

<b>Critical Learner Need /GOAL #1</b> Develop a culture that broadly defines and promotes multiple paths to success, embraces self-discovery and social emotional well and values the love learning beyond traditional metrics of achievement.			
<b>Strategy #1:</b> <i>CULTURE- Develop a culture that broadly defines and promotes multiple paths to success.</i>			
Actions	2015-16	2016-17	2017-18
Challenge Success	<ul style="list-style-type: none"> <li>Form Challenge Success Team /Research &amp; redefine ‘rigor’ in learning</li> <li>*Audit alignment of assigned HW with district HW policy, with inclusion of AP courses in audit.</li> <li>*Evaluate the effectiveness and relevancy behind assigned HW</li> <li>*Examine and shift student, teacher and parent perception in regard to “rigor vs. workload” for AP/Honors courses</li> </ul>	<ul style="list-style-type: none"> <li>*Update homework policy guidelines for all courses</li> <li>*Develop guidelines for AP/honors course enrollment</li> <li>* Continue to examine and shift student, teacher and parent perception in regard to “rigor vs. workload” for all courses</li> </ul>	Continue to examine “rigor vs. workload” for all courses
Ignite Love of Learning	<ul style="list-style-type: none"> <li>*Conversations among all stakeholder—to explore and share passions</li> <li>*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)</li> <li>*Examine other schools’ approaches to increasing love of learning and intrinsic motivation (e.g., project-based, student-initiated)</li> <li>*Encourage conversations between departments to foster interdisciplinary courses and projects.</li> </ul>	<ul style="list-style-type: none"> <li>*Campaign to encourage collaboration and discourage unhealthy academic comparison/competition between students</li> <li>*Examine grading practices to support ‘Growth Mindset” and mastery learning</li> <li>*Teach students to self-assess and set goals using standards-based personal learner profile</li> </ul>	Pilot new approaches to increase love of learning and intrinsic motivation
Alternate Pathways to explore passions	<ul style="list-style-type: none"> <li>*Investigate and re-launch ‘Senior Project’ program</li> <li>*Hire senior research project coordinator at Gunn</li> <li>*Visit other schools that have implemented programs that meet A-G requirements with successful multiple learning path options</li> <li>*Examine current credit recovery and independent study options to create a new model that are aligned with CCSS and taught by a highly qualified teacher</li> </ul>	<ul style="list-style-type: none"> <li>*Incorporate Senior Research project as element in new Personal Learning Portfolio</li> <li>*Pilot promising programs that expand paths to success</li> <li>*Pilot new independent study and credit recovery program</li> </ul>	Investigate projects that promote interdisciplinary learning
<b>Strategy #2:</b> <i>TIME - Improve the quality and quantity 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.</i>			
Student Time	Create draft and use planning tool to help students map out-of-school time each class and co/extra-curricular activity will take.	Refine School/Life planning tool and incorporate into Personal Learning Portfolio.	Pilot Personal Learning Portfolio
Instructional Time	<ul style="list-style-type: none"> <li>*Re-establish schedule committee with a more diverse stakeholder group (spring 2015) – survey parents, students, staff re: schedule</li> <li>*Explore many creative schedule options and visit other schools</li> <li>*Consider longer periods of time for students to explore learning in more depth (as required by CCSS and NGSS). Gather time/schedule</li> </ul>	Pilot alternate schedule to launch PLCs, improved interventions, and engaging instruction	Refine alternate schedule based on year-one pilot

	<p>data from other schools who are fully implementing CCSS</p> <ul style="list-style-type: none"> <li>*Prioritize and finalize the list of criteria for a new schedule</li> <li>*Present new schedule options - gather input from stakeholders - select best option</li> <li>*Create and implement professional development to support adjustments / changes to schedule</li> </ul>		
<p><b>Strategy #3: WELLNESS - 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 measure through the California Healthy Kids Survey.</b></p>			
4-year SEL curriculum	<ul style="list-style-type: none"> <li>*Explore the attributes/components that should be included into a Gunn Specific SEL wellness program (i.e empathy, awareness, engagement, nutrition, mindfulness, etc.)</li> <li>*Create and implement a parent survey (similar to CHKS) to gather data to measure our growth and identify continual needs</li> <li>*Research the literature around SEL wellness programs.</li> <li>*Visit like schools and relevant programs trying to address culture and wellness objectives in their learning environments</li> <li>*Investigate student, parents, and staff wellness ideas across schools and industry.</li> <li>*Define where we are today and the a vision for what Social and Emotional Wellness should look like at Gunn</li> <li>*Develop a communication plan to bring awareness and engagement to the community regarding SEL/Wellness.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify/select promising practices and programs to be included in new SEL curriculum</li> <li>*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)</li> <li>*Identify teachers, students, and parents to test out promising practices around the SEL curriculum</li> <li>*Learn about and align GHS curriculum with middle school SEL curriculum</li> <li>*Develop and implement parent education about student wellness and facing the challenges of parenting a teen</li> </ul>	Pilot 4-year SEL curriculum that will be embedded into the fabric of every classroom and every program at Gunn HS
Personal Learning Plan	<ul style="list-style-type: none"> <li>*Research and develop a personal learning portfolio for students</li> <li>*Counselors and teachers would develop a self awareness “life plan” template, process or survey for students</li> </ul>	Research and develop a personal learning portfolio for students	Pilot personal learning portfolio
Wellness Center	<ul style="list-style-type: none"> <li>*Design, build, and implement a comprehensive wellness center for the Gunn School Community.</li> <li>*Develop a model for integrated services at the Wellness Center to support - physical, social-emotional, and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>*Construction continues</li> <li>*Pilot portions of integrated service delivery model for Gunn Student Services/Wellness team members (physical, social-emotional, and mental health).</li> </ul>	Construction continues
<p><b>Critical Learner Need/ GOAL #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.</b></p>			
<p><b>Strategy #1: RTI -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.</b></p>			
	2015-16	2016-17	2017-18

Response To Intervention (RTI)	<ul style="list-style-type: none"> <li>*Investigate other RTI systems at high performing high schools</li> <li>*Find assessment tools for early identification of students in need of tier 1, 2, and 3 interventions</li> <li>*Find assessment tools to monitor progress / effectiveness of interventions</li> <li>*Investigate the RTI work that currently exist at the middle schools</li> <li>*Educate all stakeholders about the RTI model – launch introductory professional development</li> </ul>	<ul style="list-style-type: none"> <li>*Increase quantity and quality of tier one (classroom based instruction) intervention</li> <li>*Provide PD on differentiated instruction, formative assessment, and co-teaching</li> </ul>	Formative assessments, summative assessments, course grades, and RTI data will be aligned to CCSS and NGSS
Student Service teams	<ul style="list-style-type: none"> <li>*Reimagine and refine the purpose and outcomes for SST and HST protocols</li> <li>*Create a meeting protocol that is action oriented with person responsible and progress monitoring</li> <li>*Develop a data collection model to monitor the effectiveness of interventions</li> </ul>	<ul style="list-style-type: none"> <li>*Pilot new RTI tools (instruction intervention)</li> <li>*Increase quantity and quality of tiers 2 and 3 interventions</li> </ul>	Ongoing refinement of RTI system
<b>Strategy #2: GAP- 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.</b>			
Targeted Support	<ul style="list-style-type: none"> <li>*Investigate root causes of student underperformance</li> <li>*Use data and interviews to explore why kids are on the D/F list</li> <li>*Monitor tutorial attendance for D/F list students</li> <li>*Examine current credit recovery and independent study options to create a new model that are aligned with CCSS and taught by a highly qualified teacher</li> </ul>	<ul style="list-style-type: none"> <li>*Based on results of data/interviews, create a system of intervention that addresses the specific needs of Latino students and their families</li> <li>*Implement new credit recovery / independent study program</li> <li>*Examine our course offerings and enrollment patterns to consider elimination of the lower lane</li> </ul>	Integrate College Pathways and Focus On Success services for our Latino students
Communicate progress	<ul style="list-style-type: none"> <li>Improve parent communication and trainings and ensure resources are available in home language.</li> <li>*Inform families about the Parent Project</li> <li>*Examine grading practices that are supportive of mastery learning</li> </ul>	<ul style="list-style-type: none"> <li>*Explore and implement standards based grading school-wide</li> </ul>	TBD
<b>Strategy #3: ACCESS - By 2018, we will increase the enrollment in AP/Honors classes by 30% for Latino and African American/black students</b>			
Data Analysis	<ul style="list-style-type: none"> <li>Use data to analyze root cause of enrollment gap in AP/honors</li> <li>*Use AP potential data collected through PSAT scores</li> <li>*Research through data and interviews why this subset of students who are potential AP students do not enroll in AP classes</li> <li>*College pathways sophomores will take the PSAT in order to identify which students have the potential to take AP courses</li> <li>*Examine if AP classes can be taken pass/fail as option</li> </ul>	<ul style="list-style-type: none"> <li>*Use data collected in 2015-16 to identify additional students with potential to be successful in AP/advanced courses</li> <li>*Review/refine process to select students for College Pathways program</li> </ul>	TBD

Enroll	Refine enrollment process for AP course *Look at research-based best practices around the AP application process *Review AP application processes used by departments at Gunn and determine the 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	Continue pre-AP or other support for advanced coursework
<b>Critical Learner Need / GOAL #3:</b> 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.			
<b>Strategy #1:</b> PLC - <i>By 2017, create and implement a system for teacher collaboration / Professional Learning Communities</i>			
Actions	2015-16	2016-17	2017-18
PLCs	*Create interest in and value for PLCs via visits to other schools *Provide PD on teacher collaboration *Develop protocols to enhance collaboration and focus of team work *Visit other schools that have schedules that have PLCs and explore use of a new bell schedule	*Pilot new bell schedule with embedded time for PLCs *Refine PLC protocols to enhance collaboration and focus of team *Assess effectiveness of new schedule in terms of providing teachers with time for collaboration	PLC teams use formative assessment data to inform their teaching practices
<b>Strategy #2:</b> ALIGNMENT - <i>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.</i>			
Consistent curriculum aligned to standards	*Researching best practices for developing and enhancing SLOs and learner outcomes around CCSS and other national standards – work completed in department meetings and curriculum committees	*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
Common assessments aligned to standards	NA – teachers will focus on consistent/aligned curriculum in 15-16	*Investigate grading and reporting tools aligned with CCSS and soft skills/21st Century Skills *Develop common rubrics, grading scales, and assessment practices in like courses and departments to measure student attainment of SLOs and CCSS	Cont. development of common rubrics, grading scales, and assessment practices
<b>Strategy #3:</b> DATA DRIVEN - <i>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.</i>			
	Develop a committee to research and determine essential questions that can be answered by the metrics indicated (i.e attendance, student perception...), *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.	Investigate data tools: *Assess available tools and make a recommendation. *Determine budget and source for funding for the data collection tools *Investigate the possibility of merging different sources of data for more efficient communication	Use new data to assess metrics  Provide PD for data analysis

