

School Wide Action Plan

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.

CLN #1 /Goal #1: *Develop a culture that broadly defines and promotes multiple paths to success.*

Supporting Data

19% of students report being unsatisfied and 9% are very unsatisfied with the level of enjoyment they have while learning

30% of alumni reported being under prepared for balancing school work and social life in college

35% of alumni strongly disagree or somewhat disagree with the following statement: "I receive effective career counseling for opportunities after high school or college"

33% of alumni reported being not prepared or somewhat prepared in having a sense of personal goals.

21% of alumni reported being not prepared or somewhat prepared to overcome adversity, setbacks or challenges.

Strategy #1	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
Implement <i>Challenge Success</i> Survey (include perceptions of love of learning and intrinsic motivation) to gather additional baseline	Instructional Council & School Culture TOSA	Spring 2015 Spring 2017 Spring 2019	Results from CS Survey	Partnership with <i>Challenge Success</i> program at Stanford	Post results online and explain at quarterly meetings
Form a <i>Challenge Success</i> Committee	Challenge	Fall 2015 -	Agenda and	Partnership with	CS meeting

<p>Research and redefine 'rigor' in learning at Gunn</p> <ul style="list-style-type: none"> • Audit alignment of assigned HW with district HW policy, with inclusion of AP courses in audit. • Evaluate the effectiveness and relevancy behind assigned homework • Examine and shift student, teacher and parent perception in regard to "rigor vs. workload" for AP/Honors courses 	<p>Success Committee that include members from all stakeholder groups the School Culture TOSA and PD Coordinator</p>	<p>Spring 2016</p>	<p>notes from CS committee mtgs</p>	<p><i>Challenge Success</i> program at Stanford</p>	<p>minutes</p> <p>Quarterly school improvement update to Gunn Site Council</p>
<p>Conversations among all stakeholders -- students, faculty members, community members – to explore and share passions</p> <ul style="list-style-type: none"> • Research and integrate "Growth Mindset" and its implications into a new definition of success (to shift the culture to reflect risk-taking and failure are expected and honored and teaching is for mastery) • Examine other schools' approaches to increasing love of learning and intrinsic motivation (e.g., project-based, student-initiated) • Cross-department dialogue to enhance interdisciplinary learning 	<p>Challenge Success Committee that include the School Culture TOSA and PD Coordinator</p>	<p>Fall 2015 – 2016</p>	<p>Agenda and notes from CS committee mtgs</p>	<p>Book study of "Mindset" by Carol Dweck</p> <p>Attend Challenge Success Annual Conference at Stanford University each Fall</p>	<p>CS meeting minutes</p> <p>Quarterly school improvement update to site counsel</p>
<p>Examine grading practices to support 'Growth Mindset' and mastery learning</p> <ul style="list-style-type: none"> • Teach students to self-assess and set goals using standards-based personal learner profile • Develop assessment plan to ensure formative and summative assessments, course grades, and RTI data are aligned to CCSS / NGSS 	<p>Challenge Success Committee that include the School Culture TOSA and PD Coordinator</p>	<p>Fall 2016 – Spring 2017</p> <p>Fall 2017- Spring 2018</p>		<p>Assessment and grading workshops</p>	<p>CS Committee notes</p>

Campaign to encourage collaboration and discourage academic comparison and competition between students.	CS Comm	Ongoing	Student perception data		Posters and videos published
Visit other schools that have implemented programs that meet A-G requirements but also have successfully developed multiple learning paths.	CS Comm	Fall 2016 – Spring 2017	Notes from site visit		
Strategy # 2	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
Investigate and launch 'Senior Research Project' program <ul style="list-style-type: none"> • Hire senior research project coordinator(s) for Gunn HS • Incorporate Senior Research project as element of Personal Learning Portfolio • Examine history and roots of Gunn Senior Project-interviewing founding and long-serving faculty 	SRP District Initiative	Summer 2015 - Spring 2016	program/curriculum of SRP enrollment in SRP rubric scores of SRP	Buck Institute training for SPR director and teachers	SRP meeting minutes Quarterly school improvement update to site counsel
Investigate and research learning opportunities and projects that promote interdisciplinary learning	SRP District Initiative	Fall 2016 – Spring 2018	Collect relevant data about interdisciplinary courses and projects	Planning time for teachers to collaborate across disciplines	Quarterly through SPSA

CLN #1 /Goal #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.*

Supporting Data

20% of alumni reported not prepared or somewhat prepared to manage time effectively

30% of alumni reported being under prepared for balancing school work and social life

Quote from student perception survey: "There is always so much stress from going to a school in PAUSD. Stress shouldn't be such a common word but because of the pressure we get from all sides and the increasing amount of homework we had it's hard not to be stressed. You should really help the stressful environment and reduce homework."

According to the Student Perception Survey, 22.6% of students report being very unsatisfied (5.8%) or somewhat unsatisfied (16.8%) with the "effective help provided when I had difficulty with a subject/course." 31% of parents report being very unsatisfied or somewhat unsatisfied with the "effective help provided when my child had difficulty with a subject/course."

Strategy #1	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
Create draft and use planning tool to help students map out-of-school time each class and co/extra-curricular activity will take	School Counselor Team	Jan 2015	Data from new planning tools collected for each student - analyzed in aggregate	Ongoing conversation about purpose and quality of HW assignments	Depts. update HW estimates for courses in course catalogue
Refine preliminary list of specific needs (based on WASC report findings) to be included in the new school day, week, and/or year. Examine previous schedule committee findings that may inform current Alt Schedule Committee work.	Form alternative schedule committee that includes all stakeholders	Spring 2015	Ensure identified needs are embedded in new schedule options	Challenge Success PD on use of time (instructional and student use)	Alt schedule meeting minutes Quarterly school improvement update to Site and Instructional Councils
Explore many creative schedule options; visit other schools; <ul style="list-style-type: none"> Consider longer periods of time for students to explore learning in more 	Alt Schedule Committee	Aug - Nov 2015	Video, notes, and interviews from site visits to other	Challenge Success PD on use of time	Alt schedule meeting minutes

<p>depth (per CCSS and NGSS). Gather time/schedule data from other schools who fully implement CCSS</p> <ul style="list-style-type: none"> • Prioritize and finalize the list of items that should be included for a new schedule 			schools	(instructional and student use)	Quarterly school improvement update to site counsel
Present new schedule options - gather input from stakeholders - select best option	Alt Schedule Committee	Dec 2015	Survey to gather input - compare to improvement criteria	Access to Survey Monkey	Principal's Update Site Council BOE report
Create and implement professional development to support alternate schedule	Alt Schedule Committee PD TOSA District PD	Jan 2016 - August 2016	Feedback forms from PD sessions	Series of PD for instruction for new alternate schedule	PD workshops will be posted and recorded on MyLearningPlan
Pilot new/alternate schedule to launch PLCs, improved interventions, and engaging instruction	Gunn School Community	Fall 2016	Survey at end of semester 1 and 2 to gather feedback on new schedule	Ongoing PD for instruction for new alternate schedule	Principal's Update Site Council BOE report

CLN #1 /Goal #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 as measured through the California Healthy Kids Survey.*

Supporting Data
23% of students are very unsatisfied or somewhat unsatisfied with "The social & emotional experience they have had this year"
26.5% of students are very unsatisfied or somewhat unsatisfied with "The non-academic counseling and guidance they received this year"
42% of students reported being not prepared or somewhat prepared to maintain physical health (e.g. regular sleep, exercise, healthy

eating habits)
22% of GHS 11 th graders report feeling “chronic sadness or feeling of hopelessness in the past twelve months.”- CHKS Data
23% of 11 th graders and 21% of 9 th graders have “thought about killing themselves in the past twelve months”.- CHKS Data
28% of 11 th graders feel only a little true 19% or not at all true 9% that “there is a purpose to their life.” The numbers for 9 th graders are 13% responding only a little true and 9% responding not at all true that “there is a purpose to their life.” – CHKS Data
24% of 11 th graders and 14% of 9 th graders report not eating breakfast. CHKS Data

Strategy #1	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
<p>Explore the attributes/components that should be included into a Gunn Specific SEL wellness program (i.e empathy, awareness, engagement, etc.)</p> <ul style="list-style-type: none"> • Create and implement a parent survey (similar to CHKS) to gather data to use as a progress measuring tool to measure our growth and identify our continual needs • Research the literature around SEL wellness programs. • Visit like schools and relevant programs trying to address culture and wellness objectives in their learning environments • Investigate student, parents, and staff wellness ideas across schools and industry. • Given all the research and stakeholders input, define where we are today and the a vision for what Social and Emotional Wellness should look like at Gunn 	CS Team – Wellness	Fall 2015 - Spring 2016	Challenge Success Survey results and California Healthy Kids Survey	Partnership with Challenge Success program at Stanford Univ. – embedded professional development for CS team and other staff workshops	Principal’s Update Site Council BOE report

<p>Create a 4-year SEL curriculum that will be embedded into the fabric of every classroom and included into every school program including parent education and extensive professional development for teachers.</p> <ul style="list-style-type: none"> Identify/select promising practices and programs to be included in new SEL curriculum Evaluation and align current social-emotional and wellness programs within the new 4-year curriculum (NIOS, Camp Everytown, ROCK, Living Skills, Titan 101, PE curriculum, etc) Identify teachers, students, and parents to test out promising practices around the SEL curriculum Align GHS SEL curriculum with middle school SEL curriculum 	CS Team	Fall 2016- Spring 2018	Challenge Success Survey results and California Healthy Kids Survey	Partnership with Challenge Success program at Stanford Univ. – professional development for CS team and other staff workshops	Principal's Update Site Council BOE report Curriculum Map published in web site
Assess, refine and implement 4-year SEL curriculum at Gunn HS	CS Team	Fall 2018-ongoing	Student progress documented in (PLP) Personal Learning Portfolio	PLP training for staff, students, and parents	PLP web site on Gunn page
Strategy # 2	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
<p>Develop a communication plan to bring awareness and engagement to the community regarding SEL/Wellness.</p> <ul style="list-style-type: none"> Develop and implement parent education about student wellness and facing the challenges of parenting a teen 	CS Team, Gunn Guidance Department and PTSA	Fall 2016 Fall 2016 - Ongoing	Qualitative and quantitative feedback results from community awareness events	Partnerships with local wellness and mental health experts in the area	
Research and develop a personal learning	CS Team, Gunn	Spring 2015 –	Results from	Workshop for	Principal's

portfolio (PLP) for students (combines academic, SEL, co-curricular, passions/interests, and work experiences) Counselors and teachers would develop a self awareness “life plan” template, process or survey for students	Guidance Department and PTSA	Ongoing	Graduate Survey and California Healthy Kids Survey	staff, students, and parents about personal learning portfolio	Update Site Council BOE report
Strategy # 3	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
Design, build, and implement a comprehensive wellness center for the Gunn School Community.	AP that oversees Facilities	Wellness Center opens Fall 2018	Construction updates	Funding for construction of new facility	Facilities update to BOE / site council
Develop a model for integrated services at the Wellness Center to support - physical, social-emotional, and mental health.	CS Team, Gunn Guidance Department	Fall 2015 -17	Documentation of integrated services in IC tab	Comprehensive Integr. Service Model trainings	Principal’s Update Site Council BOE report
Implement Integrated Service Delivery Model for Gunn Student Services/Wellness team members (physical, social-emotional, and mental health).	AP that oversees Student Services And SS Team	Fall 2018	Track number of students receiving integrated/coordinated care	Ongoing Integr. Service Model trainings	Principal’s Update Site Council BOE report

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.

CLN #2 /Goal #1: *By fall 2018, develop and implement a robust, universal academic and behavioral intervention program (RTI) at the classroom, department and school levels, measured by the number of students who receive Tier 1, 2 and 3 interventions.*

Supporting Data

<p>The API growth index indicates that there is a disparity of student performance based on ethnicity. Asian and White students are consistently performing higher in the Growth API index in comparison to African-American and Latino students for the last three years (see data below.) Additionally, Students with Disabilities, English Language Learners and Socioeconomically Disadvantaged students are also performing well below Asian and White GHS students.</p>

<p>The 3-year weighted average API score for all students at Gunn is 917, yet the score for African American is 692, Hispanic is 734, Socioeconomically Disadvantaged is 716, English Language Learner is 783, and Students with Disabilities 694.</p>
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<p>52% Hispanic & Latino students basic or below on the Math CST and 34% Hispanic and Latino students scored at basic or below on the English Language Arts CST. 42% of African American students scored at basic or below on the English Language Arts CST and 30% scored at basic or below on the math CST.</p>

Strategy #1	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
<p>Investigate research-based interventions aligned with CCSS</p> <ul style="list-style-type: none"> • investigate other RTI systems at high performing high schools • find assessment tools for early identification of students in need tier 1, 2, and 3 interventions 	<p>Gunn Equity/RTI Team (AP Student Service, school counselors, teachers, students, and parents)</p>	<p>Fall 2015 – Ongoing</p>	<p>List of research-based interventions available at GHS</p> <p>Log of</p>	<p>CCSS training for all GHS staff</p> <p>RTI training for all GHS staff</p>	<p>Equity/RTI Team minutes and draft documents</p>

<ul style="list-style-type: none"> • find assessment tools to monitor progress / effectiveness of interventions • Investigate the RTI work that currently exist at the middle schools • Educate all stakeholders about the RTI model 			interventions used and level of effectiveness		
<p>Reimagine and refine the purpose and outcomes for Student Study Team (SST) and Human Study Team (HST) protocols</p> <ul style="list-style-type: none"> • Use new RTI tools (instruction intervention) • Create a meeting protocol that is action oriented with person responsible and progress monitoring • Develop a data collection model to monitor effectiveness of RTI model 	Gunn Equity/RTI Team with all counselors, psychologist, administrators, PD TOSA and ISS	Fall 2015	Pre-post time study results: start-to-finish data collection and analysis of students cases through HST and/or SST processes	RTI training for all GHS student services staff	Quarterly update to site and instructional counsels
<p>Increase quantity and quality of tier one (classroom based instruction) interventions</p> <ul style="list-style-type: none"> • Provide PD on differentiated instruction • Provide PD on formative assessment • Provide ongoing PD on co-teaching • Examine our course offering to eliminate the regular lane 	PD TOSA, ISSs, administrators,	Fall 2016	Documentation of differentiation and formative assessments in course PLCs	PD on differentiate instruction PD on formative assessment	Quarterly update to site and instructional counsels
<p>Formative assessments, summative assessments, course grades, and RTI data will be aligned to CCSS and NGSS</p> <ul style="list-style-type: none"> • Pilot standards-based grading in courses Fall 2018 • Pilot standards-based report cards Fall 2019 	PD TOSA, ISSs, administrators	Fall 2018 Fall 2019	Student intervention tab on Infinite Campus Infinite Campus report card and transcript	PD on assessment and grading practices	Quarterly update to site and instructional counsels

CLN #2 /Goal #2: Reduce the percentage of Latino students on the D/F list from 45% to 20% or less by the end of the 2016-17 school year.

Supporting Data
Hispanic students remain the largest percent of D and F list students consistently since 2010-2011. During the 2013-2014 school year, the largest percent of students receiving F's were Hispanic at 45%.
There remains a disproportionate number of Hispanic and African American students in Special Education.

Strategy #1	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
Investigate root causes of student underperformance <ul style="list-style-type: none"> • Use data and interviews to explore why kids are on the D/F list • Monitor tutorial attendance for D/F list students 	Equity/RTI team	Fall 2015	Interview transcripts Student attendance at tutorial	Qualitative interview protocols	Equity/RTI Team minutes and draft documents
Based on results of data/interviews, create a system of intervention that addresses the specific needs of Latino students and their families	Equity/RTI team	Fall 2016		Culturally relevant pedagogy training	Equity/RTI Team minutes and draft documents
Integrate services from College Pathways and Focus On Success for comprehensive support for our Latino students	CP Team and FOS Team	Fall 2017	Documentation of integrated services in IC	Additional training from AVID program	Equity/RTI Team minutes
Partner/collaborate with middle schools to develop vertical alignment or interventions	HS/MS RTI teams	Fall 2017			BOE reports
Examine current credit recovery options to	Equity/RTI	Fall 2015 –			Equity/RTI

create a new model that is aligned with CCSS and taught by a highly qualified teacher	team	Spring 2016			Team minutes
Strategy# 2	Responsible Person(s) Involved	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
Improve parent communication and trainings – available in home language <ul style="list-style-type: none"> Inform families about the Parent Project (a school resource officer-led program that helps teach parents how to help students access school) 	Equity/RTI team	Spring 2016	Pre-post survey data with Hispanic parents regarding communication and support	Access to Parent Project and other local parent education workshops	Equity/RTI Team minutes and draft documents
Strategy # 3	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
Examine grading practices that are supportive of mastery learning Explore and implement standards based grading school-wide	PD TOSA, ISs, administrators	Math Pilots in 2016-2017 Other Depts to follow 2017-19	Student learning and course grades improve	PD on assessment and grading practices	Course syllabi

CLN #2 /Goal #3: *By 2018, we will increase the enrollment in AP/Honors classes by 30% for Latino and African American/black students*

Supporting Data
The number of AP courses taken by special subgroups has declined over the past three years.
For the class of 2013, 76.9% of all PSAT takers fulfilled their AP Potential, yet only 51.7% if Hispanic and 38.5% of African American PSAT takers fulfill their AP Potential.

For the class of 2013, 88.8% of all graduates met A-G requirements, yet only 62.5% of Hispanic and 60.0% of African American graduates met A-G requirements.

Strategy #1	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
<p>Use data to analyze root cause of enrollment gap in AP/honors</p> <ul style="list-style-type: none"> ● Use AP potential data collected through PSAT scores ● Research through data and interviews why this subset of students who are potential AP students do not enroll in AP classes ● College pathways sophomores will take the PSAT in order to identify which students have the potential to take AP courses ● Examine if AP classes can be taken pass/fail instead of for a letter grade for all students 	<p>AP Coordinator with Equity/RTI team</p>	<p>2015-16</p>	<p>AP class enrollment should reflect the proportion of ethnicities of student body</p>	<p>AP Equity workshops and Pre-AP workshops for teacher</p>	<p>Quarterly school improvement update to site counsel</p>
<p>Refine enrollment process for AP course</p> <ul style="list-style-type: none"> ● Look at research-based best practices around the AP application process ● Review AP application processes used by departments and determine validity of the process ● Integrated College Pathways/Focus On Success will pilot a program (Pre AP skills and curriculum) that helps support this set of students to enroll in and support them when they take AP courses 		<p>2015-16 2016-2017</p>	<p>Application data and enrollment data</p>	<p>AP Equity workshops and Pre-AP workshops for teacher</p>	<p>Course Catalogue and new AP enrollment forms</p>

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.

CLN #3 /Goal #1: By 2017, create and implement a system for teacher collaboration / Professional Learning Communities (PLC)

Supporting Data
According to the Teacher Perception Survey, 64% of teachers report being very unsatisfied (35%) or somewhat unsatisfied (29%) with the “time/opportunity available to collaborate with other teachers on <u>curricular matters</u> .”
According to the Teacher Perception Survey, 54% of teachers report being very unsatisfied (29%) or somewhat unsatisfied (25%) with the “time/opportunity to collaborate with other teachers on <u>grading and assessments</u> .”
According to the Teacher Perception Survey, 60% of GHS teachers report being very unsatisfied (33%) or somewhat unsatisfied (27%) with “the time and opportunities available to collaborate with other teachers on <u>instructional practices</u> .”
New Board/Superintendent Goal: Create conditions that assure consistent high quality and fairness in curriculum, instruction, and assessment while affording individual schools autonomy to design, develop, implement, and evaluate innovative practices and programs aligned with the District’s Strategic Plan.

Strategy #1	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
Investigate: <ul style="list-style-type: none"> ● create interest in and value for PLCs via visits to other schools ● PD on teacher collaboration ● visit other schools that have schedules that have PLCs and explore use of a new bell schedule 	PLC Team, Instructional Council (IC) and PD TOSA	2015-16	PLC team notes	PD on PLCs PD on teacher collaboration	Instructional Council meeting minutes / reports

Implement PLC - phase one- <ul style="list-style-type: none"> • pilot new bell schedule with embedded time for PLCs • at end of the year - assess effectiveness of new schedule in terms of providing teachers with time for collaboration 	Instructional Council (IC) and PD TOSA	2016-17	PLC team notes Survey results	Ongoing PD on teacher collaboration	Instructional Council meeting minutes / reports
Implement PLC - phase two – <ul style="list-style-type: none"> • develop protocols for course alike teachers (PLC) to use formative assessment data to inform their teaching practices and adjust in order to improve student learning 	Instructional Council (IC) and PD TOSA	2017-18	PLC team notes on use of data / interventions	PD on teacher common formative assessments in PLCs	Instructional Council meeting minutes / reports
Implement PLC - phase three- <ul style="list-style-type: none"> • develop a peer observation cycle within PLCs to improve and inform teacher practice about student learning 	Instructional Council (IC) and PD TOSA	2018-19	PLC team notes and MyLearningPlan	PD on teacher peer observation in PLCs	Instructional Council meeting minutes / reports
Implement PLC - phase four- <ul style="list-style-type: none"> • reflect and refine PLC model and protocols and address areas of growth 	Instructional Council (IC) and PD TOSA	2019-20	PLC team notes, department notes, and school-wide guidelines	Ongoing PD on teacher collaboration	BOE Report

CLN #3 /Goal #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.*

Supporting Data

According to the 2013-14 Parent Perception Survey, 33.26% of parents were not satisfied with teacher's use of technological tools to communicate effectively with them about student progress.

Courses in most departments are not consistently utilizing common summative or formative assessments.

According to the Teacher Perception Survey, 42% of GHS teachers disagree (34%) or strongly disagree (12%) that "curriculum and instruction is consistent across courses."

Strategy #1	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
<ul style="list-style-type: none"> Researching best practices for developing and enhancing SLOs and learner outcomes around CCSS and other national standards Create consistent set of essential learner goals/skills by department for each course Align essential learner goals for each course with CCSS and other national standards Refine essential learner goals for each course and department 	Instructional Counsel / ISs Department members / PLCs	2015-16 Spring 2016 – Summer 2017 Spring 2016 – Summer 2017 2017-18	Essential learner outcomes developed for	CCSS and NGSS training for all staff	Gunn Course Catalogue
Strategy # 2	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
Investigate grading and reporting tools aligned with CCSS and soft skills/21st Century Skills	PLC team	2016-17	PLC team notes	PD for grading and assessment	Instructional Council meeting minutes

Develop common rubrics, grading scales, and assessment practices in like courses and departments to measure student attainment of SLOs across the curriculum Communicate with and educate all stakeholders about option for standards-based grading	PLC teams	2017-18	PLC team notes	PD for grading, assessment, and standards-based grading	Principal's Update Site Council BOE report
Develop additional common assessments Communicate with and educate all stakeholders about options for standards-based reporting	PLC teams	2018-19	PLC team notes	PD for grading, assessment, and standards-based grading	Principal's Update Site Council BOE report
Implement standards-based reporting – new report card aligned with key elements of PLP and expanded definition of success	Administration/ IC/ IS	2019-20	Student / parent satisfaction survey	Student / parent information nights	Gunn HS report card

CLN #3 /Goal #3: *Generate on-going 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.*

Supporting Data
A majority of Gunn staff has not been trained in Cruncher or other data analysis software, despite recommendation from 2012 visiting committee. Also the teachers who were trained did not feel that the training was given with a pedagogical lens.
According to the 2013-14 Parent Perception Survey, 33.26% of parents were not satisfied with teacher's use of technological tools to communicate effectively with them.
Attendance data has historically not been consistently kept and used to regularly monitor at-risk students. Administrator liaisons do not provide school assessment to department heads in order to disaggregate the data.

Strategy #1	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
<p>Develop a committee to research and determine essential questions that can be answered by the metrics indicated (i.e attendance, student perception...),</p> <ul style="list-style-type: none"> ● What other data needs to be collected in order to assess student learning, ● Determine who is responsible for collecting this data ● What tools we need to collect this data. <p><i>Note: The information should be used in a way that is safe for teachers to reflect and have conversation about their practice and maintains student privacy.</i></p>	Data Team	2015-16		Data Consultant to assist with Data Team work	Instructional Council meeting minutes
<p>Investigate data tools:</p> <ul style="list-style-type: none"> ● Assess available tools and make a recommendation. ● Determine budget and source for funding for the data collection tools (possible need for new software licenses) ● Investigate the possibility of merging different sources of data for more efficient communication 	Data Team	2016-17	Adoption of new and/or enhanced data system to inform decisions	<p>Funding for software tools and related staff training</p> <p>Data Analyst on site to assist with PLC and school-wide use of data</p>	Principal's Update Site Council BOE report
<ul style="list-style-type: none"> ● Use new tools to collect, organize, and analyze data ● Make PD time available to learn about new tools to collect data that are being implemented in the school. 	Data Team	2017-18	PLC Teams access data system to inform instruction	PD for staff on use of new data system	Instructional Council meeting minutes

<ul style="list-style-type: none"> ● Use new data to assess metrics ● Provide PD time available to analyze data. 	Data Team	2018-19	Student / parent satisfaction survey with use of data	PD for staff on use of new data system	Principal's Update Site Council BOE report
<ul style="list-style-type: none"> ● Create action items to address growth areas discovered through data collection. ● Address these needs within departments and school wide. 	Data Team	2019-20	Integration of data system into ongoing school improvement process	Data Analyst on site to assist with PLC and school-wide use of data	Principal's Update Site Council BOE report