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

Gunn High School

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)

<u>*GOAL B:*</u> 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:
o   Develop ways to assess effectiveness of current communication systems (e.g. InClass, school website, grade reports, ConnectED, Gunn Connection, Spotlight)
o   Assess current communication systems
o   Improve communication systems
o   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:
o   Continue and improve exchange of information between middle and high school counselors
o   Continue our efforts to refine the Freshman Orientation program and new student program
o   Make better use of data to improve student transitions between grade levels
o   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:
o   Investigate and collect evidence of existing actions, programs and activities fostering community
o   Identify gaps and take appropriate action to build community

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

ACTION:
o   Identify areas where delivery of academic counseling services can be improved
o   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:
- 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.)

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

[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."

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

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
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.	IC meeting reports	Departments and IC	Analyze student, parent and teacher survey results re: course offerings	Fall 2009	Department and IC meetings
	Course catalog	Departments and IC	Annual review of course offerings	Every December	Department and IC meetings
	Course catalog	Departments and IC, Steering Committees, Site Council, Board of Education	Review new course proposals	Every Fall	Department, IC, SC and Steering Committee meetings
	Reports from school visits & workshops	IB exploratory committee	Continue work of IB exploratory committee	Fall 2009, ongoing	PAUSD and site funding
	Agendas and minutes, IC meeting reports	Prof. Development coordinator, ISs, teachers and counselors	Use department time and Staff Development Days for interdepartmental collaboration	Ongoing	Meeting time
	Report to IC, SC and Staff meetings, SPSA annual report to B of E	Interested teachers, administrators and counselors	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	Begin Fall 2009, report out Spring 2010	Prof. Development Thursdays

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

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

Ways of assessing progress, including student achievement of critical academic needs, ESLRs & academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
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.	Staff meetings, Staff Development Days	Teachers, ISs, counselors and administrators	Examine data in district databases regarding student performance	Fall, 2009, ongoing	PAUSD database (Cruncher)
	Number of teachers attending Cruncher training and applying data	Prof. Development coordinator, ISs, Admin., Counselors	Provide Professional Development to improve teaching through analysis and use of data	Annually	PAUSD personnel and ISs
	Number of students enrolled in UC a-g courses, AP and Honors courses. Success rates as measured by test data, grades and college admission	Admin., teachers, coordinators	Continue College Pathway, Colors and FOS programs and explore additional avenues that will help close the achievement gap for Hispanic and African American students	Ongoing	Site TOSA, SC funding, AVID funding, IAASC committee at PAUSD, PAUSD data analyst
	Feedback from coordinators, IC, SC, parents and B of E	Principal, ISs, support program (ELL, FOS, AC, Opps) coordinators, teachers	Review of support programs' effectiveness included in annual SPSA reports to B of E	Every October	Coordinator reports, student and parent surveys
	Evaluation and feedback from all involved parties	Prof. Development coordinator and committee, Admin., teachers, parents, students, counselors	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	Fall, 2009	School Climate committee meetings, Staff meetings, student assemblies
	Evaluation and feedback from all involved parties	Prof. Development coordinator and committee, Admin., teachers, parents, students, counselors	School Climate Committee will examine ways to integrate teaching of lifeskills (as shown above) including Prof. Development	Spring, 2010, ongoing	School Climate committee meetings, Staff meetings, student assemblies

	Feedback from students, parents and teachers	Gunn community	Continue emphasizing importance of Identity Safety as a tool to close the achievement gap	Ongoing	School Climate committee, staff meetings, Staff Development days, student assemblies
	Number of students recognized, at what times and for what reasons	Admin., counselors, teachers, SEC	Increase opportunities for school-wide recognition of student achievement	Fall 2009, ongoing	School climate committee, staff meetings, PTSA, Site Council, SEC
	Annual report on Special Ed. Populations to be included in SPSA	Director of Special Ed., Special Ed. Coordinators, Special Ed. Steering Committee, Special Ed. Dept., IAASC Committee, principal, counseling staff	Use existing IAASC Committee under District's strategic plan to analyze numbers and factors leading to Special Ed. identification at K-8 levels of African American and Latino students	2009-10 school year, ongoing	District personnel, IAASC Committee, Director of Special Ed., Special Ed. Coordinator, principal

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

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

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
Parent support programs promoting student achievement of ESLRs and content standards. Success will be measured by grades, test scores, students meeting a-g requirements, and college admissions.	List of identified parents	Counselors, program coordinators, Admin., teachers, students	Identify parents needing assistance navigating Gunn systems	Fall, 2009 ongoing	Guidance Dept., World Language teachers as translators
	Meeting attendance and parent feedback	Guidance Dept., program coordinators	Organize and promote parent meetings	Fall, 2009 ongoing	meetings
	Parent feedback	Technology coordinators	Use new technology to communicate and publicize meetings	Fall, 2009 ongoing	EdConnect, InClass, Spotlight, Gunn Connection, Daily Bulletin, Gunn and PAUSD webpages

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

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

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

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

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

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
Departmental reports on progress toward alignment of content standards and development of common assessments	Lesson plans, documentation of conversations in dept. meetings between teachers of same class, compile report of content-specific collaboration	ISs, Prof. Development coordinator, counselors, teachers	Ensure content and workload consistency among all sections of the same course	Ongoing	Department meetings
Successful completion of Research Paper Project by all students	SPSA report to B of E, lesson plans, sample student papers, minutes of meetings	Research Paper and Library committees, librarian, teachers, ISs, admin.	Encourage greater use of library resources and further develop the Research Paper Project	Ongoing	Committee meetings, technology
Action Plan that encourages cross-disciplinary studies	Compile report of cross-disciplinary collaboration Use report to determine future action	ISs, teachers	Assess the extent of current teacher schoolwide cross-disciplinary collaboration to determine future needs and possibilities Formulate action plan based on data collected	Fall, 2009 ongoing Spring, 2010	Department meetings Prof. Development Thursdays

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

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
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. | Lesson plans, student work | Teachers, departments | 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) | Fall, 2010 | Staff meetings |
| | Teacher demonstrations, Tech. workshop attendance, lesson plans, student work | Technology team, teacher experts, Prof. Dev. coordinator | Increase meaningful integration of technology into instruction | | Staff meetings, Tech. training, Krause Tech. Ctr. (Foothill College), IISME, community tech. expertise (Google), content-specific workshops |
| | Reduction of staff without CLAD | District, Principal | Ensure that all teachers are CLAD-certified so that best practices are used to help close the achievement gap | 2009-11 | District-allocated funding and workshops |

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

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

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

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

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

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
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.	Reports to stakeholders	SC, PTSA, SEC, IC, faculty, coordinator tbd	Find ways to assess effectiveness of current communication systems (e.g. InClass, school website, ConnectED, Gunn Connection, Spotlight)	2009-10	Coordinator
	Reports to stakeholders	SC, PTSA, SEC, IC, faculty, coordinator tbd, students, parents, Classified support	Assess current communication systems	2010-11	Coordinator
	Annual report to stakeholder	Coordinator, Technology Team, Admin, IC, Classified Support	Improve communication systems	2010-11	Coordinator
	Stakeholder feedback	SC, PTSA, SEC, IC, faculty, coordinator tbd, students, parents, Classified support	Evaluate the effectiveness of changes in the communication systems	2011-12	Coordinator

TASK C-2:

    o   Improve transitions from middle to high school, between grades in high school, and post high school.

ACTION:

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

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
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.	Numbers of schedule changes, feedback from counselors, parents, students, and teachers	Counselors, special program coordinators, Steering Committees, Admin, Student Activities Director	Continue and improve exchange of information between middle and high school	Fall 2009, ongoing	Staff Development Days, various meetings
	Program evaluations and refinements made annually	Student Activities Director, Guidance AP, SEC, Link Crew,	Continue efforts to refine the Freshman Orientation program and New Student program	Fall 2009, ongoing	Stipend for teacher participants in the Freshman Orientation, workshop, various meetings
	Student grades, teacher feedback,	Prof. Development Coordinator, ISs, teachers, counselors	Make better use of data to improve student transitions between grade levels and courses (e.g. STAR data, ERB, CELDT)	2009-2010	Professional development on using data
	Annual reports to the Board of Education on percentage of students meeting the District's college readiness benchmarks.	Principal, Admin, IC, teachers, counselors, Professional Development Coordinator	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	Fall 2009-2014	District Strategic Plan, IC meetings, professional development

TASK C-3:

- o Maintain a sense of community and connections for students, teachers and parents as we grow

ACTION:

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

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
Community feedback and performance of students previously identified as disconnected as measured by attendance data, grades, and test scores	List of programs with number of students involved and list of uninvolved students	Teachers, Student Activities Director, Counselors, School Climate Committee, Admin., IC, ACS, PTSA	Investigate and collect evidence of existing actions, programs and activities fostering community	2009-10	Department and IC meetings
	School Climate Committee develops an action plan for school consideration	School Climate Committee, PTSA, SEC, Counselors, ACS	Identify gaps and take appropriate action to build community	2010-11	meetings
Feedback on student involvement in school decision making	Student survey results, list of student programs or activities	Student Activities Director, SEC, School Climate Committee, Admin, IC	Identify potential ways to increase student involvement. Establish new programs or activities	2009-10, ongoing	Meetings, survey on InClass or similar tool
	Student survey	SEC, Student Activities Director, Admin. Team	Pre- and post-survey of students, Discussion at SEC	2009-10, ongoing	InClass, Oracle, Student Focus Groups

TASK C-4:

     o Improve delivery of counseling and college/career services

ACTION:

     o Identify areas where delivery of academic counseling services can be improved
     o Develop and implement an action plan to improve delivery of academic counseling services

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
Reports to B of E, Superintendent, Gunn community. Get feedback from current students and graduates and alumni.	Guidance Dept. reports to Site Council, IC & PTSA. SPSA report made to B of E and Superintendent	Guidance Asst. Principal, IC, Counselors, Principal, District personnel	Identify areas where delivery of academic counseling services can be improved	2009-10	Counselor time and Guidance meetings, PIE funds
	Guidance Dept. reports to Site Council, IC & PTSA. SPSA report made to B of E and Superintendent	Guidance Dept., Admin., IC	Develop and implement an action plan to improve delivery of academic counseling services	2010-15	Counselor time and Guidance meetings, IC meetings, PIE funds

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:
- o Demonstrate knowledge of key concepts
- o Effective communication through listening, speaking and writing
- o Ability to integrate knowledge among disciplines
- o 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:
- 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.)

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
Ensure students have access to state-of-the-art facilities that will encourage academic excellence	Meeting minutes; regular displays of progress; reports to IC, departments, PTSA, Site Council, and full staff	Site Planning Committee, Departments, Administration, District Personnel, DLM architects, PTSA, Site Council	Meet regularly with DLM architects and maintain detailed records	Fall 2008, ongoing	Meeting time, Bond Money
	Site Planning Committee, Departments, Administration, District Personnel, DLM architects, PTSA, Site Council	Site Planning Committee, Departments, Administration, District Personnel, DLM architects, PTSA, Site Council	Ensure all voices are heard in the planning process	Fall 2008, ongoing	Meeting time, Bond Money
	Site Planning Committee, Departments, Administration, District Personnel, DLM architects, PTSA, Site Council	Site Planning Committee, Departments, Administration, District Personnel, DLM architects, PTSA, Site Council	Develop a strategy and communicate effectively with all parties during construction periods (packing, relocation, etc.)	Fall 2008, ongoing	Meeting time, Bond Money

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:
- o 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
- o Create and foster ways to celebrate staff accomplishments
- o Maintain and enhance our collaborative culture

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
Student achievement depends on teaching and support staff quality[2]	Statistics regarding recruitment and retention, teacher surveys	Administration, ISs, District Staff including Asst. Superintendent of HR and Director of Secondary Education, Interview Committees, Professional Development Coordinator	Follow the guidelines outlined in the District's Strategic Plan regarding recruitment, evaluation, and development of staff	Spring 2009, ongoing	District Tech Staff, Professional Development time, Release time for teachers,
	IC action plan	IC, Administration, Staff, Students, Parents	Create and foster ways to celebrate staff accomplishments	Ongoing	IC meetings, Create a Staff Appreciation Fund
	SPSA, IC mins, sharing and documenting collab. efforts	IC, Peer Observation Collaborative, ISs and teachers	Maintain and enhance our collaborative culture	Ongoing	Meeting time,

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

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

TASK E-1: To use data more effectively

ACTION:
- o   Use data more consistently and effectively to inform instructional practices
- o   Provide training for ISs and teachers on Cruncher and any new data management system. Encourage the use of data to inform instructional practices
- o   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

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
Effective use of data will improve student performance and mastery of ESLRs and content standards	Document/share strategies & best practices connecting data to classroom	Teachers, ISs, Administration, Counselors	Use data more consistently and effectively to inform instructional practices	Fall 2008, ongoing	District Personnel, Professional Development time, Department time, Staff Development Days
	Number of workshops on Cruncher, new database, etc., Staff feedback on their effectiveness, Department feedback to IC re: use of data	District Tech. staff, Prof. Dev. Coordinator, IC, ISs, Administration, PAUSD Dir. of Research & Eval.	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.	2009, ongoing (esp. important in 2010-11)	Cruncher database, SASI replacement software, PAUSD Dir. of Research & Eval., Staff Development and Professional Development time
	Determine number of students below basic in reading and math. Monitor progress using multiple measures of assessment	ISs, Admin., Special Ed. Teachers, ELL Coordinator, Teachers, support program leaders (FOS, College Pathways)	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.	2009-10, ongoing	District personnel time, teacher time, department time, possible new assessment instruments to purchase

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

Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards	Means to monitor and report progress	Who's responsible and involved	Specific steps, including professional development	Timeline	Resources
Variety of assessments and multiple measures of performance showing student achievement and mastery of ESLRs and content standards	SPSA, Dept. & IC meetings	Teachers, ISs, Administration	Continue and expand use of alternative assessments	Ongoing	Dept. meeting time, teacher prep. time, Prof. Dev. time
	SPSA, Dept. & IC meetings	Teachers, ISs, Administration	Continue and expand use of multiple measures of student performance (e.g., portfolios, journals, projects, presentations)	Ongoing	Dept. meeting time, teacher prep. time, Prof. Dev. time
	SPSA, Dept. & IC meetings	Teachers, ISs, Administration	Develop classroom activities that encourage students to reflect on their own work	Ongoing	Dept. meeting time, teacher prep. time, Prof. Dev. time
	Regular student course eval. Feedback, Dept. contributions to SPSA, SPSA & reports to B. of E.	Teachers, ISs, Administration, PAUSD	Survey students on a regular basis and use feedback results to inform practice	Ongoing	Teacher & Dept. time, InClass, email, on-line surveys, current teacher eval. tools