

Henry M. Gunn High School

**SINGLE PLAN FOR
STUDENT ACHIEVEMENT**

(School Improvement Plan)

2007-2008



Palo Alto Unified School District

WASC GOAL 1: To ensure the development of thoughtful, resilient students with a passion for learning, Gunn High School will enhance its course offerings and use a variety of teaching strategies and assessments congruent with State Content Standards and PAUSD Expected Schoolwide Learning Results to ensure the academic success of all students and to help close the achievement gap. Aligned to District Strategic Goals 1(a), 1(b), 1(d) and 2(a).

TASK 1: Collaborate in the development of programs, new courses and on a variety of teaching methodologies and strategies to continue to improve Gunn students' abilities to meet California Content Standards, PAUSD ESLRs and to pass the required CAHSEE.

Action:

- Continue to refine and adjust the Freshman Student and Freshman Parent Orientation programs in the light of student, parent and staff input and evaluations of its impact on ninth graders during the 2007-2008 school year.
- Evaluate changes made in the Physics program and in the sequence of course offerings in the Science department.
- Examine the sequence of courses in the Social Studies Department in the light of the recommended State Framework and make revisions to bring it into line with the State framework.
- Continue to evaluate and refine our Information Technology programs.
- Continue department work on course consistency in each subject area and at each grade level.
- Continue to identify students who have not yet passed the CAHSEE and provide remediation as needed.
- Continue to encourage best practices in teaching methodologies and strategies, namely
 - Elements of Instruction (EOI)
 - Differentiated Instruction
 - Identity Safety
 - Peer observation and interdisciplinary collaboration
- Implement the final phase of the schoolwide standardized research paper.
- Develop course descriptions for all Specialized Core Programs (SCPs) that are congruent with State Content Standards and PAUSD ESLRs.
- Continue the work of updating all course descriptions for every department and complete the binder containing descriptions of all courses taught at Gunn.
- Prepare for the WASC accreditation visit that will happen in the spring of 2009 by establishing Focus Groups and ensuring strong leadership for each group. Survey all stakeholders (students, teachers and parents) to provide data for the WASC Focus Groups. Ensure that the Staff Development Coordinator and Principal attend WASC trainings sessions.
- Plan for the continued expansion of the Gunn student population in the light of the recommendations of the High School Task Force to the Board of Education and subsequent Board directives.

(AQ): What did we learn about the effectiveness of the Freshman Student and Freshman Parent Orientation programs as they were presented in 2007? What changes will be made to the program for 2008 based on student, parent and staff input?

(AQ): What were the results of the Science Department's work on the Physics curriculum? How did students and parents react to the new sequencing of courses in the Science Department?

(AQ): What changes in the scope and sequence of information technology course offerings are planned for the future?

(AQ): What were the results of the examination and revision of the course sequence in the Social Studies Department?

(AQ): Is our Professional Development program emphasizing EOI, differentiation of instruction and Identity Safety making a positive difference for students? What impact has it had on teaching and learning? What is happening on a department level with the Peer Observation and Interdisciplinary Collaboratives? What are the obstacles to implementing ideas from these collaboratives in each of the departments?

(AQ): What remediation was provided for students in the class of 2008 needing to pass the CAHSEE and how effective was it as measured by numbers of students passing the examination?

(AQ): What were the results of the final phase of the schoolwide research paper? Will any changes be made in the three-year research paper project based on an evaluation of the project?

(AQ): Were the Specialized Core Program course descriptions completed? What subject areas did they cover? Are these descriptions aligned to the ESLRs and State Standards?

(AQ): What progress was made in updating Gunn's course descriptions? Was the course binder completed?

(AQ): What steps were taken to ensure that Gunn is ready for the WASC visit?

(AQ): What actions will be necessitated by the plan the BOE creates to deal with the growth of the Gunn student population?

TASK 2: Continue discussion about student progress in each subject area and identify those students who are not flourishing academically.

Action:

- Continue to analyze grades and grade distributions in each subject and in each department to identify which students are not flourishing and offer support for them tailored to their needs.
- Analyze the data resulting from 2006-2007 California Standards Tests (STAR), the ERB Writing test, CAHSEE and AP tests to see what light they shed on student progress.

(AQ): What percentage of students in each subject in each department made/did not make adequate progress based on the distribution of D and F grades each semester? What were the characteristics of each of these groups in terms of race, ethnicity, gender, English Language Learner or Special Education status? Were there any changes based on our efforts to better serve this population?

(AQ): What did test data add to our understanding of the effectiveness of our instructional program?

(AQ): How helpful was "Cruncher," the new data management system, to us in analyzing test data?

(AQ): Are any new programs planned as a result of Board decisions regarding the growth in student population and/or the District's new Strategic Plan?

TASK 3: Collaborate on assessment to ensure consistency and variety and to ensure that best practices in accommodating students' learning needs and differences are followed.

Action:

- Departments will discuss grading and assessment practices in the various subject areas in the light of information provided through an analysis and comparison of grades and test scores earned on externally graded examinations.
- Departments will continue their work on assessment to ensure consistency and variety in the assessment of student work.

(AQ): What did the comparison of internal and external measures of performance reveal about Gunn's grading and assessment practices?

(AQ): What types of assessments and assessment practices were developed to ensure variety and consistency?

TASK 4: Close the Achievement Gap.

Action:

- Continue to use Elements of Instruction, differentiated instruction and Identity Safety as strategies to narrow the achievement gap.
- Encourage regular contact and collaboration between teachers in different departments who teach ninth graders in order to examine the impact of our efforts to connect freshman to the school in ways that improve student performance.
- Work with a selected group of feeder elementary schools and Terman MS to implement an effective College Pathways Program.
- Monitor the effectiveness of the Math Department's efforts to break the cycle of failure by reorganizing its Introduction to Algebra program in line with the work of Dr. Kris Gutierrez of UCLA that emphasizes Re-Mediation rather than remediation
- Actively work to increase the percentage of students of color taking AP courses to bring it into line with that of other groups.
- Continue to work with the Parent Network for Students of Color to provide support and give feedback that will help ongoing efforts to narrow the achievement gap.
- Continue to examine the effectiveness of support programs (FOS/AVID, ELL, Spanish for Spanish Speakers and Special Education, Alta Vista, Terra Bella, Opportunities Program) at Gunn in closing the achievement gap.
- Continue to examine and track the transition of minority students from middle to high school.

(AQ): Did teachers feel that the teaching and classroom management strategies that were the focus of Staff Development in 2007-2008 had a positive impact on underperforming students?

(AQ): What progress was made in implementing the College Pathways Program?

(AQ): What did an evaluation of our new approach to teaching the lowest level math students reveal about its effectiveness? Are changes needed and, if so, what form will they take?

(AQ): What percentage of Gunn's juniors and seniors of color were enrolled in AP and Honors programs in 2007/2008? How did this compare with previous years?

(AQ): What issues and concerns emerged in the PNSC? What steps or actions were taken to address them?

(AQ): What was learned about the effectiveness of our support programs? Are they meeting student needs or are changes needed?

(AQ): What new information came to light about the transition of minority students to high school and what changes are planned based on this information?

TASK 5: Improve articulation vertically and horizontally between classes, programs, and the middle schools.

Action:

- Continue to work with staff at Terman, JLS and a number of small private schools now sending students to Gunn regularly to facilitate the transition of eighth graders to high school.
- Continue to meet regularly with the middle school guidance staff to ensure that students who are likely to experience difficulty in the transition to high school are offered adequate support.
- Continue to track ninth grade schedule changes carefully to measure the effectiveness of our Counseling and advising program in helping ninth graders and their parents make course selections.
- Continue the work of Departments and Steering Committees on articulation between specific courses and programs.

(AQ): In what ways did Gunn staff work with the middle school staff to facilitate the move of eighth graders to high school?

(AQ): How effective were the meetings with the middle school staffs in ensuring a smooth transition to high school for "at-risk" students?

(AQ): What articulation meetings took place and how did they impact what and how things are being presented to high school freshmen?

WASC GOAL 2: Help students and staff achieve a balanced, healthy life. Aligned to District Strategic Goal 1(c).

TASK 1: The school will foster and encourage participation in extra-curricular activities that have intrinsic value for the individual.

Action:

- Continue to work with the Student Activities Director and the Student Executive Council to augment opportunities for student involvement.
- Continue to work to improve facilities that house extra-curricular activities.
- Continue efforts to reduce staff stress.

(AQ): What new opportunities were provided for students in programs or in extra curricular activities that enhanced opportunities for student involvement?

(AQ): What improvements were made in facilities that house extra-curricular activities?

(AQ): What activities or actions were taken to reduce staff stress?

TASK 2: Lower the levels of stress for students, staff and parents.

Action:

- Continue our involvement with Stanford University's SOS (Stressed Out Students) group. Invite speakers to PTSA meetings to address parents on this issue.
- Evaluate the changes made in our schedule distribution and schedule change process in the fall of 2007 that were designed to reduce student stress.
- Evaluate our first year as the District's pilot school for the use of online attendance taking via SASlxp.
- Introduce a more efficient system that makes it easier to manage and monitor textbooks and takes it out of the hands of teachers and department secretaries.
- Continue our schoolwide effort to focus on character education for all students.
- Continue to make available to all students the support and advising services and programs that help reduce stress.
- Continue to offer training and support to teachers to encourage the use of InClass as a communication tool between home and school.
- Improve communication through the use of the new broadcasting studio and Web site so that students and parents are kept informed about dates and deadlines and are connected to the life of the campus.

(AQ): What contact did we have with the SOS program and what parent education programs were offered?

(AQ): How did students, parents, teachers and Instructional Supervisors react to the changes in our schedule distribution and schedule change process? Will the changes be continued in future years?

(AQ): How successful was the implementation of electronic attendance taking via SASlxp. What difficulties were encountered and how were they handled? How was the new system received by staff, students, parents and administrators?

(AQ): What changes were made in textbook management system? Did the new system reduce staff and student stress? Did it reduce the loss of textbooks?

(AQ): What were the results of our efforts to focus on character education for students? Were there fewer instances of cheating and plagiarism as a result of our efforts? What were student reactions to the Integrity Code?

(AQ): Was the number and quality of services and support programs maintained and/or improved during the 2007-2008 school year?

(AQ): How many new teachers were added to the list of InClass users? Did parents, students and Special Education teachers feel that communication about homework and student progress improved over the course of the year?

(AQ): Did use of the Broadcasting studio as a communication tool become more effective? Did students feel they were better informed?

(AQ): Were the various Gunn Web pages reviewed and revised regularly? Did parents and students feel they were useful sources of information and that communication was improved?

WASC GOAL 3: Students of all races, ethnicities and genders will feel supported, challenged and included in the Gunn Community. Aligned with strategic goals 1(b), 1(c) and 1(d).

TASK 1: Reduce drug and alcohol use among Gunn students.

Action:

- Continue to address the use of drug and alcohol use by Gunn students both on and off campus.
- Develop a more effective advertising campaign using Social Norms data that conveys the message that the norm is that most students do not use drugs and alcohol.
- Continue to work with the PAPD School Resource Officers to help reduce student drug and alcohol use.
- Ensure that all stakeholders are aware of and have access to information and community resources that address problems of drug and alcohol abuse. Publicize and improve the visibility of support programs (ACS, Counselors, etc.) on campus.
- Continue parent education programs that provide consistent information about drugs and alcohol.

(AQ): Was there any reduction in the incidence of drug and alcohol related discipline incidents?

(AQ): How effective was the advertising campaign? Was there any perceptible change in student behavior or opinion?

(AQ): In what ways did the SROs help Gunn address drug and alcohol issues among students?

(AQ): Did parents feel they knew where to go for help if it was needed? Were parent education programs put in place? How well were they attended and received?

TASK 2: Gunn High School will continue to support students of all races, ethnicities, genders and socio-economic status.

Action:

- Continue to monitor course offerings and course content to ensure that thematic materials dealing with race, ethnicity, gender and socio-economic status are included in the curriculum.
- Continue to participate in Camp Everytown.
- Work with individual students to ascertain their needs and work to refine current programs to meet those needs.
- Work with the Parent Network for Students of Color to improve communication with parents of minority/under-represented students at Gunn through regular parent information and education meetings.

(AQ): What new courses or materials addressing race, ethnicity, gender and socio-economic status were introduced into the curriculum? How were they received?

(AQ): Was Gunn successful in maintaining its commitments to Camp Everytown?

(AQ): What new ways were introduced to publicize and improve the visibility of support programs on campus?

(AQ): How effective was the PNSC in opening and maintaining channels of communication between the school and parents of minority students?

TASK 3: Create a school that is safe, clean and orderly.

Action:

- Continue efforts to improve recycling and resource conservation at Gunn to maintain Gunn's Green Business status.
- Continue our partnership with the District that offers incentives to reduce energy, water consumption and waste.
- Add additional security devices, especially cameras, and alarms to the campus to protect us against further theft and vandalism in areas where we are most vulnerable.
- Work with the new School Resource Officers to develop positive relationships between Gunn students and PAPD.
- Continue efforts to maintain and beautify the campus.

(AQ): What improvements were made in reducing waste and in our recycling programs?

(AQ): What were the results of continued efforts to reduce energy use on campus?

(AQ): What additional security devices were added to protect the campus and were they successful in reducing theft and vandalism as measured by the number of incidents reported?

(AQ): What contact did the SROs have with students that were positive? Was there any change in students' perceptions of the police as measured by student comments and feedback?

(AQ): What improvements were made in the appearance of the campus?

**2007-2008 SCHOOL AND LIBRARY IMPROVEMENT BLOCK GRANT BUDGET
HENRY M. GUNN HIGH SCHOOL**

| EXPENSE ACCOUNTS | INSTRUCTIONAL SERVICES/ PROGRAMS | RELEASE TIME AND STAFF DEVELOPMENT | INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS | SUPPLIES/ MATERIALS AND EQUIPMENT | CENTRALIZED SERVICES | EXPENSE TOTAL |
|---|----------------------------------|------------------------------------|--|-----------------------------------|----------------------|---------------------|
| CERTIFICATED SALARIES (1000) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| CLASSIFIED SALARIES (2000) | 0 | 0 | 10,570 * 1,160 ** | | 0 | \$10,570 \$1,160 |
| EMPLOYEE BENEFITS (3000) | 0 | 0 | 1,993 *** | | 0 | \$1,993 |
| SUPPLIES (4000) | 41,109 55,515 ***** | 0 | 0 | 300 | 0 | \$41,409 55,515 |
| CONTRACTED SERVICES (5000) | 1,309 ***** | | 0 | 0 | 0 | \$1,309 |
| CAPITAL OUTLAY (6000) | 0 | 0 | 0 | 0 | 0 | \$0 |
| INDIRECT COSTS (7000) | 0 | 0 | 0 | 0 | 4,485 | \$4,485 |
| TOTAL | \$97,933 | \$0 | \$13,723 | \$300 | \$4,485 | \$116,441 |
| Rene' Hart, Site Council Coordinator, Gunn HS | | | | | | |
| 10/18//2007 Revised | | | | | | |
| *SIP COORDINATOR Payroll | | | | | | |
| **CLASSIFIED STIPENDS | | | | | | |
| ***SIP COORDINATOR 18.856% Statutories | | | | | | |
| ****Calif Bill AB825 Library Protection Bill | | | | | | |
| 60926=59616.90 Site Council+1309.10 Library Protection | | | | | | |
| *****Second half of one time block grant | | | | | | |

2007-2008 SCHOOL AND LIBRARY IMPROVEMENT BLOCK GRANT BUDGET CARRYOVER = \$10,492.00
HENRY M. GUNN HIGH SCHOOL

| EXPENSE ACCOUNTS | INSTRUCTIONAL SERVICES/ PROGRAMS | RELEASE TIME AND STAFF DEVELOPMENT | INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS | SUPPLIES/ MATERIALS AND EQUIPMENT | CENTRALIZED SERVICES | EXPENSE TOTAL |
|---|----------------------------------|------------------------------------|--|-----------------------------------|----------------------|-----------------|
| CERTIFICATED SALARIES (1000) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| CLASSIFIED SALARIES (2000) | 0 | 0 | 0 | 0 | 0 | \$0 |
| EMPLOYEE BENEFITS (3000) | 0 | 0 | 0 | 0 | 0 | \$0 |
| SUPPLIES (4000) | 10,492 | 0 | 0 | 0 | 0 | \$10,492 |
| CONTRACTED SERVICES (5000) | 0 | 0 | 0 | 0 | 0 | \$0 |
| CAPITAL OUTLAY (6000) | 0 | 0 | 0 | 0 | 0 | \$0 |
| INDIRECT COSTS (7000) | 0 | 0 | 0 | 0 | 0 | \$0 |
| TOTAL | \$10,492 | \$0 | \$0 | \$0 | \$0 | \$10,492 |
| Rene' Hart, Site Council Coordinator, Gunn HS | | | | | | |
| 9/28/07 | | | | | | |

Programs Funded Through the Consolidated Application Process Proposed Expenditures for 2007-2008

State Categorical Programs

California Peer Assistance and Review (PAR) Program for Teachers:

Provides support for selected new teachers who do not qualify for BTSA support. Local plans for using these funds are negotiated with the District's certificated employees.

- *Funds are used for professional development through coaching and mentoring*

- *Funds are centralized.*

- *\$69,316*

Economic Impact Aid/English Learner Program:

Provides services to English Learners (EL) to ensure that these students develop full proficiency in English as rapidly and effectively as possible and to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

- *Funds are used for Primary Language Tutors to support ELD students in regular classes.*

- *Funds are centralized.*

- *\$251,467*

School and Library Improvement Block Grant:

Provides funds intended to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization in order to meet the needs of pupils at that school. These efforts are thus directed to the goal of improving the school's instructional program for all students.

- *Funds are allocated to all schools (K-12) based on the 1th day enrollment to improve the instructional program.*

- *\$907,600*

- *See attached budget.*

School Safety and Violence Prevention:

Provides funds to be used for strategies such as hiring personnel trained in conflict resolution, providing on-campus communication devices and other safety equipment and supplies, and establishing staff training programs and cooperative arrangements with law enforcement.

- *Funds are used for a variety of safety and counseling support, materials, and personnel.*

- *Funds are centralized.*

- *\$155,817*

Pupil Retention Block Grant:

Provides funds to school districts to ensure that every student, upon reaching age 16 or prior to the end of tenth grade, receives a systematic review of academic progress and counseling so that students can successfully complete school in a timely manner. In addition, the program provides for a variety of services, including counseling, for identifying and serving students who are not earning credits at a rate which enables them to graduate with the rest of their class.

- *Funds are allocated to provide counseling and support services for Grade 10 students.*

- *Gunn High School - \$13,125*

- *Palo Alto High School - \$13,125*

Tobacco-Use Prevention Education Program:

Provides funding for tobacco-specific student instruction, reinforcement activities, special events, and cessation programs for students. These programs are to encourage sound decision-making and awareness of the consequences of chemical use, provide current and accurate information about tobacco use and its effects, enhance self-esteem and refusal skills, and improve school climate and relationships among all staff and students.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are also used for instruction and support activities aimed at eliminating tobacco use among students*
- *Funds are centralized.*
- \$15,515

Federally-Funded “No-Child Left Behind” (NCLB) Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged - Targeted Assistance Program:

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- \$526,320

Title II, Part A, Preparing, Training and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in the schools; holds Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development to improve teacher and principal quality, evaluation of programs designed to increase student achievement, and a portion the salaries of Literacy and Math Teachers on Special Assignment (TOSAs).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II, in compliance with the requirements in NCLB.*
- *Funds are centralized.*
- \$221,013

Title II, Part D, Technology Education:

Provides formula-funded grants for education technology. Twenty-five percent of the funding must be spent for professional development; the remainder must be allocated to support using technology to enhance education in a manner consistent with the approved application.

- *Funds are used for software that will assist in staff communication to students and families regarding student progress, class work, grading, and homework.*
- *Funds are centralized.*
- \$5,255

Title III, Language Instruction for Limited English Proficient (LEP) Students:

Provides funding for supplementary programs and services for LEP students. Required activities include the provision of instruction and instructional support services related to English Language Development (ELD) programs and academic progress in the core curriculum in a manner that allows LEP students to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities.

- *Funds are used for literacy support for ELD students in summer school and for stipends for ELD teachers to administer required language proficiency tests during the summer to ensure appropriate placement of students.*
- *Funds are centralized.*
- *\$108,864*

Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA):

Provides funds to develop, implement, and evaluate comprehensive drug/alcohol, tobacco, and violence prevention programs and activities which are consistent with the principles of effectiveness and that are coordinated with school and community-based program services. The SDFSCA's goal is to foster a safe and drug-free learning environment that supports academic achievement.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are centralized.*
- *\$29,511*

Title V, Innovative Strategies:

Provides funds to support local education programs that are consistent with statewide education reform efforts and to provide for innovation and educational improvement to meet the needs of all students, including the special needs of at-risk students.

- *Funds are used for curriculum planning and development.*
- *A portion of the allocation will be made available to private schools in compliance with NCLB.*
- *Funds are centralized.*
- *\$7,875*