

Action Plan w/metrics

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	Metric
<p>#1 Develop a culture that broadly defines and promotes multiple paths to success.</p>	<p><u>School-Wide</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 	<p><u>School-Wide</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"> • 	<p><u>School-Wide</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"> • <i>Curriculum in SELF will be developed to explore multiple pathways to success</i> 	<ul style="list-style-type: none"> • Gather baseline data on project-based learning 2018-19 • Increase project-based learning by 10% by 2021 • Increase positive messaging around alternatives to immediate entry into 4 year colleges by 25% by 2021 (i.e. gap year, community college, vocational training, etc.) • Increase the percentage of students reporting a mastery orientation by 10% as measured on the Challenge Success survey 2021 •

	<ul style="list-style-type: none"> ● Increase number sections in BEAM ● Counselors meet with all 10th grade students ● All 10 grade students take career interest inventory 			
<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>School-Wide</u></p> <ul style="list-style-type: none"> ● Connect curriculum (even classic) to relevant issues. (SLC, PLC’s) ● 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 Flex time <p><u>Department</u></p> <ul style="list-style-type: none"> ● Continue PLC work towards course consistency (ISs) ● <i>Identify other courses for blended learning options</i> ● Yoga and Athletic Conditioning added for 10-12 PE students ● 	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> ● Move toward emphasis of Tuesday academic Flex and Thursday Health and Well-being Flex ● Continue to expand certified blended learning teachers <p><u>Department</u></p> <ul style="list-style-type: none"> ● 	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> ● <i>Increase number of blended learning offerings</i> <p><u>Department</u></p> <ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Increase the percentage of student reporting homework is meaningful from 42% to 60% as measured by the Challenge Success and Strategic Plan surveys ● Increase the percentage of students who report “full engagement” and “purposefully engaged” by 10% as measured by the Challenge Success survey

<p>#3 Create a comprehensive Social and Emotional Learning Curriculum that will allow students to develop awareness and skills to improve their emotional wellness and foster emotional growth.</p>	<p><u>School-Wide</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 to be implemented/during Flex for 9th grade - where 20/25 students are matched with adult mentor for 4 years. (SEL TOSA) ● Summer and ongoing staff training for SEL program (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 agreed to design and implement 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><u>School-Wide</u></p> <ul style="list-style-type: none"> ● Continue SELF program, expanded to include 10th grade ● Continue opt-in SELF sessions for 11th and 12th grade students ● Look at models for continuing to grow the SELF program ● <i>Continued SEL professional learning and how to implement SEL lessons into regular curriculum</i> <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 ● <i>All departments will continue to refine, plan and implement school-wide lessons</i> 	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> ● SELF program expanded to include 11th grade with opt-in program for 12th grade students ● <i>Continued SEL professional learning</i> <p><u>Department</u></p> <ul style="list-style-type: none"> ● <i>Reinforce SEL language in classes and interactions with students</i> 	<ul style="list-style-type: none"> ● By 2021, 80% of students will report that they have at least one trusted adult on campus as measured by the Challenge Success survey and SELF program surveys ● Reduce the percentage of absences due to stress-related or emotional problems by 15% as measured by attendance data and Challenge Success survey ● Increase the number of teachers trained in SEL curriculum and delivery by 30% as measured by participation in offered trainings ● Departments will survey students on effectiveness of schoolwide lessons each year. This will inform lessons for the following year.
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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	Metric
<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>School-Wide</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 (ie. 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"> ● 	<p><u>School-Wide</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>School-Wide</u></p> <ul style="list-style-type: none"> ● <i>Intervention database refined</i> ● Full scope of MTSS will be accessible in Schoology for teacher and staff reference by spring 2020 ● <i>Continue sharing of strategies in staff meetings</i> <p><u>Department</u></p> <ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Use of database by staff to provide interventions as measured by Schoology access analytics ● Agenda and notes from staff meetings, MTSS committee meetings ● Video and notes from staff sharing promising practices 2019-2020

<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>School-Wide</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>School-Wide</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 ● <i>Work with the Equity Coordinator and Professional Learning Coordinator to provide specific professional learning aimed at supporting underserved students</i> <p><u>Department</u></p> <ul style="list-style-type: none"> ● Refine AVID and expand to include 10th grade ● <i>Refine SpEd support classes to include alignment in all courses</i> 	<p><u>School-Wide</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 	<ul style="list-style-type: none"> ● Baseline data gathered by departments earning C- or below 2017-2018 ● Department meeting notes including analysis of students earning C- or below - identified successful strategies for each student ● Increase the percentage of underserved students meeting UC/CSU minimum requirements by 10%
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<p>#3 By 2018, we will increase the enrollment in AP/Honors classes by 30% for Latino and African American students</p>	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> Educate students about AP/Honors classes in FOS, Academic Planning, and AVID classes. Have former HUR students talk about AP/Honors classes Offer summer AP Boot Camp with study strategies (AVID/CP) Increase Community College supplementary classes for non-HS graduation credits <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 	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> 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 Increase partnership with community colleges through the Early Promise Program Training for all teachers in Universal Design Learning (UDL) <p><u>Department</u></p>	<p><u>School-Wide</u></p> <p><u>Department</u></p>	<ul style="list-style-type: none"> Counselors, former HUR students and/or AP/Honors teachers will give presentations and be available for Q&A in FOS, Academic Planning and AVID classes to give overview of higher level courses and expectations Increase by 10% the enrollment in Honors/AP courses Increase the number of underserved students in the AAR program by 10% by 2020
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	<ul style="list-style-type: none">• Co-teachers in College Prep lane enabling more support for students in general education			
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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	Metric
<p>#1 Increase the effectiveness of PLC work as it relates to student learning</p>	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> Assess and increase buy-in with 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. Students request that same level classes should have shared curriculum - they prefer grading/assessment is consistent between teachers teaching the same course. <p><u>Department</u></p> <ul style="list-style-type: none"> Investigate options for PLC's 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>School-Wide</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) <p><u>Department</u></p> <ul style="list-style-type: none"> Develop and implement at least two common formative assessments each semester Analyze data from common assessments to inform instruction Develop common rubrics Identify and describe levels of mastery for anchor standards Develop common end of semester summative assessments (projects, presentations, essays or exams) 	<p><u>School-Wide</u></p> <p><u>Department</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Survey administered every year to PLC groups around effectiveness of time in increasing the learning of students Students report that courses are aligned in grading practices and expectations of workload as measured by homework survey

<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>School-Wide</u></p> <ul style="list-style-type: none"> ● Find a consistent way to gather student feedback regarding course alignment ● Use staff collaboration time to align consistent grading methods. ● All departments need to horizontally align their courses so that all courses have common assessments. (Board Goal 6) ● Vertically align classes so that different and more advanced classes are not repeating their content. (Board Goal 6) ● Reflect and refine current practices in Evidence-Based Grading. <p><u>Department</u></p> <ul style="list-style-type: none"> ● Change these ELOs into Learning Targets. Share with Paly and middle schools ● Curriculum alignment has made progress but grading not aligned yet based on student feedback. ● All PLC teams created Essential Learner Outcomes for course 	<p><u>School-Wide - continue on previous year's goals</u></p> <ul style="list-style-type: none"> ● Find a consistent way to gather student feedback regarding course alignment ● Use staff collaboration time to align consistent grading methods. ● All departments need to horizontally 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 ● Reflect and refine current practices in Evidence-Based Grading. ● <i>Professional learning on grading practices and effective assessment practices</i> <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>School-Wide</u></p> <ul style="list-style-type: none"> ● <i>Continued professional learning on effective assessment strategies and grading practices</i> ● <i>Review and revise vertical alignment in courses as needed</i> <p><u>Department</u></p> <ul style="list-style-type: none"> ● 	
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	<ul style="list-style-type: none"> ● Science courses initiate alignment with NGSS - integrate Claim-Evidence-Reasoning into instruction ● MS-HS Site Visits in Social Studies to share best practices; improve alignment of curriculum; and transition from 8-9th grade 			
<p>#3 Generate ongoing data collection and reflection process that informs our school on the following metrics: attendance, course enrollment, student academic achievement, student wellness profile, student demographic</p>	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> ● Launch of Data ZONE - data analysis tool used across the district and school ● 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 Course Surveys used to gather feedback from students on teacher performance and effectiveness ● Analysis of 	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> ● All staff trained on use of DataZone ● 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>School-Wide</u></p> <ul style="list-style-type: none"> ● <p><u>Department</u></p> <ul style="list-style-type: none"> ● 	

<p>tics, student perception, teacher perception, and teacher effectiveness.</p>	<p>attendance data improved and absence letters to parents generated by Infinite Campus</p> <ul style="list-style-type: none"> ● Gunn School Profile updated annually ● Developed tools and analyzed success of students who “up-laned” in math under open enrollment. ● Analyzed performance of students new to the district and how 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 on 11th grade students in CAASSP so there is valid data to analyze 	<p><u>Department</u></p> <ul style="list-style-type: none"> ● Guidance Department use of Academic Planner in IC and DataZone to support students in being College and Career Ready at graduation 		
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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	Metric
#1 Include student voice on schoolwide advisory committees	<u>School-Wide</u> <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 <u>Department</u> <ul style="list-style-type: none"> ● 	<u>School-Wide</u> <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 <u>Department</u> <ul style="list-style-type: none"> ● 	<u>School-Wide</u> <ul style="list-style-type: none"> ● Refine and implement program of restorative practices <u>Department</u> <ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Student voice

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	Metric
<p>#1 Evidence-based grading</p>	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> Continue to gather data from across departments around existing evidence-based grading practices Share strengths and areas of challenge in each department's current efforts Targeted professional learning on evidence-based grading practices <p><u>Department</u></p> <ul style="list-style-type: none"> Department/courses using evidence-based grading present to staff 	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> School wide professional learning on evidence-based grading practices Develop and pilot consistent evidence-based grading practices <p><u>Department</u></p> <ul style="list-style-type: none"> Pilot data reported out to staff 	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> <i>Expand, refine and implement evidence-based grading</i> <p><u>Department</u></p>	<p>By 2021:</p> <ul style="list-style-type: none"> Evidence-based grading practices will be aligned and consistent
<p>#2 Use instructional tools to their fullest extent (i.e. tools found in Schoology; gradebook</p>	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> Some teachers trained in using AMP (assessment management platform) Some teachers trained on using the external tool functionality found 	<p><u>School-Wide</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 	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> Full implementation of Schoology within departments for grading, assessment and feedback to students and parents <p><u>Department</u></p>	<p>By 2020</p> <ul style="list-style-type: none"> Average workload as reported by students on the 2019 Challenge Success survey is below the BP of 15 hours/week 100% of assignments and assessments are found on Schoology calendar

<p>, calendar function, analytics around student workload, AMP)</p>	<p>in Schoology (i.e. Turn-it-in, Google Drive, etc.)</p> <ul style="list-style-type: none"> ● Identify gaps between Schoology and IC ● Work with district to increase integration of Schoology and IC ● Needs assessment for what training is need to use Schoology to its fullest extent 	<ul style="list-style-type: none"> ● 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 ● All teachers use Schoology gradebook <p><u>Department</u></p> <ul style="list-style-type: none"> ● Continue rollout of AMP within course alike teams 		
<p>#3 Define rigor and communicate to all stakeholders</p>	<p><u>School Wide</u></p> <ul style="list-style-type: none"> ● Research definitions of rigor and examples of what it looks like in practice <p><u>Department</u></p> <ul style="list-style-type: none"> ● Math and science are exploring and implementing collaborative problem-solving and inquiry lessons 	<p><u>School Wide</u></p> <ul style="list-style-type: none"> ● Determine appropriate definition for our context ● Communicate definition out to all stakeholders ● Pilot embedded honors courses ● Analyze data from pilot ● Professional learning? (deeper learning) ● Partnership with Challenge Success <p><u>Department</u></p> <ul style="list-style-type: none"> ● Courses will design and implement one (minimum) alternate form of assessment 	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> ● Refine courses and continue pilot <p><u>Department</u></p>	

<p>#4 Increase alternate methods of instruction and learning in all curricular areas</p>	<p><u>School Wide</u></p> <ul style="list-style-type: none"> ● Gather data on current project-based learning ● Gather data on interdisciplinary courses, projects and programs campus-wide <p><u>Department</u></p>	<p><u>School Wide</u></p> <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 campus-wide <p><u>Department</u></p>	<p><u>School-Wide</u></p> <ul style="list-style-type: none"> ● Develop a plan for the implementation of interdisciplinary projects <p><u>Department</u></p>	
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