

## School Wide Action Plan

**04/24/15 - Palo Alto High School's School Wide Action Plan was updated following the WASC Visiting Committee's visit and subsequent report. All key areas to be addressed and critical areas for follow-up emphasized by the WASC Visiting Committee have been highlighted or added to the School Wide Action Plan to reflect the recommendations of the WASC team.**

**Preexisting elements of the School Wide Action Plan that were specifically mentioned by the WASC Visiting Committee are marked with an asterisk (\*) while items entirely new to the Plan are marked with a caret (^).**

### **GOAL #1 - Systems alignment for greater consistency around learning outcomes to reduce undue stress**

**Critical Learner Need #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 for ALL students**

#### Supporting Data

According to student perception data:

- **81%** of students like being Paly students.
- Paly students acknowledged pressure and competition to be successful.
- Most students report that grading practices are inconsistent and need to be improved. Students discussed grade "deflation" and differences among teachers within the same course.
- Most students report teachers are not consistent within departments, in terms of curriculum, assessments and

grading. Many students described Palo Alto as a stressful environment and indicated they felt intense pressure to succeed.

- **55%** of students agree or strongly agree there is alignment between teachers of the same subject. For example, if there are two teachers who teach the same course, what happens in both courses is about the same.

According to staff/teacher perception data:

- **43%** of teachers and **47%** of administrators/classified “strongly agree” or “agree” curriculum and instruction are consistent across teachers and courses.
- **47%** of teachers and **50%** of administrators/classified “strongly agree” or “agree” grading is fair across teachers and courses.

According to parent perception data:

- Parents report Paly is a big school; some students do well and other struggle.
- “B” students sometimes don’t feel good about themselves.
- Parents report not all students are accessing the support available to students.
- Grading policies and practices are an area of concern.
- Parents report teacher autonomy leads to a lack of awareness for what is happening in other classes or at school (i.e. a sense that their class is the only class that is important).
- College competition negatively influences Paly’s definition of success.
- Paly is a “pressure cooker” leading to student stress.
- **36%** of parents “strongly agree” or “agree” curriculum and instruction are consistent across teachers and courses.

Staff in Home and Focus Groups expressed an urgent need to increase the use and analysis of data to drive decision making on campus.

A majority of Paly staff are not trained in Cruncher or other data analysis software. Also the teachers who are trained did not feel that the training was given with a pedagogical lens.

Attendance data is not consistently kept or used to regularly monitor at-risk students.

According to the CHKS data:

- Truancy, defined as 3 unexcused absences or more, increased from 9th to 11th grade, **84%** of freshmen report never

- being truant, but only **47%** of juniors report the same.
- When reporting why they were absent, the top four reported reasons were:
    - Illness (feeling physically sick), including problems with breathing or one’s teeth (9th graders **39%**, 11th graders **56%**).
    - Lack of sleep (9th graders **10%**, 11th graders **32%**).
    - Behind in schoolwork or not prepared for a test or class assignment (9th graders **5%**, 11th graders **26%**).
    - Felt very sad, hopeless, anxious, stressed, or angry (9th graders **6%**, 11th graders **15%**).

The current demographic makeup of our AP courses does not equally reflect the larger school demographic. Asian and white students make up the vast majority of AP students. In 2012-2013, only 12% of all African American and 13% of Latino students enrolled in an AP course in that same year. In 2013-2014, only 6% of African American students and 16% of Latino students enrolled in an AP course.

\*The WASC Visiting Committee specifically highlighted the need to increase opportunities for under-represented sub-groups to access rigorous curriculum. Additionally, they suggested providing academic support to assure student success in aforementioned classes.

Strategy #1 – Aligning Student Learning Outcomes	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
*Determine essential learning standards for each course on campus <ul style="list-style-type: none"> <li>• What is the essential standard to be learned?</li> <li>• When will it be taught?</li> <li>• What assessment will be used to measure student mastery?</li> <li>• What will we do when students have already learned this</li> </ul>	Ed Council/ISs  Department members/PLCs	2015-2016	Essential Standards Chart completed for each course	CCSS and NGSS training for all staff	Palo Alto Course Catalog

standard?  Align essential learner goals for each course with CCSS/NGSS and other national standards					
Begin research to address grading, homework, and assessments in all courses  ^Later, specific homework and study time expectations will be shared with students and parents	Ed Council/ISs  Department members/PLCs	2015-2016	PLC team notes	PL for grading and assessment	Ed Council & Site Council meeting minutes
Investigate and conduct action research regarding grading and reporting tools aligned with CCSS/NGSS and 21st Century Skills	PLC teams	2016-17	PLC team notes	PL for grading and assessment	Ed Council meeting minutes
*Develop at least 2 common summative assessments per semester within each course that align to the essential standards	ISs/Department members/PLCs	2016-2017	PLC team notes	PL for grading and assessment	Ed Council & Site 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	PLC teams	2017-18	PLC team notes	PL for grading, assessment, and standards-based grading	Principal's Update Site Council BOE report

stakeholders about option for standards-based grading					
*Examine grading practices that are supportive of mastery learning  Explore and implement standards based grading school-wide	PL TOSA, ISSs, administrators	Math Pilots in 2018-2019  Other Depts. to follow 2019-2020	Student learning and course grades improve	PL for grading and assessment, and standards-based grading	Course syllabi
Develop common syllabi in course-alikes using current research to guide our conversations	PL TOSA, ISSs, administrators  PLC teams	2017-2018	PLC team notes  Student learning and course grades improve	PL for grading and assessment, and standards-based grading	Course syllabi
<b>Strategy #2 – Data: Creating and Leading Cultures of Inquiry</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Means to Assess Improvement</b>	<b>Professional Development &amp; Resources</b>	<b>Reporting</b>
*Develop a committee to research and determine essential questions that can be answered by the metrics indicated (i.e. attendance, student perception data...) <ul style="list-style-type: none"> <li>• What other data needs to be collected in order to assess student learning?</li> <li>• Determine who is responsible for collecting this data</li> </ul>	Data Team	2015-16	Data Team notes	Data Consultant to assist with Data Team work	Ed Council & Site Council meeting minutes

<ul style="list-style-type: none"> <li>What tools do we need to collect this data?</li> </ul> <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. Throughout the WASC process, Paly teachers used Laura Lipton's book <u>Got Data, Now What?</u> to frame our dialogue.</i></p>					
<p>*Investigate data tools:</p> <ul style="list-style-type: none"> <li>Assess available tools and make a recommendation.</li> <li>Determine budget and source for funding for the data collection tools (possible need for new software licenses)</li> <li>Investigate the possibility of merging different sources of data for more efficient communication</li> </ul>	Data Team	2016-17	Adoption of new and/or enhanced data system to inform decisions	Funding for software tools and related staff training  Data Analyst on site to assist with PLC and school-wide use of data	Principal's Update Site Council BOE report
<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>	Data Team	2017-18	PLC Teams access data system to inform instruction	PL for staff on use of new data system	Ed Council & Site Council meeting minutes
<p>*Use new data system to assess metrics</p>	Data Team	2018-19	Student / parent satisfaction	PL for staff on use of new data system	Principal's Update Site Council

Provide PL time to analyze data			survey with use of data		BOE report
<p>Create action items to address growth areas discovered through data collection</p> <p>^ Address these needs within departments, school wide and in order to align with the PAUSD SLOs.</p>	Data Team	2019-2020	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
<p>Reimagine and refine the purpose and outcomes for Student Study Team (SST) and Human Services Team (HST) protocols</p> <ul style="list-style-type: none"> <li>• Use new RTI tools (instruction intervention)</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 effectiveness of RTI model</li> </ul>	Paly Equity/RTI Team with all counselors, psychologist, administrators, PL TOSA and ISs	2015-2016	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 PAHS student services staff	Quarterly update to Site Council and Ed Council
<p>Investigate root causes of student underperformance</p> <ul style="list-style-type: none"> <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> </ul>	Equity/RTI team	2015-2016	<p>Interview transcripts</p> <p>Student attendance at tutorial</p>	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 African American and Latino students and their families. ^Including investigating options for outside academic support	Equity/RTI team	2016-2017		Culturally relevant pedagogy training	Equity/RTI Team minutes and draft documents
Integrate services from AVID and Focus On Success for comprehensive support for our URM students	AVID Site Team	2017-2018	Documentation of integrated services in IC	Additional training from AVID program	Equity/RTI Team minutes
Partner/collaborate with middle schools to develop vertical alignment of interventions	HS/MS RTI teams	2017-2018		Additional training from AVID program	BOE reports
Examine current credit recovery options to create a new model that is aligned with CCSS	Equity/RTI team	2016-2017			Equity/RTI Team minutes
*Improve parent communication and trainings – available in home language	Equity/RTI team	2015-2017	Pre-post survey data with URM parents regarding communication and support	Access to Parent Project and other local parent education workshops	Equity/RTI Team minutes and draft documents
*Use data to analyze root cause of enrollment gap in AP/honors <ul style="list-style-type: none"> <li>● Use AP potential data collected through PSAT scores</li> <li>● Research through data and interviews why this subset of</li> </ul>	AP Coordinator with Equity/RTI team	2015-16	AP class enrollment should reflect the proportion of ethnicities of student body	AP Equity workshops and Pre-AP workshops for teachers	Quarterly school improvement update to Site council





- E1: Engender trust with the community through frequent, clear, transparent, and varied communication.
- E2: Provide a coherent district approach to align sites on key areas (e.g. curriculum, course consistency, safety protocols, measuring impact, special needs support) while continuing to support site innovation.

This goal aligns with BOE Adopted Focused Goal #2:

- Create conditions that assure high quality and fairness in curriculum, instruction, assessment while affording individual schools autonomy to design, develop, implement, and evaluate innovative practices and programs aligned with the District's Strategic Plan.

**GOAL #2 - Research-based instructional practices that increase student engagement for ALL students** (increase student engagement, motivation and achievement for all learners at Palo Alto High School, especially our African-American, Latino, socio-economic disadvantaged and students with disabilities).

**Critical Learner Need #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.

### Supporting Data

During the 2012-2013 school year, students with 3 or more unexcused period absences yielded a truancy rate of **55.80%**. Students miss a great deal of class time, in many cases due to missing specific periods, otherwise known as “strategic cutting.”

According to the CHKS data:

- Truancy increased from 9th to 11th grade, **84%** of freshmen report never being truant, but only **47%** of juniors report the same.
- When reporting why they were absent, the top four reported reasons were:
  - Illness (feeling physically sick), including problems with breathing or your teeth (9th graders **39%**, 11th graders **56%**).
  - Lack of sleep (9th graders **10%**, 11th graders **32%**).
  - Behind in schoolwork or not prepared for a test or class assignment (9th graders **5%**, 11th graders **26%**).
  - Felt very sad, hopeless, anxious, stressed, or angry (9th graders **6%**, 11th graders **15%**).

**According to parent perception data:**

- **29%** of parents “strongly agree” or “agree” underperforming students at Paly are well supported to improve academically.
- **43%** of parents reported “very effective” or “somewhat effective” individualized teaching and learning for each student

**According to staff perception data:**

- Most staff report we need to continue our efforts on supporting our struggling students and reduce the achievement gap
- Most staff report a great desire for teacher collaboration and connectedness
- **67%** of teachers and **59%** of administrators/classified “strongly agree” or “agree” underperforming students at Paly are well-supported to improve academically

The API growth index indicates 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.) Significant subgroups of students with disabilities and socio-economically disadvantaged students are performing well below Asian and White PAHS students.

The 3-year weighted average API score for all students is 903, yet the score for African-American is 650, Latino is 714, Socioeconomically Disadvantaged is 688, English Language Learners is 708 and Students with Disabilities is 627.

On the ELA CST over the past 5 years, African-American students scored from **25.0% - 53.3%** at or above proficiency. Latino

students scored from **41.5% - 71.4%** at or above proficiency. Socio-economically disadvantaged students scored from **40.0% - 60.5%** at or above proficiency, students with disabilities scored from **35.9% - 51.0%** at or above proficiency, English Learner students scored from **21.7% - 64.5%** at or above proficiency.

On the math CST over the past 5 years, African-American students scored from **33.3% - 60.0%** at or above proficiency, Latino students scored from **41.9% - 60.0%** at or above proficiency, socio-economically disadvantaged students scored from **37.5% - 57.9%** at or above proficient, students with disabilities scored from **33.3% - 49.1%** at or above proficiency, English Learner students scored from **30.4% - 64.0%** at or above proficiency.

In the 2012-13 school year Paly did not meet our AYP target because our African-American and socio-economically disadvantaged students did not meet their respective target graduation rate goals.

\*The WASC Visiting Committee stressed a need for Paly to address the academic achievement gap that continues to exist on campus. They have recommended using multiple strategies and programs to support all underrepresented minorities and at-risk students.

\* The WASC Visiting Committee also highlighted the importance of a well-developed and comprehensive professional development plan, which focuses on multiple training needs of the staff as well as focusing on larger national trends such as implementation of the Common Core Anchor Standards and a consistent use of both formative and summative assessments in all classes.

Strategy #1 – Ongoing Professional Learning (PL) “Paly as a Learning System”	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
Investigate: <ul style="list-style-type: none"> <li>• Create interest in and value for PLCs via visits to other schools</li> <li>• PL on teacher collaboration</li> <li>• Visit other schools that have</li> </ul>	PLC Team, Ed Council and PL TOSA	2015-16	PLC team notes	PL on PLCs  PL on teacher collaboration	Ed Council meeting minutes

<p>schedules that have PLCs</p> <ul style="list-style-type: none"> <li>*Explore use of a revised bell schedule or creative ways to capture additional collaboration time</li> </ul>					
<p>Implement PLC (phase one)</p> <ul style="list-style-type: none"> <li>Pilot revised bell schedule with embedded time for PLCs</li> <li>At end of the year, assess effectiveness of revised schedule in terms of providing teachers with additional time for collaboration</li> <li>To the extent possible, identify common prep periods for core teachers in the master schedule for increased collaboration</li> </ul>	Ed Council (IC) and PL TOSA	2016-17	PLC team notes Survey results	Ongoing PL on teacher collaboration	Ed Council meeting minutes
<p>Implement PLC (phase two)</p> <ul style="list-style-type: none"> <li>*Develop protocols for course alike teachers (PLC) to use formative assessment data to inform their teaching practices and make adjustments in order to improve student learning</li> </ul>	Ed Council and PL TOSA	2017-18	PLC team notes on use of data / interventions	PL on teacher common formative assessments in PLCs	Ed Council meeting minutes
<p>Implement PLC (phase three)</p> <ul style="list-style-type: none"> <li>Develop a peer observation cycle within PLCs to improve and inform teacher practice</li> </ul>	Ed Council and PL TOSA	2018-19	PLC team notes and MyLearningPlan and/or Teach	PL on teacher peer observation in PLCs	Ed Council meeting minutes

about student learning			Boost		
Implement PLC (phase four) <ul style="list-style-type: none"> <li>Reflect and refine PLC model and protocols and address areas of growth</li> </ul>	Ed Council and PL TOSA	2019-20	PLC team notes, department notes, and school-wide guidelines	Ongoing PL on teacher collaboration	BOE Report
*Increase awareness of global educational pedagogy and best practices (researched-based) in schools outside of Palo Alto. Teachers will attend professional conferences/workshops and training with the expectation of sharing these best practices in PLC's.  Examples include: <ul style="list-style-type: none"> <li>Kagan Cooperative Learning</li> <li>AVID summer institute WICOR strategies</li> <li>Bay Area Writing Project</li> <li>Learning Forward conference</li> <li>Differentiated instruction</li> <li>Blended learning</li> <li>"Teach Like a Pirate"</li> <li>National Equity Project</li> </ul>	Ed Council and PL TOSA  Department members	2015-2016	PLC team notes	PL on best practices  Partnership and professional learning with the National Equity Project  Partnership with World Savvy - Global Competencies professional learning	Ed Council and Site Council meeting minutes
*Ongoing PL around technology integration for increased engagement and personalize learning opportunities -	PL TOSA, Digital Learning TOSA, ISs and	2015-2021	My Learning Plan	PL on technology integration	Quarterly update to Site and Ed

blended learning, flipped classroom, blended cohort, Google for Education summits, CUE conferences, CUE Rockstar Teacher camps, ITSE, Deeper Learning, etc.	department members				councils
<p>Increase quantity and quality of Tier One (classroom based instruction) interventions</p> <ul style="list-style-type: none"> <li>• *Provide PL on differentiated instruction</li> <li>• Provide PL on formative assessment</li> <li>• *Provide ongoing PL on co-teaching</li> <li>• Examine our course offerings to open access for more students</li> <li>• ^Provide PL on key strategies to reteach or modify instruction</li> </ul>	PL TOSA, ISSs, administrators	2016-2017	Documentation of differentiation and formative assessments in course PLCs	PL on differentiated instruction PL on formative assessment	Quarterly update to Site and Ed councils
<p>Formative assessments, summative assessments, course grades, and RTI data will be aligned to CCSS and NGSS</p> <ul style="list-style-type: none"> <li>• Pilot standards-based grading in courses Fall 2019</li> <li>• Pilot standards-based report cards Fall 2020</li> </ul>	PL TOSA, ISSs, administrators	2019-2020  Fall 2019  Fall 2020	Student intervention tab on Infinite Campus  Infinite Campus report card and transcript	PL on assessment and grading practices	Quarterly update to Site and Ed councils
Investigate research-based interventions aligned with CCSS	Equity/RTI Team (Administrators,	2015 – Ongoing	List of research-based Tier 1	CCSS training for all PAHS	Equity/RTI Team minutes

<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 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</li> </ul>	school counselors, teachers, students, and parents)		interventions available at PAHS  Log of interventions used and level of effectiveness	staff  RTI training for all PAHS staff	and draft documents
Improve parent communication, parent education, outreach and trainings	Equity/RTI team	Spring 2016	Pre-post survey data with URM parents regarding communication and support	Access to Parent Project and other local parent education workshops	Equity/RTI Team minutes and draft documents
^Systematic exploration and implementation of the CCSS Anchor Standards across content areas	PL TOSA ISs, teachers	2016-2017	Department notes	PL based on CCSS Anchor Standards	Ed Council

### IMPACT ON LEARNING:

This goal aligns with Strategic Plan Goals:



- A2: Differentiate the educational experience to effectively engage, appropriately challenge, and ensure mastery for every student.
- A3: Significantly raise the achievement of historically underserved students by ensuring equity of preparation, access and support from Pre-K to 12th grade.
- C1: Foster a culture of relevant and effective professional growth among all staff to develop a community of learners
- C2: Encourage and support teachers to innovate, improve and adapt teaching methods that deepen pedagogical content knowledge
- D3: Invest strategically in IT to support teaching and learning

This goal aligns with BOE Adopted Focused Goal #3:

- To provide all students the highest quality-learning environment in every classroom, assure that all certificated and classified staff is continuously engaged in Professional Learning that is aligned to specific, strategic school improvement goals that are tied directly to the District Strategic Plan.

### GOAL #3 - Innovative school culture promoting global competencies, creativity and empathy

**Critical Learner Need # 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

#### Supporting Data

According to Student Perception Data:

- Many students described Palo Alto as a stressful environment and indicated that they felt intense pressure to succeed

According to Staff Perception Data:

- Most staff report we need to develop resiliency in our students
- Most staff reports there is a need to build stronger relationships with our parents.
- Most staff report cheating and academic dishonesty is a concern
- **48%** of teachers and **53%** of administrators/classified “strongly agree” or “agree” the amount of homework assigned is reasonable

According to Parent Perception Data:

- Most parents feel it is important the school identifies sources of stress and develops a plan to reduce stress
- Most parents acknowledged a fear of failure at Paly
- Parents report Paly needs to look at what other education institutions are doing around the world to make sure our students are ready for a global environment
- Most parents report college competition negatively influences Paly’s definition of success

According to the CHKS data:

- **13%** of 9th graders and **11%** of 11th graders report they seriously considered attempting suicide in the past 12 months.
- Many students report feeling safe at school (9th graders **82%**, 11th graders **86%**).

- Students generally feel connected at school (9th graders **71%**, 11th graders **64%**).
- **25%** of 11th graders report experiencing chronic sadness / hopelessness.
- Reports of alcohol and drug use increase from 9th to 11th grades.

Strategy #1- A Vision for our Future	Responsible Person(s)	Timeline	Means to Assess Improvement	Professional Development & Resources	Reporting
*Further development/implementation of a shared Vision and Mission for our school (we began this work in 2013-2014)	Ed Council, Department members and representatives from all stakeholder groups	2015-2016	Agenda and notes from Ed Council and Site Council meetings	Time for thoughtful conversations involving many stakeholders and agreement upon a consensus model for shared decision-making	Ed Council and Site Council minutes
<p>Establish a <i>Challenge Success</i> Committee</p> <p>Research and redefine 'rigor' in learning at Palo Alto High School</p> <ul style="list-style-type: none"> <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</li> </ul>	<i>Challenge Success</i> committee includes members from all stakeholder groups, the School Climate TOSA and PL TOSA	2015-2016	<p>Agenda and notes from CS committee mtgs</p> <p>Survey results from Hanover research</p>	Partnership with <i>Challenge Success</i> program at Stanford	<p>CS meeting minutes</p> <p>Quarterly school improvement update to Palo Alto Site Council</p>

<p>homework</p> <ul style="list-style-type: none"> <li>Examine and shift student, teacher and parent perception in regard to “rigor vs. workload” for AP/Honors courses</li> </ul>					
<p>Implement <i>Challenge Success</i> survey (include perceptions of love of learning and intrinsic motivation) to gather additional baseline data</p>	<p>Ed Council &amp; School Climate TOSA</p>	<p>Spring 2015 Spring 2017 Spring 2019</p>	<p>Results from CS Survey</p>	<p>Partnership with <i>Challenge Success</i> program at Stanford</p>	<p>Post results online and explain at quarterly meetings</p>
<p>Conversations among all stakeholders - students, faculty members, community members – to explore and share passions</p> <ul style="list-style-type: none"> <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>Cross-department dialogue to enhance interdisciplinary learning</li> </ul>	<p><i>Challenge Success</i> Committee</p>	<p>2015-2016</p>	<p>Agenda and notes from CS committee mtgs</p>	<p>Book study of <i>Mindset</i> by Carol Dweck</p> <p>Attend <i>Challenge Success</i> Annual Conference at Stanford University each Fall</p>	<p>CS meeting minutes</p> <p>Quarterly school improvement update to Site Council</p>

<ul style="list-style-type: none"> <li>• ^Discussion of a reasonable number of AP classes so that students do not have an excessive amount of stress</li> <li>• ^Work together to reduce strategic cutting of classes</li> </ul>					
<p>Examine grading practices to support ‘Growth Mindset’ and mastery learning</p> <ul style="list-style-type: none"> <li>• Teach students to self-assess and set goals using standards-based personal learner profile</li> <li>• Teach students about design thinking and embracing the notion of making mistakes in order to learn</li> </ul>	<i>Challenge Success</i> Committee	2016-2017  2017-2018		PL on assessment and grading  PL on Design Thinking	CS Committee notes
Campaign to encourage collaboration and discourage academic comparison and competition between students	<i>Challenge Success</i> committee	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 pathways	<i>Challenge Success</i> committee	2016-2017	Notes from site visit	PL for site visits	CS Committee notes
<b>Strategy # 2- Global Competencies, increasing student “Choice and Voice”</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Means to Assess Improvement</b>	<b>Professional Development &amp; Resources</b>	<b>Reporting</b>

<p>Investigate and launch 'Senior Research Project' program</p> <ul style="list-style-type: none"> <li>• Hire senior research project coordinator(s) for Palo Alto HS</li> <li>• Incorporate Senior Research project as element of Personal Learning Portfolio</li> <li>• Incorporate senior research project as part of capstone courses in current alternate pathways (Social Justice, Sports Career, Media Arts, Performing Arts, etc.)</li> <li>• Examine history and roots of Palo Alto Senior Project- interviewing founding and long-serving faculty</li> </ul>	SRP District Initiative	Summer 2015 - Spring 2016	Program/curriculum of SRP Enrollment in SRP rubric scores of SRP	Buck Institute training for SPR project coordinator 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	2016-2018	Collect relevant data about interdisciplinary courses and projects	Planning time for teachers to collaborate across disciplines	Quarterly through SPSA
Reconsider use of tutorial time to maximize learning opportunities for students and teachers on campus. (examples may include Genius Hour or 20% time)	Ed Council, PL TOSA, ASB students, <i>Challenge Success</i> students, Site Council students	2015-2017	Ed Council notes	Planning time for teachers to collaborate across disciplines	ASB Notes, CS notes, Site Council notes

<p>^Parents as learning partners – improve parent education, communication and community outreach to become a learning system while providing parents an opportunity to provide anonymous feedback</p>	<p>Ed Council, PL TOSA, PTSA President and Site Council members</p>	<p>2015-2021</p>	<p>PTSA Exec Board and Site Council notes and agenda, PTSA Blog</p>	<p>Partnership with <i>Challenge Success</i> program at Stanford</p>	<p>CS Committee Notes, Site Council Notes, PTSA Notes and communication improvements between home and school.</p>
<p>Embrace district’s Future Ready Vision</p> <p>Bring your own device (BYOD) implementation/technology integration</p> <p>Fully implement and embrace our school’s five year technology integration plan (Paly 1:World)</p>	<p>Ed Council, department members, Digital Learning TOSA, PL TOSA</p>	<p>2015-2018</p>	<p>Ed Council notes and agenda, Technology team notes and agenda</p>	<p>PL for technology integration. Infrastructure support to achieve connectivity for all students at home and at school.</p>	<p>Technology team notes, Ed Council notes, Principal’s Update</p>
<p>Blended learning in all classrooms to better personalize learning for all students</p>	<p>Ed Council, Department members, PL TOSA, Digital Learning TOSA</p>	<p>2019-2020</p>	<p>All teachers will have attended the district’s Blended Learning Course to improve technology integration and pedagogy within their classroom</p>	<p>PL for blended learning.</p>	<p>Ed Council minutes and Site Council minutes.</p>

<p>Investigate and develop a comprehensive Computer Science curriculum K-12 with a focus on increasing female participation in our Computer Science courses.</p> <p>Promote Computer Science extracurricular and learning opportunities to expose more students to careers and prepare students for a global world.</p> <p>Investigate and expand our STEM course offerings to include biomedical science, engineering and computer science pathways within a STEM academy</p> <p>Establish articulation programs and expand our partnership with Foothill Community College</p>	<p>CTE Instructional Supervisor, Math IS, Science IS, department members, Principal</p>	<p>2015-2019</p>	<p>Increased participation rate in CS courses, especially for female students who are under-represented.</p>	<p>Additional staffing and professional learning around STEM initiatives.</p> <p>Time to visit other innovative schools that have reputable STEM programs.</p> <p>Improved facilities with additional classrooms and a future STEM academy (constructed where the current 900 building resides)</p>	<p>CTE steering, FSC notes, Ed Council notes</p>
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### IMPACT ON LEARNING:

This goal aligns with Strategic Plan Goals:

- B3: Foster personal development and health of students through social, emotional, behavioral, and physical supports; teaching; and services, in partnership with an engaged and supportive community



- B2: Ensure safe and positive school environments for students through partnerships, student-engagement, and improved procedures.
- D2: Plan capacity for facilities and make design choices that are consistent with effective approaches to teaching and learning, as well as flexible and sustainable.
- E3: Engage in dialogue and partnership with community members and organizations to augment resources and enhance student outcomes
- E4: Promote a culture that supports innovation and adoption of educational strategies, to support student learning

This goal aligns with BOE Adopted Focused Goal #1:

- To prepare students for a future that necessitates global collaboration and competition, cultivates support for district-wide culture that expects, advances, inspires, and promotes academic excellence, hard work, active engagement and perseverance for every student.