## 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> <li>Determine essential learning standards for each course on campus using Essential Learning Chart</li> <li>Begin research regarding HW, grading, and assessment practices that align with CCSS/NGSS</li> </ul>	<ul> <li>Continue to investigate and conduct action research regarding grading and reporting tools aligned with CCSS/NGSS and 21st Century Skills</li> <li>Develop at least 2 common summative assessments per semester within each course that align to the essential standards</li> </ul>	Develop common rubrics, grading scales, and assessment practices in like courses and departments to measure student attainment of SLOs across the curriculum
		Examine grading practices that are supportive of mastery learning	Develop common syllabi in course-alikes using current research to guide our conversations.
Creating a Culture of Inquiry using Data	Develop a data team to research and determine essential questions that can be answered by the metrics indicated (i.e. attendance, student perception data),  • 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?	<ul> <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>	Use new tools to collect, organize, and analyze data  Make PL time available to learn about new tools to collect data that are being implemented in the school.

## Targeted Support and Increasing Access

Reimagine and refine the purpose and outcomes for Student Study Team (SST) and Human Services Team (HST) protocols

- Use new RTI tools (instruction intervention)
- Create a meeting protocol that is action oriented with person responsible and progress monitoring

Develop a data collection model to monitor effectiveness of RTI model Investigate root causes of student underperformance

- Use data and interviews to explore why kids are on the D/F list
- Monitor tutorial attendance for D/F list students

Use data to analyze root cause of enrollment gap in AP/honors

- Use AP potential data collected through PSAT scores
- Research through data and interviews why this subset of students who are potential AP students do not enroll in AP classes
- AVID sophomores will take the PSAT in order to identify which students have the potential to take AP courses

- 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
- Improve parent communication, outreach and trainings

AVID 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

Integrate services from AVID and Focus On Success for comprehensive support for our URM students

Partner/collaborate with middle schools to develop vertical alignment or interventions

Goal #2: Research-based instructional practices that increase student engagement for ALL students

**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	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:  • 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	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	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
PLC's	Create interest in and value for PLCs via visits to other schools     PL on teacher collaboration  Visit other schools that have schedules that have PLCs and explore ways to increase collaboration time	<ul> <li>Pilot new ways to increase collaboration time with additional embedded time for PLCs</li> <li>At end of the year, assess effectiveness of new ways 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</li> </ul>	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
Rtl &	Investigate research-based interventions aligned with CCSS/NGSS	Increase quantity and quality of Tier One (classroom based instruction) interventions	Investigate research-based interventions aligned with

Differentiate	<ul> <li>Investigate other RTI systems at high</li> </ul>	<ul> <li>Provide PL on differentiated instruction</li> </ul>	CCSS
d	performing high schools	<ul> <li>Provide PL on formative assessment</li> </ul>	<ul> <li>Investigate other RTI</li> </ul>
Instruction	<ul> <li>Find assessment tools for early</li> </ul>	<ul> <li>Provide ongoing PL on co-teaching</li> </ul>	systems at high
	identification of students in need Tier 1,	Examine our course offerings to open access to	performing high
	2, and 3 interventions	more courses	schools
	<ul> <li>Find assessment tools to monitor</li> </ul>		<ul> <li>Find assessment tools</li> </ul>
	progress / effectiveness of		for early identification
	interventions	Investigate research-based interventions aligned	of students in need
	<ul> <li>Investigate the RTI work that currently</li> </ul>	with CCSS	Tier 1, 2, and 3
	exist at the middle schools	<ul> <li>Investigate other RTI systems at high</li> </ul>	interventions
		performing high schools	<ul> <li>Find assessment tools</li> </ul>
	Educate all stakeholders about the RTI model	<ul> <li>Find assessment tools for early</li> </ul>	to monitor progress /
		identification of students in need Tier 1, 2,	effectiveness of
		and 3 interventions	interventions
		<ul> <li>Find assessment tools to monitor progress /</li> </ul>	<ul> <li>Investigate the RTI</li> </ul>
		effectiveness of interventions	work that currently
		<ul> <li>Investigate the RTI work that currently exist</li> </ul>	exist at the middle
		at the middle schools	schools
		Educate all stakeholders about the RTI model	Educate all stakeholders
			about the RTI model

## 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
	Further development/implementation of a	Ongoing communication of our shared Vision and	Ongoing communication of
Shared	shared Vision and Mission	Mission	our shared Vision and
Vision and			Mission
Mission			

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	Form a Challenge Success Committee	Implement Challenge Success Survey (include	Implement Challenge
	Research and redefine 'rigor' in learning at Palo	perceptions of love of learning and intrinsic	Success Survey (include
	Alto High School	motivation) to gather additional baseline	perceptions of love of
Challenge	<ul> <li>Audit alignment of assigned HW with</li> </ul>		learning and intrinsic
Success	district HW policy, with inclusion of AP	Examine grading practices to support 'Growth	motivation) to gather
	courses in audit.	Mindset" and mastery learning	additional baseline
	Evaluate the effectiveness and relevancy	<ul> <li>Teach students to self-assess and set</li> </ul>	
	behind assigned homework	goals using standards-based personal	
	Examine and shift student, teacher and parent	learner profile	Parents as learning partners
	perception in regard to "rigor vs. workload" for	Teach students about design thinking and	<ul> <li>improve parent education,</li> </ul>
	AP/Honors courses	embracing the notion of making mistakes in order	communication and
		to learn	community outreach to
	Implement Challenge Success Survey (include		become a learning system
	perceptions of love of learning and intrinsic	Visit other schools that have implemented	
	motivation) to gather additional baseline	programs that meet A-G requirements but also	
		have successfully developed multiple learning	
	Conversations among all stakeholders	pathways.	
	students, faculty members, community members		
	<ul> <li>to explore and share passions</li> </ul>	Parents as learning partners – improve parent	
	<ul> <li>Research and integrate "Growth</li> </ul>	education, communication and community	
	Mindset" and its implications into a new	outreach to become a learning system	
	definition of success (to shift the culture		
	to reflect risk-taking and failure are		
	expected and honored and teaching is		
	for mastery)		
	Examine other schools' approaches to		
	increasing love of learning and intrinsic		
	motivation (e.g., project-based, student-initiated)		
	Investigate and launch 'Senior Research	Investigate and research learning opportunities	Parents as learning partners
"Choice	Project' program	and projects that promote interdisciplinary	– improve parent education,
"Choice	Hire senior research project	learning (project based learning, authentic	communication and

and Voice" Student Agency	coordinator(s) for Palo Alto HS  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.)  Examine history and roots of Palo Alto Senior Project-interviewing founding and long-serving faculty  Reconsider use of tutorial time to maximize learning opportunities for students and teachers on campus, such as a Genius Hour or 20% time	assessment, research opportunities, etc.)  Parents as learning partners – improve parent education, communication and community outreach to become a learning system	community outreach to become a learning system
	Parents as learning partners – improve parent education, communication and community outreach to become a learning system		
Technology Integration	Embrace district's Future Ready Vision - BYOD implementation/technology integration  Elements of blended learning in all classrooms	Implement district's Future Ready Vision - BYOD implementation/technology integration  Elements of blended learning in all classrooms	Refine district's Future Ready Vision - BYOD implementation/technology integration  Elements of Blended learning in all classrooms
Computer Science expansion and STEM	Research other schools with successful Computer Science pathways and STEM courses Advocate for K-12 comprehensive CS curriculum at the district level	Form STEM team to strategically discuss how to encourage more females into CS and other STEM classes.  Increase partnership opportunities with outside	Continued work with the STEM team to develop cross-curricular learning opportunities for students

academy	Continue partnership and dialogue with Foothill college and begin to expand the concurrent	organization, including technology companies	
	enrollment courses offered at Paly	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	