

GOAL #1: Systems Alignment for greater consistency around learning outcomes to reduce undue stress

CLN #1: We need systems in place that support governance, curriculum and instruction, data collection and analysis, professional development, and student/parent outreach to ensure future readiness

Strategy	2015-16	2016-17	2017-18
Aligning Student Learning Outcomes	<ul style="list-style-type: none"> Determine essential learning standards for each course on campus using Essential Learning Chart Begin research regarding HW, grading, and assessment practices that align with CCSS/NGSS 	<ul style="list-style-type: none"> Continue to investigate and conduct action research regarding grading and reporting tools aligned with CCSS/NGSS and 21st Century Skills Develop at least 2 common summative assessments per semester within each course that align to the essential standards Examine grading practices that are supportive of mastery learning 	<ul style="list-style-type: none"> Develop common rubrics, grading scales, and assessment practices in like courses and departments to measure student attainment of SLOs across the curriculum Develop common syllabi in course-alikes using current research to guide our conversations.
Creating a Culture of Inquiry using Data	<p>Develop a data team to research and determine essential questions that can be answered by the metrics indicated (i.e. attendance, student perception data...),</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>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) <p>Investigate the possibility of merging different sources of data for more efficient communication</p>	<p>Use new tools to collect, organize, and analyze data</p> <p>Make PL time available to learn about new tools to collect data that are being implemented in the school.</p>

CLN #2: We need the entire instructional staff to utilize research-based instructional strategies and 21st century tools to ensure future readiness for **all** students. Given our achievement/opportunity gap and the implementation of CCSS and NGSS, our work will focus on the areas of writing, inquiry, collaboration, organization, and reading (WICOR) throughout the school.

Strategy	2015-16	2016-17	2017-18
Professional Learning	<p>Increase awareness of global educational pedagogy and best practices in schools outside of Palo Alto by attending professional conferences/workshops and training with the expectation of sharing these best practices through PLC's Examples include:</p> <ul style="list-style-type: none"> • Kagan Cooperative Learning • AVID summer institute WICOR strategies • Bay Area Writing Project • Learning Forward conference • Differentiated instruction, • Blended learning • "Teach Like a Pirate" • National Equity Project 	<p>Ongoing PL around technology integration for increased engagement and to better personalize learning - blended learning, flipped classroom, blended cohort, Google for Education summits, CUE conferences, CUE</p>	<p>Ongoing PL around technology integration for increased engagement and to better personalize learning - blended learning, flipped classroom, blended cohort, Google for Education summits, CUE conferences, CUE</p>
PLC's	<ul style="list-style-type: none"> • Create interest in and value for PLCs via visits to other schools • PL on teacher collaboration <p>Visit other schools that have schedules that have PLCs and explore ways to increase collaboration time</p>	<ul style="list-style-type: none"> • Pilot new ways to increase collaboration time with additional embedded time for PLCs • At end of the year, assess effectiveness of new ways in terms of providing teachers with additional time for collaboration <p>To the extent possible, identify common prep periods for core teachers in the master schedule</p>	<p>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</p>
Rtl &	<p>Investigate research-based interventions aligned with CCSS/NGSS</p>	<p>Increase quantity and quality of Tier One (classroom based instruction) interventions</p>	<p>Investigate research-based interventions aligned with</p>

Differentiate Instruction	<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 Find assessment tools to monitor progress / effectiveness of interventions Investigate the RTI work that currently exist at the middle schools <p>Educate all stakeholders about the RTI model</p>	<ul style="list-style-type: none"> Provide PL on differentiated instruction Provide PL on formative assessment Provide ongoing PL on co-teaching <p>Examine our course offerings to open access to more courses</p> <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 Find assessment tools to monitor progress / effectiveness of interventions Investigate the RTI work that currently exist at the middle schools <p>Educate all stakeholders about the RTI model</p>	<p>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 Find assessment tools to monitor progress / effectiveness of interventions Investigate the RTI work that currently exist at the middle schools <p>Educate all stakeholders about the RTI model</p>
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GOAL #3: Innovative School Culture promoting global competencies, creativity and empathy

CLN #3: We need to develop a shared system of beliefs and priorities driving the thinking and actions of those within our school community so that the expectations and attitudes of everyone on campus is that all students will graduate future ready, including ready to attend college, with global competency skills.

Strategy	2015-16	2016-17	2017-18
Shared Vision and Mission	Further development/implementation of a shared Vision and Mission	Ongoing communication of our shared Vision and Mission	Ongoing communication of our shared Vision and Mission

<p>Challenge Success</p>	<p>Form a <i>Challenge Success</i> Committee Research and redefine 'rigor' in learning at Palo Alto High School</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 <p>Examine and shift student, teacher and parent perception in regard to "rigor vs. workload" for AP/Honors courses</p> <p>Implement <i>Challenge Success</i> Survey (include perceptions of love of learning and intrinsic motivation) to gather additional baseline</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) <p>Examine other schools' approaches to increasing love of learning and intrinsic motivation (e.g., project-based, student-initiated)</p>	<p>Implement <i>Challenge Success</i> Survey (include perceptions of love of learning and intrinsic motivation) to gather additional baseline</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 <p>Teach students about design thinking and embracing the notion of making mistakes in order to learn</p> <p>Visit other schools that have implemented programs that meet A-G requirements but also have successfully developed multiple learning pathways.</p> <p>Parents as learning partners – improve parent education, communication and community outreach to become a learning system</p>	<p>Implement <i>Challenge Success</i> Survey (include perceptions of love of learning and intrinsic motivation) to gather additional baseline</p> <p>Parents as learning partners – improve parent education, communication and community outreach to become a learning system</p>
<p>"Choice</p>	<p>Investigate and launch 'Senior Research Project' program</p> <ul style="list-style-type: none"> • Hire senior research project 	<p>Investigate and research learning opportunities and projects that promote interdisciplinary learning (project based learning, authentic</p>	<p>Parents as learning partners – improve parent education, communication and</p>

<p>and Voice” Student Agency</p>	<p>coordinator(s) for Palo Alto HS</p> <ul style="list-style-type: none"> • Incorporate Senior Research project as element of Personal Learning Portfolio • Incorporate senior research project as part of capstone courses in current alternate pathways (Social Justice, Sports Career, Media Arts, Performing Arts, etc.) <p>Examine history and roots of Palo Alto Senior Project-interviewing founding and long-serving faculty</p> <p>Reconsider use of tutorial time to maximize learning opportunities for students and teachers on campus, such as a Genius Hour or 20% time</p> <p>Parents as learning partners – improve parent education, communication and community outreach to become a learning system</p>	<p>assessment, research opportunities, etc.)</p> <p>Parents as learning partners – improve parent education, communication and community outreach to become a learning system</p>	<p>community outreach to become a learning system</p>
<p>Technology Integration</p>	<p>Embrace district’s Future Ready Vision - BYOD implementation/technology integration</p> <p>Elements of blended learning in all classrooms</p>	<p>Implement district’s Future Ready Vision - BYOD implementation/technology integration</p> <p>Elements of blended learning in all classrooms</p>	<p>Refine district’s Future Ready Vision - BYOD implementation/technology integration</p> <p>Elements of Blended learning in all classrooms</p>
<p>Computer Science expansion and STEM</p>	<p>Research other schools with successful Computer Science pathways and STEM courses Advocate for K-12 comprehensive CS curriculum at the district level</p>	<p>Form STEM team to strategically discuss how to encourage more females into CS and other STEM classes.</p> <p>Increase partnership opportunities with outside</p>	<p>Continued work with the STEM team to develop cross-curricular learning opportunities for students</p>

academy	Continue partnership and dialogue with Foothill college and begin to expand the concurrent enrollment courses offered at Paly	organization, including technology companies Begin visioning process for a new STEM building on campus (in the space of the current 900 building) Continue partnership and dialogue with Foothill college and begin to expand the concurrent enrollment courses offered at Paly	
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