Introduction

South Tahoe High School has a long tradition of celebrating academics, athletics and the arts. Students explore career paths in a wide array of Career Technical Education (CTE) courses in state-of-the-art facilities. Students learn, grow and connect to the community of South Lake Tahoe and the natural resources in and around Lake Tahoe. In addition to field trips to colleges, students gain experience outside the Lake Tahoe Basin through journeys together to explore and grow their talents in arts, team sports and career possibilities that provide a glimpse into their futures.

Throughout the fall of 2017, the South Lake Tahoe community -- students, staff, families and community members -- contributed to a shared vision of student-centered learning and identified key qualities we want to develop in our graduates. The intent of Viking Vision 2020 is to provide a platform for ongoing community engagement, reflection and action as we seek to achieve our goals.

South Tahoe High School has much to build upon as we embark on Viking Vision 2020. As a community, there is a desire to paint a clear picture of student-centered learning and a portrait of our graduates that will ensure our students’ readiness for their future. We also believe that all of our students deserve to aspire to their individual choices for college and career. The Viking Vision 2020 plan describes:

➢ South Tahoe High School’s vision and framework for student-centered learning;
➢ Viking Graduate Profile that describes qualities and skills our students will demonstrate by graduation along with links to standards of practice and career readiness;
➢ goals we want to achieve with links to district/LCAP goals;
➢ key actions we are taking to achieve our goals and;
➢ three-year plan with initial actions, milestones and a forecast to steps beyond 2020.
Vision of Student-Centered Learning Experiences

Students develop a sense of purpose through authentic collaboration and real-world learning. Our vision is grounded in the nexus between content standards*, challenging, deep learning and cultivation of 21st Century Skills. Conditions for learning are essential to success and include positive relationships, proactive student engagement and clear expectations for behavior*. The South Tahoe High School community shares a vision of student-centered learning and experiences that develop a sense of purpose through authentic collaboration and real-world learning. We are focused on student outcomes that promote six enduring qualities identified in the Viking Graduate Profile: Critical Thinking, Collaboration, Curiosity, Communication, Character, and Healthy Independence.

*WASC - identified area for growth
Student Outcomes: Viking Graduate Profile

Graduates of South Tahoe High School represent the youth and the future of South Lake Tahoe. Our students reflect the extraordinary nature of the Lake Tahoe region. Our mission is to provide a rich educational experience that prepares South Lake Tahoe’s next generation with college and career choices while cultivating essential qualities that will enable them to flourish. **The six qualities below represent academic, personal and interpersonal skills that each South Tahoe High School student will demonstrate by graduation.** In keeping with the framework for student-centered learning and the 4Cs of 21st Century Learning, the Viking Graduate Profile* consists of 5Cs and Healthy Independence (Financial and Physical Fitness).

### Viking Graduate Profile: Qualities & Skills

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Community Input - December 2017</th>
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<tbody>
<tr>
<td>➢ Demonstrates <strong>divergent thinking</strong> and <strong>creativity</strong> in problem solving and real-world situations (looks at problems in a new way).</td>
<td>Students say: “set out a destination, not a road”; “Let students find their own way, knowing that not all students learn the same way or as easily”; “(strike a) balance between easy and difficult.” Community says: “Takes risks, answers out of the ‘norm,’ uses strategic thinking to look at strengths and weaknesses”; “Teacher relations lead to students’ ability/willingness to take risk, nurture boldness and confidence in students.” <strong>Demonstrated through:</strong> Projects, responses, question, inquiry, self evaluation, problem solves and find answers independently, reflection and thinking about learning process.</td>
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<tr>
<td>➢ <strong>Demonstrates strategic and extended thinking</strong> through analysis, forming argument from evidence, synthesis of ideas from multiple sources, design and critique of experimental models</td>
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<tr>
<td>➢ <strong>Links learning</strong> across subjects and disciplines.</td>
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*WASC - identified area for growth*
### Viking Graduate Profile: Qualities & Skills

#### Collaboration
- Knows how to **work with others to reach a goal** — puts talent, expertise, and smarts to work.
- **Values teamwork** to solve problems and create solutions.
- **Demonstrates an appreciation for a variety of learning styles** and has the ability to work with others with different life experiences and cultures.

Students say: “putting our heads together to come out with a solution.”
Community says: “Make sure (collaboration means) more than ‘group work’; break down into essential skills of collaboration which can be measured. Show evolution over time with structured observation.”

**Demonstrated through:**
- Portfolios with self and peer reflection and teacher evaluation.
- Socratic Seminars, group projects.

#### Curiosity
- **Committed to lifelong learning.**
- **Motivated** by questions, exploration of **purpose**, and takes **initiative** to learn deeply.
- **Self-directed** and undertakes creative endeavors.

Students say: “wanting to know more, know WHY. Going deeper than normal, being adventurous, trying new things and thinking freely.”
Community says: “Class environment supports curiosity through project based learning, student-driven, goal-oriented tasks, maker space environment (tinker space). Support teacher training.”

**Demonstrated through:**
- Senior project, participation and engagement, # of library books checked out, task accomplishment, 10-Year plan

#### Communication
- **Shares** thoughts, questions, ideas, and solutions **verbally and in writing** in a variety of situations (research, essays, email).
- Participates in **authentic interaction** to collaborate, compromise, and **share ideas** through **active listening**, understanding of **nonverbal cues** and cross-cultural differences.

Students say: “open-minded, honest, thoughtful, discussions. Having healthy debates, talking and listening effectively and not ‘being shot down,’ finding non-violent ways to solve problems, healthy social media use, want to bridge the gap between cultural differences.”
Community says: “Need to consider ways to teach nonverbal cues.”

**Demonstrated through:** common assessments across all

*WASC - identified area for growth*
disciplines from freshman to senior year (essays, public speaking, business communication through email, letters, resumes, interview skills).

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<tr>
<th>Viking Graduate Profile: Qualities &amp; Skills</th>
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<tr>
<td><strong>Character</strong></td>
<td>Students say: “kids need help building character, knowing what characteristics they have and need to grow on, knowing who can help you grow.” Community says: “Encourage confidence in comfortable settings and classrooms where students can share ideas and feel confident to engage and contribute”; “Building an understanding of empathy vs. sympathy and appreciation in all classes, positive conversations, define what school-wide empathy looks and feels like. Cultivate the ‘power of yet’ and resilience, use challenges as an advantage and learn from mistakes, personal connections, consider personal and family differences, taking ownership and responsibility for actions.” <strong>Demonstrated through:</strong> 10-Year plan that helps to find character traits, empathy through leadership, attendance, use of planners, follow-through.</td>
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<tr>
<td>➢ <strong>Empathy</strong> - Values others’ perspectives and seeks to understand and prioritize success of the group over self.</td>
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<td>➢ <strong>Resilience</strong> - Adapts and overcomes setbacks and failure, practices a growth mindset and sees challenges as opportunity.</td>
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<td>➢ <strong>Personal responsibility</strong> - Takes ownership of one’s choices, understanding the natural consequences. Manages time and commitments and takes responsibility for outcomes.</td>
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<td>➢ <strong>Confidence</strong> - Takes risks, accepts challenges and demonstrates courage to be authentic</td>
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<td>➢ <strong>Grit</strong> - Despite obstacles, applies passion, perseverance and tenacity to accomplishing a goal over an extended period of time.</td>
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<td><strong>Healthy Independence (Financial &amp; Physical Fitness)</strong></td>
<td>Students say: “We need this, 100%.” Community says: “Financial and nutritional, not an elective, taught as a basic life skill.” <strong>Demonstrated through:</strong> knowledge assessments, 10-Year Plan.</td>
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<tr>
<td>➢ Knowledge and sense to make <strong>healthy choices</strong> physically and financially.</td>
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<td>➢ <strong>Practices healthy habits</strong> (physical, emotional) and surrounds one’s self with positive peers.</td>
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<tr>
<td>➢ Develops a <strong>practical set of skills to manage and maximize personal finances</strong> with confidence. Ex. - budgeting, goal setting and navigating the world of credit and investing.</td>
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Common Core, Next Generation Science and CTE Standards: Viking Graduate Profile Links to Standards of Practice

Qualities in the Viking Graduate Profile, the 5Cs along with Healthy Independence (Financial & Physical Fitness), are developed across subjects and disciplines through standards based instruction and 21st Century learning. The Common Core Standards for Math and English, along with the Next Generation Science Standards outline key practices and capacities that describe learning and student outcomes. Additionally, Viking qualities are developed in Career Technical Education (CTE) courses through CTE Standards for Career-Ready Practice.

<table>
<thead>
<tr>
<th>Practices in Mathematics, Science, and English Language Arts*</th>
<th>New CTE Standards Include Career-Ready Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>M1. Make sense of problems and persevere in solving them.</td>
<td>S1. Asking questions (for science) and defining problems (for engineering).</td>
</tr>
<tr>
<td>M3. Construct viable arguments and critique the reasoning of others.</td>
<td>S3. Planning and carrying out investigations.</td>
</tr>
<tr>
<td>M8. Look for and express regularity in repeated reasoning.</td>
<td>S8. Obtaining, evaluating, and communicating information.</td>
</tr>
</tbody>
</table>

* The Common Core English Language Arts uses the term “student capacities” rather than the term “practices” used in Common Core Mathematics and the Next Generation Science Standards.
**Goals**: By 2020, we want to achieve...

1. **College, Career and Life Readiness**
   - Significantly (+5% each year) increase percentage of students who demonstrate understanding and proficiency in content and practice standards (i.e. Common Core, Next Generation Science Standards, History and Social Science, Career Technical Education Standards).
   - All students participate in project based learning experiences that drive student inquiry and connect to real-world situations.
   - Incorporate qualities in the **Viking Graduate Profile** (Critical Thinking, Collaboration, Curiosity, Communication, Character & Healthy Independence) into learning experiences. Measure growth through personal reflection and authentic assessment (i.e. projects, performance tasks, culminating events.)

   *Link to LCAP: Goal #1 Increase Academic Performance; Goal #2 Enhance Stakeholder Communication & Collaboration Goal #4 Quality Education Access for Foster Youth*
   *Link to WASC Schoolwide Action Plan - Goal 1*

2. **Access and Equity**
   - All students have access to and participate in a wide variety of courses that lead to college and career choices.
   - Significantly (+5% each year) increase percent of students who meet UC/CSU college entrance requirements (A-G).
   - Increase academic achievement for all students while narrowing the achievement gap. *Equity and excellence approach: accelerate progress for underperforming subgroups while raising academic achievement for all.*

   *Link to LCAP: Goal #1 Increase Academic Performance; Goal #4 Quality Education Access for Foster Youth*
   *Link to WASC Schoolwide Action Plan - Goal 2*

3. **Belonging and Community Connectedness**
   - Students throughout the school community report a sense of belonging and positive relationships with peers and adults.
   - Students build connections between school and the Lake Tahoe community through participation in school leadership, AVID, CTE, clubs, arts, athletics, internships, jobs, LTCC dual enrollment, community projects, field trips, events etc..

   *Link to LCAP: Goal #2 Enhance Stakeholder Communication & Collaboration: Link to School Site Goal: Goal #5 - Belonging and Community Connectedness*
   *Link to WASC Schoolwide Action Plan - Goal 3*

4. **Family Engagement**
   - Families report opportunities and engagement in decision making and the direction of the school.
   - Families are informed and connected to school in a variety of ways (technology, parent advocacy groups, clubs etc.)

   *Link to LCAP: Goal #2 Enhance Stakeholder Communication & Collaboration: Link to School Site Goal: Goal #5 - Belonging and Community Connectedness*
   *Link to WASC Schoolwide Action Plan - Goal 4*

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Key Actions: To reach our goals by 2020, we will...

1. Enhance professional learning, development and engagement of staff.
   - Engage staff in professional learning related to application of content standards (Common Core, Next Generation Science and History Social Science), instructional practices, and research based practices that lead to academic achievement and development of qualities in the Viking Graduate Profile. (Ex. AVID, collaborative groups, outdoor education, Project Based Learning, Engineering Practices, SAMR (technology use), Design Thinking, etc.)
   - Allocate time for collaboration to support consistency, common, calibrated authentic assessment of learning and course development.
   - Cultivate a culture of growth, learning and feedback. Staff groups and administration monitor growth that includes cycles of data inquiry, reflection, and action that focus on student outcomes and closing the achievement gap.

2. Ensure access to pathways and course sequences that lead to college and career preparedness for students in all subgroups.
   - Update course sequences and descriptions to reflect standards, connections and foundations to other subjects or CTE pathways.
   - Collaborate regularly with middle grades to align practices, calibrate proficiency measures and Viking Graduate Profile development.
   - Deepen staff understanding of the student experience and cultural diversity through dialogue, student shadowing and data analysis.

3. Expand family engagement and communication.
   - Engage families through community events and outreach groups. (Boosters, Cafecitos, clubs, Vision 2020, locations vary throughout SLT).
   - Inform families and students of school progress, events and opportunities to engage through a variety of methods and languages.
   - Develop, articulate and implement a vision for family engagement in decision making and the direction of the school.

4. Implement strategic systems of academic and behavioral intervention and support.
   - Develop tiered systems of intervention and support for students struggling academically and behaviorally through monitoring, student referral system and implementation of research based strategies. (Response To Intervention - RTI)
   - Train staff in proactive classroom management strategies and relationship building (i.e. social emotional learning, trauma informed practices).
   - Update the Code of Conduct* with plans to address unhealthy behaviors (Alcohol & Drugs) and safety/responsibility online (Digital Citizenship).

5. Deepen community and workforce partnerships.
   - Develop shared goals and strategic actions with college partners (Lake Tahoe Community College in particular), community workforce organizations, public and private sector employers and non-profit community based organizations.

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6. **Inspire and engage students as change agents.**

➢ With the *Viking Graduate Profile* as a reference point, develop leadership skills and creative confidence to act on their ideas.
➢ Engage underperforming groups in feedback, goal setting, ideas and solution-seeking around meaningful engagement.

*WASC - identified area for growth*
# Viking Vision 2020: Three Year Action Plan - DRAFT - December, 2017

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<th>Viking Vision: Students develop a <strong>sense of purpose through authentic collaboration, real-world learning.</strong></th>
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<td><strong>Driving Question:</strong></td>
</tr>
<tr>
<td><strong>How will the STHS community enhance and adapt practices to accelerate progress toward our vision of student-centered learning and develop qualities described in the Viking Graduate Profile?</strong></td>
</tr>
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## Year 1
**2017-2018**

**Planning & Doing**

- Refine and implement key actions:
  1. Enhance professional learning of staff.
  2. Ensure access to pathways and course sequences that lead to college and career preparedness for students in all subgroups.
  3. Expand family engagement and communication.
  4. Implement strategic systems of academic and behavioral intervention and support.
  5. Deepen community and workforce partnerships.
  6. Engage students as change agents.

- Departments develop companion plans with measures, resources needed.

- Get the word out:
  - Viking TV; student leadership; websites; graphics; activities; Grad Profile sessions with students.

## Year 2
**2018-2019**

**Milestones & Making Progress**

- Measure quantity and quality of authentic, real-world learning in classrooms and in the community. (Develop observation and accountability tool.)

- Train first cohort of Project Based Learning (PBL) teachers.

- Implement Response to Intervention and Instruction (RTI) - Behavioral & academic support

- Student Leadership - Link Crew/Peer Resources

- Plans are reviewed and updated via community meetings - living document!

## Year 3
**2019-2020**

**Reflect, refresh & forecast**

**Community Input - Forecast ahead to January, 2020.**

Imagine we have evidence of our vision on student-centered learning throughout the school and our graduates demonstrate qualities in the Viking Graduate Profile.

- What are we doing in classrooms, the community?
- What kinds of experiences are students engaged in?

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