

Action Plan

GOAL/Critical Learner Need #1 Develop a culture that broadly defines and promotes multiple paths to success, embraces self-discovery and social emotional well-being and values the love learning beyond traditional metrics of achievement

Strategy	ACTIONS FOR 2017-19	ACTIONS FOR 2019-20	ACTIONS FOR 2020-21
<p>#1 Develop a culture that broadly defines and promotes multiple paths to success.</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> • More project-based learning (less emphasis on tests) (PLCs) • Change messaging around community colleges: alumni visits, etc. (COLLEGE & CAREER) • Develop and promote better integration of work/study opportunities (COLLEGE & CAREER), Exploratory Work Exp. • Form new Challenge Success Committee • Administer Challenge Success survey Spring 2019 <p><u>Department</u></p> <ul style="list-style-type: none"> • Launch new Applied Math course as innovative alternative to Calculus or Statistics • Further development of job training for Futures students • Increase number sections in BEAM • Counselors meet with all 10th grade students • All 10 grade students take career interest inventory • Student Executive Council (SEC) will gather data from students regarding their definition of success 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> • Expand AAR opportunities for all students • Continue positive messaging regarding community colleges, gap years and vocational programs - all students will need to be ready for post-secondary training no matter their path • Celebrate non-traditional and traditional successes publicly through TBN, Oracle, etc. • Analyze Challenge Success survey results and plan action items based on results <p><u>Department</u></p> <ul style="list-style-type: none"> • SEC will partner with the Instructional Council (IC) to analyze data gathered by SEC • SEC and IC will determine next steps based on data. • Develop a plan to implement next steps 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> • Administer Challenge Success survey spring 2021 • Analyze impact of Challenge Success and other initiatives through survey results <p><u>Department</u></p> <ul style="list-style-type: none"> • Curriculum in SELF will be developed to explore multiple pathways to success •

<p>#2 Improve the quality and organization of instructional time to support learning in order to increase the number of students reporting satisfaction with the workload of their academic program / work-life balance.</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Connect curriculum (even classic) to relevant issues. (SLC, PLCs) ● Staff training on use of complex instruction and cooperative learning in the classroom (IC) ● Exploration in project-based, inquiry-based, and problem-based learning ● Staff training for better ways to write/use projects in the classroom (IC) ● Re-examine purpose and possibilities of Flextime (IC) <p><u>Department</u></p> <ul style="list-style-type: none"> ● Continue PLC work towards course consistency (ISs) ● Identify other courses for blended learning options ● Add Yoga and Athletic Conditioning for 10-12 PE students 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Identify possible offerings for Thursday Flex that are geared toward health and well-being ● Continue to expand certified blended learning teachers ● Staff piloting project-based, inquiry-based and/or problem-based learning report out to staff on positives, challenges and impact on student learning ● Use Challenge Success survey data to determine if course outcomes and grading are more consistent as compared to 2017 survey ● Identify areas for improvement in student perception of consistency 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Increase number of blended learning offerings ● Continue pilot and expand on project-based, inquiry-based and/or problem-based learning
<p>#3 Create a comprehensive Social and Emotional Learning Curriculum that will allow students to</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● K-12 Social Emotional Learning Standards, Benchmarks adopted, and Grade-Level Indicators to be taught and learned by all students (SEL TOSA) ● Gunn Social Emotional Literacy and Functionality (SELF) Program expanded to include 10th grade students. (SEL TOSA) ● Summer and ongoing staff 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Continue SELF program, expanded to include 11th grade ● Continue opt-in SELF sessions for 12th grade students ● Look at models for continuing to grow the SELF program ● Continued SEL professional learning on how to implement SEL lessons into regular 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● SELF program expanded to include 12th grade students ● Continued SEL professional learning <p><u>Department</u></p> <ul style="list-style-type: none"> ● Reinforce SEL language in classes and interactions with students

<p>develop awareness and skills to improve their emotional wellness and foster emotional growth.</p>	<p>training for SEL program (SEL TOSA)</p> <ul style="list-style-type: none"> ● Develop a matrix of wellness programs and services on campus to identify uniqueness, redundancy and strategic supports (Wellness staff) ● Establish a shared language around Wellness and Social-Emotional Learning that is shared and used throughout the community (Wellness staff and SEL TOSA) <p><u>Department</u></p> <ul style="list-style-type: none"> ● Continued refinement and implementation of YES! In 9th grade PE ● Each department responsible for design and implementation of a schoolwide lesson aimed at having a consistent message around skills and habits that increase success for students (i.e. notetaking, healthy habits, etc.) 	<p>curriculum</p> <p><u>Department</u></p> <ul style="list-style-type: none"> ● Look into training PE teachers as YES! Trainers - build capacity ● Continue refinement and timing of YES! For 9th grade PE ● All departments will continue to refine, plan and implement schoolwide lessons 	
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GOAL/Critical Learner Need #2 Increase achievement for all learners at Gunn High School, especially our African American, Hispanic, Socio-Economic disadvantaged, English Language Learners and Special Education Students.

Strategy	ACTIONS FOR 2017-19	ACTIONS FOR 2019-20	ACTIONS FOR 2020-21
<p>#1 By fall 2018, develop and implement a robust, universal academic and behavioral intervention program (RTI/MTSS) at the classroom, department and school levels, measured by the number of students who receive Tier 1, 2 and 3 interventions.</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Launch new MTSS program (TLT) ● Increase PD for teachers and staff regarding MTSS (TLT) ● Develop a team who are the experts of MTSS and “go-to” staff ● IT research on notifications for automated, fast feedback of a change in student grades for teachers of students in SPED/FOS/etc. ● Create an Intervention database of students by spring 2019 ● Research other MTSS programs in the country (i.e. Oregon) and see how they implemented it to help us develop ours ● Investigate availability of State of California MTSS grants <p><u>Department</u></p> <ul style="list-style-type: none"> ● Teachers regularly check-in with students earning a C- or lower ● Regular analysis by department of students earning a C- or lower - which courses, what skills/knowledge, etc. 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Refine list of Tier 1 MTSS supports implemented by all staff ● Specify who will define the scope and delivery of MTSS and the times that interventions will be implemented ● Identify and develop Tiers 2 and 3 supports ● Staff meeting time allocated to sharing promising practices supporting struggling students <p><u>Department</u></p> <ul style="list-style-type: none"> ● Teachers regularly check-in with students earning a C- or lower ● Regular analysis by department of students earning a C- or lower - which courses, what skills/knowledge, etc. 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Intervention database refined ● Full scope of MTSS will be accessible in Schoology for teacher and staff reference by spring 2020 ● Continue sharing of strategies in staff meetings and what is most effective for identified students

<p>#2 Increase the percentage of HUR and other underserved students earning C- and above in all classes and increase the number of HUR and other underserved students meeting UC/CSU A-G minimum requirements</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Continue Flextime with more scheduled appointments for students on D/F list (COST) ● Relate Work/Study experiences to academic studies and SEL ● Interventions completed/monitored in class and Flextime <p><u>Department</u></p> <ul style="list-style-type: none"> ● Implementation of AVID for grade 9 students ● Regular analysis by department of students earning C- or below - which courses, what skills/knowledge, etc. ● 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Meet with underserved students to explore what is needed for success ● Develop system in which students write their own learning goals - short term and long term each year - students identify who will be their support system to meet those goals ● Early intervention at the classroom level for students not meeting standards ● Early intervention for students identified by COST ● Examine Flex for effectiveness and ease of monitoring student learning ● Work with the Equity Coordinator and Professional Learning Coordinator to provide specific professional learning aimed at supporting underserved students <p><u>Department</u></p> <ul style="list-style-type: none"> ● Refine AVID and expand to include 10th grade ● Refine SpEd support classes to include alignment in all courses 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Implement strategies identified by underserved students ● Evaluate system of goal writing and refine <p><u>Department</u></p> <ul style="list-style-type: none"> ● Refine AVID program and expand to include AVID seminar
<p>#3 By 2018, we will increase the</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Increase enrollment in AVID ● Educate students about AP/Honors classes in FOS, 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Analyze data on “Open Access” for AP and Honors courses 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Increase use of UDL in courses, supported by PLC work

<p>enrollment in AP/Honors classes by 30% for Latino and African American students</p>	<p>Academic Planning, and AVID classes.</p> <ul style="list-style-type: none"> ● Have former HUR students talk about AP/Honors classes ● Offer summer AP Boot Camp with study strategies (AVID/CP) ● Inform students of Foothill College Early College Promise Program <p><u>Department</u></p> <ul style="list-style-type: none"> ● Counselor presentation to the College and Career Pathways group about AP/Honors classes at the start of the year and follow-up before class registration in February. ● Teach new AP Computer Science class for underclassmen ● Continue having HUR students take the PSAT a year earlier to determine possibility of taking AP/Honors ● Launch 'Open Access' to AP and Honors courses so students/parents can choose College Prep, Honors, or AP lane ● More paths for students (including summer school) to attain academic goals ● Alg 1: Combined Alg 1 and 1A to increase rigor for all students ● Co-teachers in College Prep lane enabling more support for students in general education 	<ul style="list-style-type: none"> ● Analyze the impact of co-teaching student success and learning ● Use identified Tier 1 supports to increase success of underserved students in AP/Honors courses ● Examine homework load in AP/Honors courses that might be impacting success ● Gather data from students enrolled in the Early College Promise Program ● Identify supports for students enrolled in the Early College Promise Program ● Training for all teachers in Universal Design Learning (UDL) 	<ul style="list-style-type: none"> ● Survey students and staff for feedback on UDL and impact on learning ● Gather data for students enrolled in the Early College Promise Program and success in post-secondary work
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GOAL/Critical Learner Need #3 Create a comprehensive data system and align course curriculum to regularly assess student progress, inform instruction and aid communication at the classroom, department and school levels.

Strategy	ACTIONS FOR 2017-19	ACTIONS FOR 2019-20	ACTIONS FOR 2020-21
<p>#1 Increase the effectiveness of PLC work as it relates to student learning</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Analyze teachers’ feedback and teachers’ suggestions on how to use the time more effectively. ● Flow chart of PLC support and coaches to help address a variety of needs within a PLC. ● Gather data from students measuring student perception on consistency in course-alikes in grading and assessment <p><u>Department</u></p> <ul style="list-style-type: none"> ● Investigate options for PLCs so that all teams of teachers can meet with their specific teaching teams on alternate weeks, rather than only being able to meet with one team for the entire year. 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Assess effectiveness of PLC Leads ● Refine PLC work and move to refine ELO’s, Learning Targets and grading in course alike ● Continue to investigate creative options to increase PLC time available (i.e. common prep for course alike teams, topic based PLC groups) ● Investigate adding topic driven PLC meetings <p><u>Department</u></p> <ul style="list-style-type: none"> ● Develop and implement at least one common formative assessment per unit of study ● Analyze data from common assessments to inform instruction ● Develop common rubrics and grading practices ● Identify and describe levels of mastery for anchor standards ● Develop common end of semester summative assessments (projects, presentations, essays or exams) 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ●

<p>#2 Create and develop tools that assess student learning of essential learner goals/skills that are horizontally and vertically aligned in course alike and sequential classes, using SLOs, CCSS, NGSS, and other national standards.</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Develop a consistent way to gather student feedback regarding course alignment ● Use staff collaboration time to align consistent grading methods. ● All departments align their courses so that all courses have common assessments. (Board Goal 6) ● Vertically align classes so that important skills are being reinforced with the content as the vehicle (Board Goal 6) ● Reflect and refine current practices in Standards/Evidence-Based Grading. <p><u>Department</u></p> <ul style="list-style-type: none"> ● Change these ELOs into Learning Targets. Share with Palo Alto HS (Paly) and middle schools ● Gather student feedback regarding alignment of grading practices ● Science courses continue alignment with NGSS - integrate Claim-Evidence-Reasoning into instruction ● MS-HS Site Visits in Social Studies to share best practices; improve vertical alignment of curriculum; and transition from 8-9th grade 	<p><u>Schoolwide - continue on previous year's goals</u></p> <ul style="list-style-type: none"> ● Implement a consistent way to gather student feedback regarding course alignment ● Use staff collaboration time to align consistent grading methods. ● All departments continue to horizontally align their courses so that all courses have common assessments. (Board Goal 6) ● Continue to vertically align classes so that important skills are being reinforced with the content as the vehicle ● Reflect and refine current practices in Standards/Evidence-Based Grading. ● Professional learning on grading and effective assessment practices <p><u>Department</u></p> <ul style="list-style-type: none"> ● Continue developing Learning Targets for all units of study in courses. Share with Paly and middle schools ● Science courses continue to align with NGSS - integrate Claim-Evidence-Reasoning into instruction 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Continued professional learning on effective assessment strategies and grading practices ● Review and revise vertical alignment in courses as needed
<p>#3 Generate ongoing</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Launch of Data ZONE - data analysis tool used across the 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● All staff trained on use of DataZone 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Analyze effectiveness of Academic Planner in early

<p>data collection and reflection process that informs our school on the following metrics: attendance, course enrollment, student academic achievement, student wellness profile, student demographics, student perception, teacher perception, and teacher effectiveness.</p>	<p>district and school</p> <ul style="list-style-type: none"> ● Teachers use feedback from students gathered from District Course survey administered in December 2017 - identify a colleague(s) to work with on areas for growth ● Consistent, regular Course Surveys used to gather feedback from students on teacher performance and effectiveness ● Analysis of attendance data improved and absence letters to parents generated by Infinite Campus ● Develop tools and analyze success of students who “up-laned” in math under open enrollment. ● Analyze performance of students new to the district on effectiveness of math placement process ● Algebra 1/1A merger evaluation process (final exam and course grades, focus groups, pre and post tests) ● Follow-up with Algebra 1A pilot to analyze the success of students in Geometry and Geometry A ● Increase participation of 11th grade students in CAASSP so there is valid data to analyze 	<ul style="list-style-type: none"> ● Teachers use feedback from students gathered from District Course survey administered in December 2018 to adjust practices - partnering with a colleague to work on areas for growth ● Analysis of attendance data and correlation with earning C- and above in all courses ● Follow-up with Algebra 1A pilot to analyze the success of students in Geometry and Geometry A and Algebra 2 ● Analysis of special programs (SLC, FOS, AVID) for effectiveness ● Challenge Success Survey administered Spring 2019 <p><u>Department</u></p> <ul style="list-style-type: none"> ● Guidance Department will use Academic Planner in IC and DataZone to support students in being College and Career Ready at graduation 	<p>identification of students who are not on track for CSU/UC eligibility</p> <ul style="list-style-type: none"> ● Analyze Challenge Success survey data to determine next steps
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GOAL/Critical Learner Need #4 (WASC Identified Area follow-up): Ensure inclusion of a strong student voice on schoolwide decisions.

Strategy	ACTIONS FOR 2017-19	ACTIONS FOR 2019-20	ACTIONS FOR 2020-21
<p>#1 Include student voice on schoolwide advisory committees</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Create an advisory committee to explore restorative practices that includes students and staff ● One community (students, staff, parents) meeting to review data from various surveys and focus groups ● Feedback from students around evidence-based grading gathered <p><u>Department</u></p> <ul style="list-style-type: none"> ● SEC will formalize input-gathering from student body and develop systems for communicating that feedback to Admin 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Students and staff develop and pilot a comprehensive program of restorative practices ● Meet with community members (students, staff, parents) at least once per semester to go over data regarding current initiatives ● Focus groups with students to gather their voice on what is having a positive impact on their learning at least once per semester <p><u>Department</u></p> <ul style="list-style-type: none"> ● SEC will gather student feedback from identified methods and work with IC on analysis 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ● Refine and implement program of restorative practices ● Adjust and refine initiatives based on feedback from community data meetings ● <p><u>Department</u></p> <ul style="list-style-type: none"> ● SEC and IC will partner to implement new initiatives developed from data analysis

GOAL/Critical Learner Need #5 (WASC identified area of Follow-up): Explore and implement consistent schoolwide research-based instructional practices.

Strategy	ACTIONS FOR 2017-19	ACTIONS FOR 2019-20	ACTIONS FOR 2020-21
<p>#1 Standards/Evidence-based grading</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> Continue to gather data from across departments around existing standards/evidence-based grading practices Share strengths and areas of challenge in each department's current efforts Targeted professional learning on standards/evidence-based grading practices <p><u>Department</u></p> <ul style="list-style-type: none"> Department/courses using standards/evidence-based grading present to staff 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> Schoolwide professional learning on standards/evidence-based grading practices Develop and pilot consistent standards/evidence-based grading practices <p><u>Department</u></p> <ul style="list-style-type: none"> Pilot data reported out to staff 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> Expand, refine and implement standards/evidence-based grading <p><u>Department</u></p> <ul style="list-style-type: none"> Report data gathered on the impact of standards/evidence based grading on student learning
<p>#2 Use instructional tools to their fullest extent (i.e. tools found in Schoology; gradebook, calendar function, analytics around student workload, AMP)</p>	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> Increase the number of teachers trained in using AMP (Assessment Management Platform) Increase the number of teachers trained on using the external tool functionality found in Schoology (i.e. Turn-it-in, Google Drive, etc.) Identify gaps between Schoology and IC Provide feedback to district regarding needed integration between Schoology and IC 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> Differentiated training for all teachers on Schoology functions based on outcomes of needs assessment All teachers use the calendar function for assignments, projects and assessments Use analytics from calendar function to evaluate and adjust overall workload for students (test and project stacking) Use analytics to help meet BP regarding homework load 	<p><u>Schoolwide</u></p> <ul style="list-style-type: none"> Full implementation of Schoology within departments for grading, assessment and feedback to students and parents

	<ul style="list-style-type: none"> Needs assessment for what training is need to use Schoology to its fullest extent Student load analytics in Schoology demonstrated for all staff 	<u>Department</u> <ul style="list-style-type: none"> Continue rollout of AMP within course alike teams 	
<p>#3</p> <p>Define rigor and communicate to all stakeholders</p>	<u>Schoolwide</u> <ul style="list-style-type: none"> Research definitions of rigor and examples of what it looks like in practice Review SLOs with staff and how they align with current practices and goals Review alignment of ELOs in each course with SLOs <u>Department</u> <ul style="list-style-type: none"> Math and science continue exploring and implementing collaborative problem-solving and inquiry lessons 	<u>Schoolwide</u> <ul style="list-style-type: none"> Determine appropriate definition for our context Communicate definition out to all stakeholders Pilot embedded honors courses Partnership with Challenge Success <u>Department</u> <ul style="list-style-type: none"> Course alike will design and implement one (minimum) alternate form of assessment 	<u>Schoolwide</u> <ul style="list-style-type: none"> Refine courses and continue embedded honors pilot Analyze data from embedded honors pilot
<p>#4</p> <p>Increase alternate methods of instruction and learning in all curricular areas</p>	<u>Schoolwide</u> <ul style="list-style-type: none"> Gather data on current project-based learning Gather data on interdisciplinary courses, projects and programs campuswide 	<u>Schoolwide</u> <ul style="list-style-type: none"> Provide professional learning in project-based, problem-based and inquiry-based learning Research and explore ways to do more interdisciplinary projects campuswide 	<u>Schoolwide</u> <ul style="list-style-type: none"> Develop a plan for the implementation of interdisciplinary projects