveness to the Community
 - a. Enhanced communication with Infinite Campus, email, and website.
 - b. Added a comprehensive Google calendar of all activities on our website.
 - c. Increased our Guidance services – added staff and improved services.

- E. Connectedness
 - a. Administration and Guidance Department out on campus (before and after school along with brunch and lunch) and in classrooms.
 - b. Additional Teacher Advisors and Guidance Counselor with help from PiE.
 - c. Staying Connected funds through PTSA.

- F. Areas for continued growth
 - a. Continue to refine the use of Tutorial for struggling students.
 - b. Expand support programs, including AVID and explore successful programs at other schools.
 - c. Enhance the use of data to drive instruction, interventions, and refinements in our practice.
 - d. Expand early interventions for struggling students.
 - e. Continue to work toward all students meeting A-G requirements.
 - f. Expand transition support for new students.
 - g. Revitalize Career and Technical Education pathways.