Gunn High School

Single Plan for Student Achievement (SPSA)  
2009-2015

Goals

**GOAL A: DIVERSITY & CHOICE**
To acknowledge and honor the diversity of the Gunn community and provide students with effective choices

**GOAL B: INSTRUCTIONAL PRACTICES**
To maintain and encourage instructional practices that ensure student success

**GOAL C: COMMUNITY & COMMUNICATION**
To maintain a sense of community by streamlining communications, facilitating transitions, and reaching out to those not yet connected

**GOAL D: EXCELLENCE WITH GROWTH**
To maintain academic excellence and a sense of community during a period of growth

**GOAL E: STUDENT PERFORMANCE & ASSESSMENT**
To use data to inform instruction and improve student performance
Single Plan for Student Achievement (SPSA)
2009-2015

Goals with Tasks & Actions
GOAL A: DIVERSITY & CHOICE
To acknowledge and honor the diversity of the Gunn community and provide students with effective choices (see pp. 9-12 for further details)

TASK A-1: Explore introduction of new courses and programs based on student needs

ACTION: Examine curriculum and student needs at district, site and departmental levels
- Departments will identify needs and propose new courses or adjustments to current courses. New courses and programs should meet student needs and whenever possible have a multicultural and global perspective.
- Provide opportunities for interdepartmental collaboration on course development
- Create a school committee to examine potential new structures (e.g., the structure of the school day, on-line learning, school within a school) to meet student needs
- Keep district Steering Committees and PAUSD informed of progress

TASK A-2: Provide support for students to be successful in existing and new programs

ACTION:
- Examine ways to support the needs of ELL, Special Ed, diverse learners and minority students in mainstream programs including Honors and AP courses
- Continue Gunn’s efforts to close the achievement gap
- Evaluate effectiveness of current support systems and adjust as needed
- Examine ways to integrate the teaching of lifeskills such as student resilience and self-sufficiency into the classrooms and school culture
- Provide professional development to train teachers in ways to develop student lifeskills
- Continue Gunn’s work on identity safety

TASK A-3: Involve and educate parents of students needing support

ACTION:
- Identify and provide assistance to parents who do not understand Gunn’s systems (e.g., schedules, academic success)
**GOAL B: INSTRUCTIONAL PRACTICES**
To maintain and encourage instructional practices that ensure student success (see pp. 13-15 for further details)

TASK B-1: Encourage teacher collaboration and sharing of best practices

**ACTION:**
- Ensure content and workload consistency among all sections of the same course
- Encourage greater use of library resources and further develop the Research Paper Project
- Assess the extent of current teacher collaboration to determine future needs

TASK B-2: Increase variety of instructional techniques

**ACTION:**
- Create learning opportunities relevant to students’ current and post-high school plans (personal connections to content, inquiry-based learning, hands-on activities, real-world data collection, critical thinking, project-based learning)
- Increase meaningful integration of technology into instruction
- Ensure that all teachers are CLAD-certified except World Language teachers.
GOAL C: COMMUNITY & COMMUNICATION
To maintain a sense of community by streamlining communications, facilitating transitions, and reaching out to those not yet connected (see pp. 16-20 for further details)

TASK C-1: Streamline communication with students, parents, faculty and community

ACTION:
- Develop ways to assess effectiveness of current communication systems (e.g. InClass, school website, grade reports, ConnectED, Gunn Connection, Spotlight)
- Assess current communication systems
- Improve communication systems
- Evaluate the effectiveness of changes in the communication systems

TASK C-2: Improve transitions from middle to high school, between grades in high school, and post high school.

ACTION:
- Continue and improve exchange of information between middle and high school counselors
- Continue our efforts to refine the Freshman Orientation program and new student program
- Make better use of data to improve student transitions between grade levels
- Better prepare students for college readiness and post high school opportunities including developing critical thinking skills and encourage resilience

TASK C-3: Maintain a sense of community and connections for students, teachers and parents as we grow

ACTION:
- Investigate and collect evidence of existing actions, programs and activities fostering community
- Identify gaps and take appropriate action to build community

TASK C-4: Improve delivery of counseling and college/career services

ACTION:
- Identify areas where delivery of academic counseling services can be improved
- Develop and implement an action plan to improve delivery of academic counseling services
GOAL D: EXCELLENCE WITH GROWTH
To maintain academic excellence and a sense of community during a period of growth (see pp. 21-24 for further details)

TASK D-1: Work with DLM architects and DO to develop a site plan using bond money that will better meet Gunn’s needs

ACTION:
  o Meet regularly with DLM architects and maintain detailed records
  o Ensure all voices are heard in the planning process
  o Develop a strategy and communicate effectively with all parties during construction periods (packing, relocation, etc.)

TASK D-2: As we continue to grow, we will maintain a sense of community and connectedness

ACTION: See “Actions” under Goal C: Community and Communications

TASK D-3: Attract, retain and develop highly qualified staff to maintain academic excellence and support new and existing programs

ACTION:
  Follow the guidelines outlined in the District’s Strategic Plan regarding recruitment, evaluation, and development of staff. Provide opportunities for professional advancement and the development of leadership capacity
  o Create and foster ways to celebrate staff accomplishments
  o Maintain and enhance our collaborative culture

1From PAUSD Goal B: “Create an exceptional teaching environment by recruiting, developing, and retaining the most talented staff; improve District’s ability to attract and recruit staff; re-examine and enhance staff evaluation system; and enhance professional development.”
GOAL E: STUDENT PERFORMANCE & ASSESSMENT
To use data to inform instruction and improve student performance (see pp. 26-27 for further details)

TASK E-1: Use data more effectively

ACTION:
- Use data more consistently and effectively to inform instructional practices
- Provide training for teachers that encourages the use of data to inform instructional practice

TASK E-2: Provide multiple pathways for students to demonstrate content mastery in all subjects and to reflect on their growth and progress as learners.

ACTION:
- Continue and expand use of alternative assessments
- Continue and expand use of multiple measures of student performance
- Develop classroom activities that encourage students to reflect on their own work
- Survey students on a regular basis and use feedback results to inform practice
Gunn High School

Single Plan for Student Achievement (SPSA) 2009-2015

Complete Single Plan for Student Achievement
GOAL A: DIVERSITY & CHOICE
To acknowledge and honor the diversity of the Gunn community and provide students with effective choices

RATIONALE:
- Support a diverse student body (ELL, Special Ed, ethnically, educationally and linguistically)
- Align curriculum with needs of diverse population
- Examine ways to introduce more variety and flexibility into the school program

ESLRs:
- Demonstrate knowledge of key concepts
- Effective communication through listening, speaking and writing
- Ability to integrate knowledge among disciplines
- Critical and creative thinking to solve problems

TASK A-1: Explore introduction of new courses and programs based on student needs

ACTION: Examine curriculum and student needs at district, site and departmental levels

- Departments will identify needs and propose new courses or adjustments to current courses. Such courses should take into account the need for multicultural and global perspectives.
- Provide opportunities for interdepartmental collaboration on course development
- Create a school committee to examine potential new structures (e.g., the structure of the school day, on-line learning, school within a school) to meet student needs
- Keep district Steering Committees and PAUSD informed of progress
<table>
<thead>
<tr>
<th>Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards</th>
<th>Means to monitor and report progress</th>
<th>Who’s responsible and involved</th>
<th>Specific steps, including professional development</th>
<th>Timeline</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>All existing courses are aligned with ESLRs and content standards. All new courses must also be before approval. Student performance, as measured by completion of UC/CSU A-G course sequence, STAR testing, multiple measures of student performance, and departmental input.</td>
<td>IC meeting reports</td>
<td>Departments and IC</td>
<td>Analyze student, parent and teacher survey results re: course offerings</td>
<td>Fall 2009</td>
<td>Department and IC meetings</td>
</tr>
<tr>
<td></td>
<td>Course catalog</td>
<td>Departments and IC</td>
<td>Annual review of course offerings</td>
<td>Every December</td>
<td>Department and IC meetings</td>
</tr>
<tr>
<td></td>
<td>Course catalog</td>
<td>Departments and IC, Steering Committees, Site Council, Board of Education</td>
<td>Review new course proposals</td>
<td>Every Fall</td>
<td>Department, IC, SC and Steering Committee meetings</td>
</tr>
<tr>
<td></td>
<td>Reports from school visits &amp; workshops</td>
<td>IB exploratory committee</td>
<td>Continue work of IB exploratory committee</td>
<td>Fall 2009, ongoing</td>
<td>PAUSD and site funding</td>
</tr>
<tr>
<td></td>
<td>Agendas and minutes, IC meeting reports</td>
<td>Prof. Development coordinator, ISs, teachers and counselors</td>
<td>Use department time and Staff Development Days for interdepartmental collaboration</td>
<td>Ongoing</td>
<td>Meeting time</td>
</tr>
<tr>
<td></td>
<td>Report to IC, SC and Staff meetings, SPSA annual report to B of E</td>
<td>Interested teachers, administrators and counselors</td>
<td>Create a school committee to examine potential new structures (e.g., the structure of the school day, on-line learning, school within a school) to meet student needs</td>
<td>Begin Fall 2009, report out Spring 2010</td>
<td>Prof. Development Thursdays</td>
</tr>
</tbody>
</table>
**TASK A-2: Provide support for students to be successful in existing and new programs**

**ACTION:**
- Examine ways to support the needs of ELL, Special Ed, diverse learners and minority students in mainstream programs including Honors and AP courses
- Continue Gunn’s efforts to close the achievement gap
- Evaluate effectiveness of current support systems and adjust as needed
- Examine ways to integrate the teaching of lifeskills such as student resilience and self-sufficiency into the classrooms and school culture
- Provide professional development to train teachers in ways to develop student lifeskills
- Continue Gunn’s work on identity safety
- Increase opportunities for school-wide recognition of student achievement.
- Work with the District and Special Education staff to explore and address factors that lead to a disproportionate number of African American and Hispanic students being identified for Special Ed.

<table>
<thead>
<tr>
<th>Ways of assessing progress, including student achievement of critical academic needs, ESLRs &amp; academic standards</th>
<th>Means to monitor and report progress</th>
<th>Who’s responsible and involved</th>
<th>Specific steps, including professional development</th>
<th>Timeline</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Student support programs promote student achievement of ESLRs and content standards. Success will be measured by grades, test scores, students meeting a-g requirements, and college admissions.</td>
<td>Staff meetings, Staff Development Days</td>
<td>Teachers, ISs, counselors and administrators</td>
<td>Examine data in district databases regarding student performance</td>
<td>Fall, 2009, ongoing</td>
<td>PAUSD database (Cruncher)</td>
</tr>
<tr>
<td>Number of teachers attending Cruncher training and applying data</td>
<td>Prof. Development coordinator, ISs, Admin., Counselors</td>
<td>Provide Professional Development to improve teaching through analysis and use of data</td>
<td>Annually</td>
<td>PAUSD personnel and ISs</td>
<td></td>
</tr>
<tr>
<td>Number of students enrolled in UC a-g courses, AP and Honors courses. Success rates as measured by test data, grades and college admission</td>
<td>Admin., teachers, coordinators</td>
<td>Continue College Pathway, Colors and FOS programs and explore additional avenues that will help close the achievement gap for Hispanic and African American students</td>
<td>Ongoing</td>
<td>Site TOSA, SC funding, AVID funding, IAASC committee at PAUSD, PAUSD data analyst</td>
<td></td>
</tr>
<tr>
<td>Feedback from coordinators, IC, SC, parents and B of E</td>
<td>Principal, ISs, support program (ELL, FOS, AC, Opps) coordinators, teachers</td>
<td>Review of support programs’ effectiveness included in annual SPSA reports to B of E</td>
<td>Every October</td>
<td>Coordinator reports, student and parent surveys</td>
<td></td>
</tr>
<tr>
<td>Evaluation and feedback from all involved parties</td>
<td>Prof. Development coordinator and committee, Admin., teachers, parents, students, counselors</td>
<td>School Climate Committee will continue “Not In Our Schools – Accepting Our Differences” week, with the aim of embedding its values in the curriculum throughout the year</td>
<td>Fall, 2009</td>
<td>School Climate committee meetings, Staff meetings, student assemblies</td>
<td></td>
</tr>
<tr>
<td>Evaluation and feedback from all involved parties</td>
<td>Prof. Development coordinator and committee, Admin., teachers, parents, students, counselors</td>
<td>School Climate Committee will examine ways to integrate teaching of lifeskills (as shown above) including Prof. Development</td>
<td>Spring, 2010, ongoing</td>
<td>School Climate committee meetings, Staff meetings, student assemblies</td>
<td></td>
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<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Stakeholders</th>
<th>Timeline</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback from students, parents and teachers</td>
<td>Gunn community</td>
<td>Ongoing</td>
<td>School Climate committee, staff meetings, Staff Development days, student assemblies</td>
<td></td>
</tr>
<tr>
<td>Number of students recognized, at what times and for what reasons</td>
<td>Admin., counselors, teachers, SEC</td>
<td>Fall 2009, ongoing</td>
<td>School climate committee, staff meetings, PTSA, Site Council, SEC</td>
<td></td>
</tr>
<tr>
<td>Annual report on Special Ed. Populations to be included in SPSA</td>
<td>Director of Special Ed., Special Ed. Coordinators, Special Ed. Steering Committee, Special Ed. Dept., IAASC Committee, principal, counseling staff</td>
<td>2009-10 school year, ongoing</td>
<td>District personnel, IAASC Committee, Director of Special Ed., Special Ed. Coordinator, principal</td>
<td></td>
</tr>
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**TASK A-3: Involve and educate parents of students needing support**

**ACTION:**
- Identify and provide assistance to parents who do not understand Gunn’s systems (e.g., schedules, academic success)

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<tr>
<td>Parent support programs promoting student achievement of ESLRs and content standards</td>
<td>List of identified parents</td>
<td>Counselors, program coordinators, Admin., teachers, students</td>
<td>Identify parents needing assistance navigating Gunn systems</td>
<td>Fall, 2009 ongoing</td>
<td>Guidance Dept., World Language teachers as translators</td>
</tr>
<tr>
<td>Meeting attendance and parent feedback</td>
<td>Guidance Dept., program coordinators</td>
<td>Organize and promote parent meetings</td>
<td>Fall, 2009 ongoing</td>
<td>meetings</td>
<td></td>
</tr>
<tr>
<td>Parent feedback</td>
<td>Technology coordinators</td>
<td>Use new technology to communicate and publicize meetings</td>
<td>Fall, 2009 ongoing</td>
<td>EdConnect, InClass, Spotlight, Gunn Connection, Daily Bulletin, Gunn and PAUSD webpages</td>
<td></td>
</tr>
</tbody>
</table>
**GOAL B: INSTRUCTIONAL PRACTICES**
To maintain and encourage instructional practices that ensure student success

**RATIONALE:**
- A diverse student body needs a variety of instructional techniques and effective study skills to access the curriculum

**ESLRs:**
- Demonstrate knowledge of key concepts
- Effective communication through listening, speaking and writing
- Ability to integrate knowledge among disciplines
- Critical and creative thinking to solve problems

**TASK B-1:**
- Encourage teacher collaboration and sharing of best practices

**ACTION:**
- Ensure content and workload consistency among all sections of the same course
- Encourage greater use of library resources and further develop the Research Paper Project
- Assess the extent of current teacher collaboration to determine future needs
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<tr>
<td>Departmental reports on progress toward alignment of content standards and development of common assessments</td>
<td>Lesson plans, documentation of conversations in dept. meetings between teachers of same class, compile report of content-specific collaboration</td>
<td>ISs, Prof. Development coordinator, counselors, teachers</td>
<td>Ensure content and workload consistency among all sections of the same course</td>
<td>Ongoing</td>
<td>Department meetings</td>
</tr>
<tr>
<td>Successful completion of Research Paper Project by all students</td>
<td>SPSA report to B of E, lesson plans, sample student papers, minutes of meetings</td>
<td>Research Paper and Library committees, librarian, teachers, ISs, admin.</td>
<td>Encourage greater use of library resources and further develop the Research Paper Project</td>
<td>Ongoing</td>
<td>Committee meetings, technology</td>
</tr>
<tr>
<td>Action Plan that encourages cross-disciplinary studies</td>
<td>Compile report of cross-disciplinary collaboration</td>
<td>ISs, teachers</td>
<td>Assess the extent of current teacher schoolwide cross-disciplinary collaboration to determine future needs and possibilities</td>
<td>Fall, 2009 ongoing</td>
<td>Department meetings</td>
</tr>
<tr>
<td></td>
<td>Use report to determine future action</td>
<td></td>
<td>Formulate action plan based on data collected</td>
<td>Spring, 2010</td>
<td>Prof. Development Thursdays</td>
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</tbody>
</table>
TASK B-2:
  o Increase variety of instructional techniques

ACTION:
  o Create learning opportunities relevant to students’ current and post-high school plans (personal connections to content, inquiry-based learning, hands-on activities, real-world data collection, critical thinking, project-based learning)
  o Increase meaningful integration of technology into instruction
  o Ensure that all teachers are CLAD-certified

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<td>Student demonstration of mastery of state technology standards, Gunn’s ESLRs --“Effective Use of Technology” – and the 4 C’s (content, communication, connections, and critical, creative thinking). Percentage of CLAD-certified teachers. CLAD certification better meets needs of ELL students.</td>
<td>Lesson plans, student work</td>
<td>Teachers, departments</td>
<td>Create learning opportunities relevant to students’ current and post-high school plans (personal connections to content, inquiry-based learning, hands-on activities, real-world data collection, critical thinking, project-based learning)</td>
<td>Fall, 2010</td>
<td>Staff meetings</td>
</tr>
<tr>
<td>Teacher demonstrations, Tech. workshop attendance, lesson plans, student work</td>
<td>Technology team, teacher experts, Prof. Dev. coordinator</td>
<td>Increase meaningful integration of technology into instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduction of staff without CLAD</td>
<td>District, Principal</td>
<td>Ensure that all teachers are CLAD-certified so that best practices are used to help close the achievement gap</td>
<td></td>
<td></td>
<td>2009-11</td>
</tr>
</tbody>
</table>
**GOAL C: COMMUNITY & COMMUNICATION**
To maintain a sense of community by streamlining communications, facilitating transitions, and reaching out to those not yet connected

**RATIONALE:**
- Streamline communication
- Improve key transitions (8th-9th grades, between grade levels, and post-high school)
- Maintain and improve sense of community

**ESLRs:**
- Demonstrate knowledge of key concepts
- Effective communication through listening, speaking and writing
- Ability to integrate knowledge among disciplines
- Critical and creative thinking to solve problems

**TASK C-1:**
- Streamline communication with students, parents, faculty and community

**ACTION:**
- Find ways to assess effectiveness of current communication systems (e.g. InClass, school website, ConnectED, Gunn Connection, Spotlight)
- Assess current communication systems
- Improve communication systems
- Evaluate the effectiveness of changes in the communication systems
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<tr>
<td>Improved communication with students and parents is important to improving student achievement. Improved communication will improve connectedness and access to needed resources and support systems.</td>
<td>Reports to stakeholders</td>
<td>SC, PTSA, SEC, IC, faculty, coordinator tbd</td>
<td>Find ways to assess effectiveness of current communication systems (e.g. InClass, school website, ConnectED, Gunn Connection, Spotlight)</td>
<td>2009-10</td>
<td>Coordinator</td>
</tr>
<tr>
<td></td>
<td>Reports to stakeholders</td>
<td>SC, PTSA, SEC, IC, faculty, coordinator tbd, students, parents, Classified support</td>
<td>Assess current communication systems</td>
<td>2010-11</td>
<td>Coordinator</td>
</tr>
<tr>
<td></td>
<td>Annual report to stakeholder</td>
<td>Coordinator, Technology Team, Admin, IC, Classified Support</td>
<td>Improve communication systems</td>
<td>2010-11</td>
<td>Coordinator</td>
</tr>
<tr>
<td></td>
<td>Stakeholder feedback</td>
<td>SC, PTSA, SEC, IC, faculty, coordinator tbd, students, parents, Classified support</td>
<td>Evaluate the effectiveness of changes in the communication systems</td>
<td>2011-12</td>
<td>Coordinator</td>
</tr>
</tbody>
</table>
TASK C-2:
- Improve transitions from middle to high school, between grades in high school, and post high school.

**ACTION:**
- Continue and improve exchange of information between middle and high school counselors
- Continue our efforts to refine the Freshman Orientation program and new student program
- Make better use of data to improve student transitions between grade levels
- Better prepare students for college readiness and post high school opportunities including developing critical thinking and resilience

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<tr>
<th>Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards</th>
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<tr>
<td>Improved transitions better prepare students to meet expectations (ESLRS and Academic Content Standards) at each stage of their academic career. Success will be measured by grades, graduation rates, number of students meeting A-G sequence.</td>
<td>Numbers of schedule changes, feedback from counselors, parents, students, and teachers</td>
<td>Counselors, special program coordinators, Steering Committees, Admin, Student Activities Director</td>
<td>Continue and improve exchange of information between middle and high school</td>
<td>Fall 2009, ongoing</td>
<td>Staff Development Days, various meetings</td>
</tr>
<tr>
<td>Program evaluations and refinements made annually</td>
<td>Student Activities Director, Guidance AP, SEC, Link Crew,</td>
<td>Continue efforts to refine the Freshman Orientation program and New Student program</td>
<td>Fall 2009, ongoing</td>
<td>Stipend for teacher participants in the Freshman Orientation, workshop, various meetings</td>
<td></td>
</tr>
<tr>
<td>Student grades, teacher feedback,</td>
<td>Prof. Development Coordinator, ISs, teachers, counselors</td>
<td>Make better use of data to improve student transitions between grade levels and courses (e.g. STAR data, ERB, CELDT)</td>
<td>2009-2010</td>
<td>Professional development on using data</td>
<td></td>
</tr>
<tr>
<td>Annual reports to the Board of Education on percentage of students meeting the District’s college readiness benchmarks.</td>
<td>Principal, Admin, IC, teachers, counselors, Professional Development Coordinator</td>
<td>Better prepare students for college readiness and post high school opportunities including developing critical thinking and resilience as outlined in the District’s strategic plan</td>
<td>Fall 2009-2014</td>
<td>District Strategic Plan, IC meetings, professional development</td>
<td></td>
</tr>
</tbody>
</table>
TASK C-3:
- Maintain a sense of community and connections for students, teachers and parents as we grow

ACTION:
- Investigate and collect evidence of existing actions, programs and activities fostering community
- Identify gaps and take appropriate action to build community
- Continue existing avenues and explore and adopt additional ways to include students in decision making at Gunn
- Examine effectiveness of the many existing systems of communication with the student body and seek additional ways to keep students informed

<table>
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<tr>
<th>Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards</th>
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</thead>
<tbody>
<tr>
<td>Community feedback and performance of students previously identified as disconnected as measured by attendance data, grades, and test scores</td>
<td>List of programs with number of students involved and list of uninvolved students</td>
<td>Teachers, Student Activities Director, Counselors, School Climate Committee, Admin., IC, ACS, PTSA</td>
<td>Investigate and collect evidence of existing actions, programs and activities fostering community</td>
<td>2009-10</td>
<td>Department and IC meetings</td>
</tr>
<tr>
<td>School Climate Committee develops an action plan for school consideration</td>
<td>School Climate Committee, PTSA, SEC, Counselors, ACS</td>
<td>Identify gaps and take appropriate action to build community</td>
<td>2010-11</td>
<td>meetings</td>
<td></td>
</tr>
<tr>
<td>Feedback on student involvement in school decision making</td>
<td>Student survey results, list of student programs or activities</td>
<td>Student Activities Director, SEC, School Climate Committee, Admin, IC</td>
<td>Identify potential ways to increase student involvement. Establish new programs or activities</td>
<td>2009-10, ongoing</td>
<td>Meetings, survey on InClass or similar tool</td>
</tr>
<tr>
<td></td>
<td>Student survey</td>
<td>SEC, Student Activities Director, Admin. Team</td>
<td>Pre- and post-survey of students, Discussion at SEC</td>
<td>2009-10, ongoing</td>
<td>InClass, Oracle, Student Focus Groups</td>
</tr>
</tbody>
</table>
**TASK C-4:**
- Improve delivery of counseling and college/career services

**ACTION:**
- Identify areas where delivery of academic counseling services can be improved
- Develop and implement an action plan to improve delivery of academic counseling services

<table>
<thead>
<tr>
<th>Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards</th>
<th>Means to monitor and report progress</th>
<th>Who’s responsible and involved</th>
<th>Specific steps, including professional development</th>
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<tr>
<td>Reports to B of E, Superintendent, Gunn community. Get feedback from current students and graduates and alumni.</td>
<td>Guidance Dept. reports to Site Council, IC &amp; PTSA. SPSA report made to B of E and Superintendent</td>
<td>Guidance Asst. Principal, IC, Counselors, Principal, District personnel</td>
<td>Identify areas where delivery of academic counseling services can be improved</td>
<td>2009-10</td>
<td>Counselor time and Guidance meetings, PIE funds</td>
</tr>
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<td></td>
<td>Guidance Dept. reports to Site Council, IC &amp; PTSA. SPSA report made to B of E and Superintendent</td>
<td>Guidance Dept., Admin., IC</td>
<td>Develop and implement an action plan to improve delivery of academic counseling services</td>
<td>2010-15</td>
<td>Counselor time and Guidance meetings, IC meetings, PIE funds</td>
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</tbody>
</table>
**GOAL D: EXCELLENCE WITH GROWTH**

To maintain academic excellence and a sense of community during a period of growth

RATIONALE: Projected increase in student enrollment

ESLRs:
- Demonstrate knowledge of key concepts
- Effective communication through listening, speaking and writing
- Ability to integrate knowledge among disciplines
- Critical and creative thinking to solve problems

TASK D-1: To work with DLM architects and DO to develop a site plan using bond money that will better meet Gunn’s needs

ACTION:
- Meet regularly with DLM architects and maintain detailed records
- Ensure all voices are heard in the planning process
- Develop a strategy and communicate effectively with all parties during construction periods (packing, relocation, etc.)
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<td>Ensure students have access to state-of-the-art facilities that will encourage academic excellence</td>
<td>Meeting minutes; regular displays of progress; reports to IC, departments, PTSA, Site Council, and full staff</td>
<td>Site Planning Committee, Departments, Administration, District Personnel, DLM architects, PTSA, Site Council</td>
<td>Meet regularly with DLM architects and maintain detailed records</td>
<td>Fall 2008, ongoing</td>
<td>Meeting time, Bond Money</td>
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<td>Site Planning Committee, Departments, Administration, District Personnel, DLM architects, PTSA, Site Council</td>
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<td>Fall 2008, ongoing</td>
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TASK D-2: As we continue to grow, we will maintain a sense of community and connectedness

ACTION: See “Actions” under Goal C: Community and Communications
TASK D-3: Attract, retain and develop highly qualified staff to maintain academic excellence and support new and existing programs

ACTION:
- Follow the guidelines outlined in the District’s Strategic Plan regarding recruitment, evaluation, and development of staff.\(^1\) Provide opportunities for professional advancement and the development of leadership capacity
- Create and foster ways to celebrate staff accomplishments
- Maintain and enhance our collaborative culture

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<td>Student achievement depends on teaching and support staff quality(^2)</td>
<td>Statistics regarding recruitment and retention, teacher surveys</td>
<td>Administration, ISs, District Staff including Asst. Superintendent of HR and Director of Secondary Education, Interview Committees, Professional Development Coordinator</td>
<td>Follow the guidelines outlined in the District’s Strategic Plan regarding recruitment, evaluation, and development of staff(^1)</td>
<td>Spring 2009, ongoing</td>
<td>District Tech Staff, Professional Development time, Release time for teachers,</td>
</tr>
<tr>
<td>IC action plan</td>
<td>IC, Administration, Staff, Students, Parents</td>
<td>Create and foster ways to celebrate staff accomplishments</td>
<td>Ongoing</td>
<td>IC meetings, Create a Staff Appreciation Fund</td>
<td></td>
</tr>
<tr>
<td>SPSA, IC mins, sharing and documenting collab. efforts</td>
<td>IC, Peer Observation Collaborative, ISs and teachers</td>
<td>Maintain and enhance our collaborative culture</td>
<td>Ongoing</td>
<td>Meeting time,</td>
<td></td>
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</table>

\(^1\)From PAUSD Goal B: “Create an exceptional teaching environment by recruiting, developing, and retaining the most talented staff; improve District’s ability to attract and recruit staff; re-examine and enhance staff evaluation system; and enhance professional development.”

\(^2\)From PAUSD Strategic Plan Executive Summary, May 2008, p. 5: “The experiences of these top school systems suggest that three things matter most: 1) getting the right people to become teachers, 2) developing them into effective instructors, and 3) ensuring that the system is able to deliver the best possible instruction for every child.”
GOAL E: STUDENT PERFORMANCE & ASSESSMENT
To use data to inform instruction and improve student performance

RATIONALE:
- As useful data on student performance becomes available, examine ways to use it more effectively
- Continue and improve the use of a variety of assessment strategies to meet the needs of our diverse learners

ESLRs:
- Demonstrate knowledge of key concepts
- Effective communication through listening, speaking and writing
- Ability to integrate knowledge among disciplines
- Critical and creative thinking to solve problems

TASK E-1: To use data more effectively

ACTION:
- Use data more consistently and effectively to inform instructional practices
- Provide training for ISs and teachers on Cruncher and any new data management system. Encourage the use of data to inform instructional practices
- Explore a more focused form of assessment of students who perform below basic in reading and math and who may be at risk of not graduating
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<tr>
<td>Effective use of data will improve student performance and mastery of ESLRs and content standards</td>
<td>Document/share strategies &amp; best practices connecting data to classroom</td>
<td>Teachers, ISs, Administration, Counselors</td>
<td>Use data more consistently and effectively to inform instructional practices</td>
<td>Fall 2008, ongoing</td>
<td>District Personnel, Professional Development time, Department time, Staff Development Days</td>
</tr>
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<td></td>
<td>Number of workshops on Cruncher, new database, etc., Staff feedback on their effectiveness, Department feedback to IC re: use of data</td>
<td>District Tech. staff, Prof. Dev. Coordinator, IC, ISs, Administration, PAUSD Dir. of Research &amp; Eval.</td>
<td>Provide training for teachers that encourages the use of data to inform instructional practices. Instructional Supervisors will be trained on use of Cruncher and any new data management systems and will ensure teachers receive similar training.</td>
<td>2009, ongoing (esp. important in 2010-11)</td>
<td>Cruncher database, SASI replacement software, PAUSD Dir. of Research &amp; Eval., Staff Development and Professional Development time</td>
</tr>
<tr>
<td></td>
<td>Determine number of students below basic in reading and math. Monitor progress using multiple measures of assessment</td>
<td>ISs, Admin., Special Ed. Teachers, ELL Coordinator, Teachers, support program leaders (FOS, College Pathways)</td>
<td>Determine number of students below basic in reading and math using state standards test and additional assessment tools. Ensure identified students receive appropriate support in Special Ed., ELL, FOS or other support programs.</td>
<td>2009-10, ongoing</td>
<td>District personnel time, teacher time, department time, possible new assessment instruments to purchase</td>
</tr>
</tbody>
</table>
TASK E-2: Provide multiple pathways for students to demonstrate content mastery in all subjects and to reflect on their growth and progress as learners.

**ACTION:**
- Continue and expand use of alternative assessments
- Continue and expand use of multiple measures of student performance
- Develop classroom activities that encourage students to reflect on their own work
- Survey students on a regular basis and use feedback results to inform practice

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<tr>
<td>Variety of assessments and multiple measures of performance showing student achievement and mastery of ESLRs and content standards</td>
<td>SPSA, Dept. &amp; IC meetings</td>
<td>Teachers, ISs, Administration</td>
<td>Continue and expand use of alternative assessments</td>
<td>Ongoing</td>
<td>Dept. meeting time, teacher prep. time, Prof. Dev. time</td>
</tr>
<tr>
<td></td>
<td>SPSA, Dept. &amp; IC meetings</td>
<td>Teachers, ISs, Administration</td>
<td>Continue and expand use of multiple measures of student performance (e.g., portfolios, journals, projects, presentations)</td>
<td>Ongoing</td>
<td>Dept. meeting time, teacher prep. time, Prof. Dev. time</td>
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<td>SPSA, Dept. &amp; IC meetings</td>
<td>Teachers, ISs, Administration</td>
<td>Develop classroom activities that encourage students to reflect on their own work</td>
<td>Ongoing</td>
<td>Dept. meeting time, teacher prep. time, Prof. Dev. time</td>
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<tr>
<td></td>
<td>Regular student course eval. Feedback, Dept. contributions to SPSA, SPSA &amp; reports to B. of E.</td>
<td>Teachers, ISs, Administration, PAUSD</td>
<td>Survey students on a regular basis and use feedback results to inform practice</td>
<td>Ongoing</td>
<td>Teacher &amp; Dept. time, InClass, email, on-line surveys, current teacher eval. tools</td>
</tr>
</tbody>
</table>