

# South Tahoe High School



## 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.

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. 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.

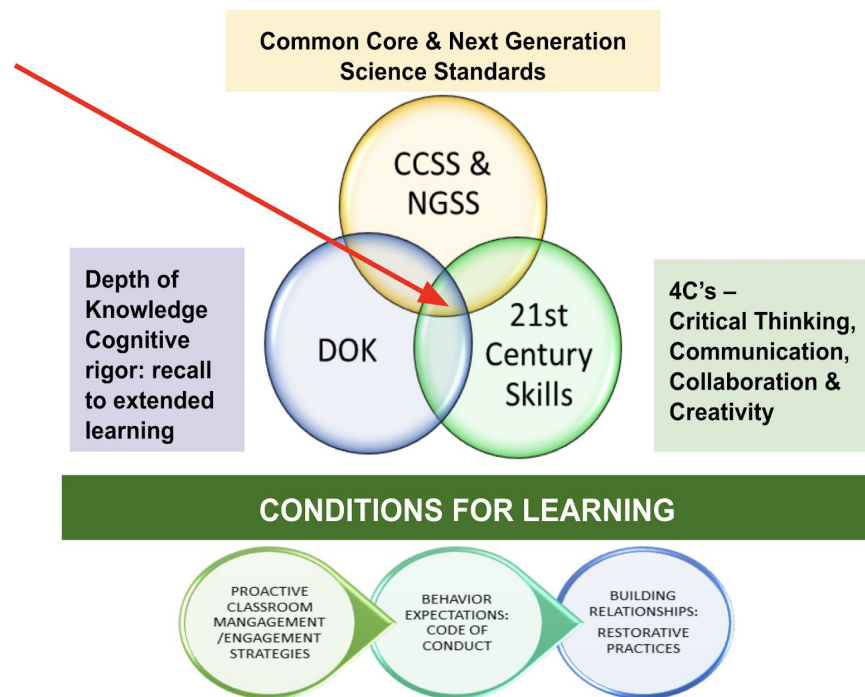
Viking Vision is adapting to become an iterative process each year to take the freshmen class into account. Therefore, Viking Vision will forecast out to our newest students' graduation dates resulting in a succession of plans with the first ending at 2022, then the class of 2023 and so on. As a community, 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 2022 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.
- Summary of plan with initial actions, milestones and a forecast to steps beyond 2022.

# 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.**

## Framework for student-centered learning

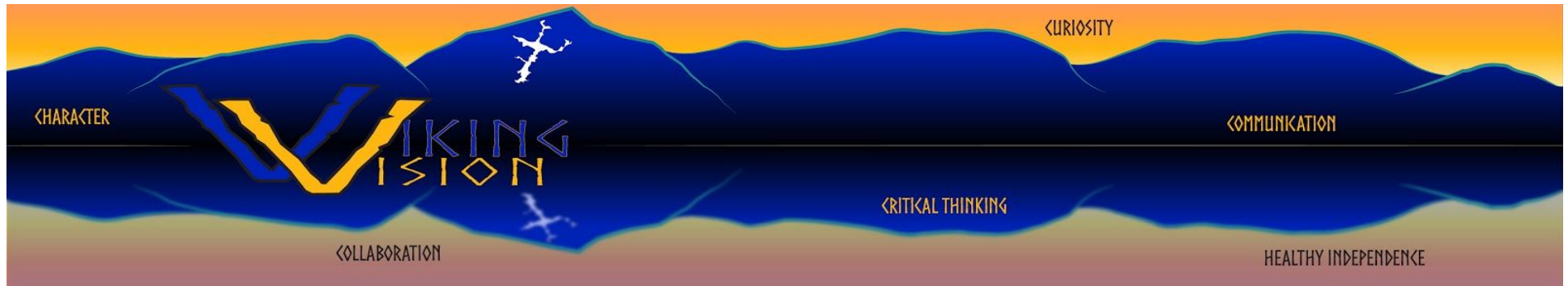


## Community description of student-centered learning



# 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	Community Input
<b>Critical Thinking</b> <ul style="list-style-type: none"><li>➤ Demonstrates <b>divergent thinking</b> and <b>creativity</b> in problem solving and real-world situations (looks at problems in a new way).</li><li>➤ <b>Demonstrates strategic and extended thinking</b> through analysis, forming argument from evidence, synthesis of ideas from multiple sources, design and critique of experimental models</li><li>➤ <b>Links learning</b> across subjects and disciplines.</li></ul>	<p>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.”</p> <p>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.”</p> <p><b>Demonstrated through:</b></p> <p>Projects, responses, question, inquiry, self evaluation, problem solves and find answers independently, reflection and thinking about learning process. Claim, Evidence, Reasoning.</p>

Viking Graduate Profile: Qualities & Skills	Community Input
<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>➤ Knows how to <b>work with others to reach a shared goal</b> — puts talent, expertise, and smarts to work.</li> <li>➤ <i><b>Values teamwork to solve problems and create solutions.</b></i></li> <li>➤ <i><b>Demonstrates an appreciation for others' perspectives and experience.</b></i></li> </ul>	<p>Students say: “putting our heads together to come out with a solution.”</p> <p>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.”</p> <p>“Appreciate and learn from others with different styles, working with people that you might not want to, need positive interdependence with autonomy and need to teach individual accountability for collaboration. Shift from lecture to conversation. “</p> <p><b>Demonstrated through:</b> Portfolios with self and peer reflection and teacher evaluation. Socratic Seminars, group projects.</p>
<p><b>Curiosity</b></p> <ul style="list-style-type: none"> <li>➤ Committed to <b>lifelong learning</b>.</li> <li>➤ <b>Motivated</b> by questions, exploration of <b>purpose</b>, and takes <b>initiative</b> to learn deeply.</li> <li>➤ <b>Self-directed</b> and undertakes creative endeavors.</li> </ul>	<p>Students say: “wanting to know more, know WHY. Going deeper than normal, being adventurous, trying new things and thinking freely.”</p> <p>Community says: “Class environment supports curiosity through project based learning, student-driven, goal-oriented tasks, maker space environment (tinker space). Support teacher training.”</p> <p><b>Demonstrated through:</b> Senior project, participation and engagement, # of library books checked out, task accomplishment, 10-Year plan</p>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>➤ <b>Shares</b> thoughts, questions, ideas, and solutions <b>verbally and in writing</b> in a variety of situations (research, essays, email ).</li> <li>➤ Participates in <b>authentic interaction</b> to collaborate, compromise, and <b>share ideas</b> through <b>active listening</b>, understanding of <b>nonverbal cues</b> and <b>cross-cultural differences</b>.</li> </ul>	<p>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.”</p> <p>Community says: “Need to consider ways to teach nonverbal cues.”</p> <p><b>Demonstrated through:</b> common assessments across all disciplines from freshman to senior year (essays, public speaking, business communication through email, letters, resumes, interview skills).</p>

Viking Graduate Profile: Qualities & Skills	Community Input
<p><b>Character</b></p> <ul style="list-style-type: none"> <li>➤ <b>Empathy</b> - Values others' perspectives and seeks to understand and prioritize success of the group over self.</li> <li>➤ <b>Resilience</b> - Adapts and overcomes setbacks and failure, practices a growth mindset and sees challenges as opportunity.</li> <li>➤ <b>Personal responsibility</b> - Takes ownership of one's choices, understanding the natural consequences. Manages time and commitments and takes responsibility for outcomes.</li> <li>➤ <b>Confidence</b> - Takes risks, accepts challenges and demonstrates courage to be authentic</li> <li>➤ <b>Grit</b>- Despite obstacles, applies passion, perseverance and tenacity to accomplishing a goal over an extended period of time.</li> </ul>	<p>Students say: "kids need help building character, knowing what characteristics they have and need to grow on, knowing who can help you grow."</p> <p>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."</p> <p><b>Demonstrated through:</b> 10-Year plan that helps to identify character traits, empathy through leadership, attendance, use of planners, follow-through.</p>
<p><b>Healthy Independence (Financial &amp; Physical Fitness)</b></p> <ul style="list-style-type: none"> <li>➤ Knowledge and sense to make <b>healthy choices</b> physically and financially.</li> <li>➤ <b>Practices healthy habits</b> (physical, emotional) and surrounds one's self with positive peers.</li> <li>➤ Develops a <b>practical set of skills to manage and maximize personal finances</b> with confidence. Ex. - budgeting, goal setting and navigating the world of credit and investing.</li> </ul>	<p>Students say: "We need this, 100%."</p> <p>Community says: "Financial and nutritional, not an elective, taught as a basic life skill."</p> <p><b>Demonstrated through:</b> knowledge assessments, 10-Year Plan, new Financial Literacy class. Want to have a class for seniors - Adulting 101.</p>



## 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.

### Practices in Mathematics, Science, and English Language Arts\*

Math	Science	English Language Arts
<b>M1.</b> Make sense of problems and persevere in solving them.	<b>S1.</b> Asking questions (for science) and defining problems (for engineering).	<b>E1.</b> They demonstrate independence.
<b>M2.</b> Reason abstractly and quantitatively.	<b>S2.</b> Developing and using models.	<b>E2.</b> They build strong content knowledge.
<b>M3.</b> Construct viable arguments and critique the reasoning of others.	<b>S3.</b> Planning and carrying out investigations.	<b>E3.</b> They respond to the varying demands of audience, task, purpose, and discipline.
<b>M4.</b> Model with mathematics.	<b>S4.</b> Analyzing and interpreting data.	<b>E4.</b> They comprehend as well as critique.
<b>M5.</b> Use appropriate tools strategically.	<b>S5.</b> Using mathematics, information and computer technology, and computational thinking.	<b>E5.</b> They value evidence.
<b>M6.</b> Attend to precision.	<b>S6.</b> Constructing explanations (for science) and designing solutions (for engineering).	<b>E6.</b> They use technology and digital media strategically and capably.
<b>M7.</b> Look for and make use of structure.	<b>S7.</b> Engaging in argument from evidence.	<b>E7.</b> They come to understanding other perspectives and cultures.
<b>M8.</b> Look for and express regularity in repeated reasoning.	<b>S8.</b> Obtaining, evaluating, and communicating information.	

\* 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.

NGSS@NSTA  
STEM STARTS HERE

### New CTE Standards Include Career-Ready Practice

*Apply appropriate technical skills and academic knowledge*  
*Communicate effectively*  
*Develop an education & career plan aligned w/ personal goals*  
*Apply technology to enhance productivity*  
*Utilize critical thinking and persevere in solving problems*  
*Practice personal health and understand financial literacy*  
*Act as a responsible citizen*  
*Model integrity, ethical leadership, & management*  
*Work productively in teams while integrating cultural & global competence*  
*Demonstrate creativity and innovation*  
*Employ valid and reliable research strategies*  
*Understand the environment, social, & economic impacts of decisions*

# Goals: By 2022, 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](#)*

# Key Actions: To reach our goals by 2022, 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 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.\*

- Monitor and measure progress towards [college/career indicators](#). (Including [A-G college entrance](#) course completion, dual enrollment, Advanced Placement exams, [CAASPP](#) state testing in English and Math). (Science - 2019)
- 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.

## 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.



# Viking Vision 2022: Action Plan - *Updated January 2019*

Viking Vision: Students develop a sense of purpose through authentic collaboration, real-world learning.		
Viking Graduate Profile: 5Cs & Healthy Independence Critical Thinking, Collaboration, Curiosity, Communication, Character & Healthy Independence		
Driving Question: 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?		
2018-2019 Planning & Doing	2019-2022 Milestones & Making Progress	2021-22 Reflect, refresh & forecast
<p>Refine and implement key actions. Update School Site Plan. Rename up to 2022, focus on Character</p> <p>Viking Vision Companion Plans: Departments reflect on progress related to Viking Graduate Profile, core departments Version 2, add new departments to the process.</p> <p>Develop a School Literacy Plan, engage community and team of staff, implement elements of plan specifically Claim, Evidence, Reasoning across content.</p> <p>Build capacity for Project Based Learning through expert teacher support, workshops, and collaboration.</p> <p>Continue to get the word out: Viking TV; student leadership; websites; graphics; activities; Grad Profile sessions with students.</p>	<p>Iterate each year to include incoming freshmen class. 2023, 24 and so on. Measure quantity and quality of authentic, real-world learning in classrooms and in the community. (Develop rubric). Identify new Viking Graduate Profile focus each year.</p> <p>Deepen and expand Project Based Learning to include community partners. Showcase work in expo or open house.</p> <p>Implement new elements of the Literacy Plan, articulate K-14.</p> <p>Update and refine systems and partnerships for responding to students - academic and social-emotional needs.</p> <p>Refine and update course offerings to reflect vision, graduate profile, and goals.</p> <p>Seek grant funding to support innovative projects.</p>	<p>Community forecasting of emerging trends in 2028. Plan to adapt. Revisit and refresh vision of student learning, include vision of adult learning and culture.</p> <p>Update and revise 2022 WASC Schoolwide Action Plan</p> <p>Aspiration: Imagine we have evidence of our vision on student-centered learning throughout the school and our graduates demonstrate qualities in the Viking Graduate Profile.</p> <p>Define what is next. Identify trends are on the horizon that will cause us to adapt.</p>