

The Single Plan for Student Achievement

2015-16

Palo Alto Senior High School

School Name

43 69641 0000000

CDS Code

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Palo Alto Unified School District

The District Governing Board approved this revision of the School Plan on January 26, 2016.

Palo Alto Senior High School
Palo Alto Unified School District
SPSA PLAN FOR YEAR 2015-2016

A: Academic Excellence and Learning

Create an exceptional learning environment that equitably supports and appropriately challenges all students to reach their potential.

A1.1: Increase small group instruction and/or other differentiation strategies effectively to appropriately challenge all students to ensure core content mastery.

Measureable Goal (school selects goal/s to be accomplished by June 2016):

Critical Learner Need / WASC 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-economically disadvantaged, and students with disabilities. Given our achievement/opportunity gap and the implementation of CCSS and NGSS, the entire instructional staff needs to utilize research-based instructional strategies and 21st Century tools to ensure future readiness for all students, focusing on the areas of writing, inquiry, collaboration, organization, and reading (WICOR) throughout the school.

Measuring Effectiveness – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

Strategy #1: ONGOING PROFESSIONAL LEARNING - investigate best practices, personalized learning opportunities, technology integration, and peer observation to increase student engagement

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
<p>Increase awareness of global educational pedagogy, which includes 21st Century skills, and research-based best practices in schools outside of Palo Alto</p> <p>Teachers will attend professional conferences, workshops, and trainings with the expectation of sharing these best practices with colleagues during collaboration time (through PLCs or Learning Strands)</p>	<p>Ed Council Professional Learning TOSAs</p>	<p>* All teacher Professional Learning workshops and conference are catalogued in My Learning Plan. Highlights include:</p> <ul style="list-style-type: none"> • - 16 teachers attended the Summer AVID Institute focused on WICOR strategies in the classroom. AVID Site team expanded and now 61 AVID students at Paly. • - 9 Teachers attended Learning Forward conference December 2015 • - 4 Teachers attended National ACTFL conference November 2015 • - 3 Teachers attended Project Lead the Way high school site visits to explore STEM opportunities <p>* All teachers participated in April 2015 joint Professional Learning (PL) day with Gunn HS teachers - Marcia Tate: Using Brain-Based Instructional Strategies in the Classroom ("Worksheets Don't Grow Dendrites")</p> <p>* Social Emotional Learning conferences - 14 teachers to participate in the Greater Good Science Center Summer Institute June 2016</p> <p>* Mindfulness in the classroom and for staff - workshops, trainings and practice offered schoolwide</p> <p>* Schoolwide Wellness Professional Learning Community (PLC) created August 2015</p> <p>* Advisory curriculum being reviewed and adjusted. Change in delivery to increase student engagement and social emotional learning by moving away from direct instruction, using a variety of instructional strategies and blended learning where appropriate</p> <p>* Teacher 2 Teacher peer observation initiative developed this year (jointly with teachers from Gunn HS)</p> <p>* Rhetoric and Composition: A Pedagogical Approach - best practices in teaching writing and reading discussed in English department and to be shared across departments</p> <p>* Math department has initiated and reached out to other departments to plan end-of-year multi-disciplinary projects to promote greater student engagement</p> <p>* Special Education department to provide professional learning to general education teachers through Learning Strands and staff meeting time</p>

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
		<p>* World Language department learning to adopt Integrated Performance Assessments (IPAs) to enable students to demonstrate what they can do with their language skills</p> <p>* World Language teachers to attend full-day workshops for Cooperative Learning Strategies (Kagan) which focuses on student engagement and working on "Can-Do" statements with Thomas Sauer for February 2016 Professional Development (PD) day</p>
<p>Increase professional learning in regard to technology integration that promotes increased student engagement and personalized learning opportunities</p>	<p>Assistant Principal of Teaching and Learning Assistant Principal of Innovation and Learning Professional Learning TOSAs Digital Learning TOSA Instructional Supervisors</p>	<p>* Tech team expanded in August 2015 and meets weekly to prepare for upcoming BYOD (Bring Your Own Device) initiative</p> <p>* Schoolwide "Tech Tuesdays" offered once a month since August 2015</p> <p>* Joint Paly/Gunn October 9th PL day partnership with EdTech team and EdTech Demo Slam</p> <p>* Chromebooks deployed in 9th grade English, four History and Science classes. Over 10 teachers attended Chromebook bootcamp.</p> <p>* District Ed Tech workshops brought to the Paly campus for greater teacher convenience. Teacher participation in after school and full-day workshops is ongoing and documented through My Learning Plan.</p> <p>* Teachers attended the following PL conferences in educational technology outside of PAUSD:</p> <ul style="list-style-type: none"> ● - Smartboard and TI Inspire workshops (Math) ● - Over 40 teachers attended one or more Google Apps for Education summits ● - Over 10 teachers attended CUE Fall and National conferences ● - Ed Surge ● - Merit Program Krause Center for Innovation <p>* Offering 10 blended learning courses for 2016-17</p> <p>* 25 teachers now certified to teach blended learning through PAUSD program</p> <p>* Special Education department extensively trained in assistive technology</p>

A: Academic Excellence and Learning

Create an exceptional learning environment that equitably supports and appropriately challenges all students to reach their potential.

A3.4: Increase and improve job-embedded professional development and co-teaching to ensure access to the general education curriculum for struggling students.

Measureable Goal (school selects goal/s to be accomplished by June 2016):

Critical Learner Need / WASC 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. Given our achievement/opportunity gap and the implementation of CCSS and NGSS, the entire instructional staff needs to utilize research-based instructional strategies and 21st century tools to ensure future readiness for all students, focusing on the areas of writing, inquiry, collaboration, organization, and reading (WICOR) throughout the school.

Measuring Effectiveness – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

Strategy #1: ONGOING PROFESSIONAL LEARNING - Develop a robust, universal academic and behavioral intervention program (Rtl) with focus on differentiation, formative assessment, co-teaching, and access to learning

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
<p>Investigate researched-based interventions aligned with CCSS/NGSS, which may include:</p> <ul style="list-style-type: none"> * investigating other Response to Intervention (Rtl) systems at high performing high schools * finding assessment tools for early identification of students in need of Tier 1, 2 or 3 interventions * investigating the Rtl work that currently exists at the middle schools and educating all stakeholders about the Rtl model 	<p>Ed Council Equity/Rtl Team Student Services Team</p>	<ul style="list-style-type: none"> * PLC training for IS team by Solution Team consultant Joseph Ianora in October 2015 * PLC and Rtl training for IS team at district office with Austin Buffum * Launch of Professional Learning Communities (PLCs) allowed teachers to discuss/develop essential learning outcomes and share strategies for supporting struggling learners * List of Tier 1 universal design for learning strategies shared with math teachers. Conversations continue on how to best meet the Algebra 2 graduation requirement and ensure all students feel successful in math. Most Algebra 1.1 students will be placed in co-taught Algebra classes next year. * Special Education department created a co-teaching program with both short and long term goals and objectives. We currently have 18 co-taught sections and plan to increase this number significantly in 2016-17 for a greater inclusion model. * Special Education department works on developing and revising the SAI curriculum in order to provide a full continuum of services to students * Create a School Attendance Review Team (SART) that will serve two primary functions: <ul style="list-style-type: none"> • - 1) The team will meet 2x/month to discuss attendance protocols and systems, as well as student referrals and intervention progress (similar to COST, but with the primary focus being student engagement/attendance) • - 2) SART will meet with parents and students exhibiting problems with truancy, attempt to identify the challenges to attendance and academic engagement, and work to establish intervention strategies and accountability. Meetings held if no improvement in student attendance once Tier 1 interventions have been applied.
<p>Reimagine and refine the purpose and outcomes for Student Study Team and Human Services Team protocols:</p> <ul style="list-style-type: none"> * Use new Rtl tools (instruction intervention) * Create meeting protocols that are action orientated with person responsible and progress monitoring * Develop a data collection model to monitor effectiveness of Rtl 	<p>Assistant Principal of Student Support Equity/Rtl Team with all counselors, psychologists, administrators, Professional Learning TOSA, and Instructional Supervisors</p>	<ul style="list-style-type: none"> * Coordination of Services Team (COST) system put into place September 2015 to help support students - weekly action plan meeting for school counselors, school psychologist, nurse, administrators and mental health staff * New COST referral form created to ensure access to students of concern and collect accurate data

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
model		<ul style="list-style-type: none"> * COST is keeping a data base of student needs, interventions, and outcomes * Baseline data is being collected for service delivery to students by Student Services Team * Special Educatiobn department working to improve truancy protocols for students with an IEP * Special Education department working to improve IEP process for greater collaboration among all team members
<p>Investigate root causes of student underperformance</p> <ul style="list-style-type: none"> * Use data and interviews to explore why kids are on the D/F list * Monitor tutorial attendance for D/F list students 	<p>Assistant Principal of Student Support Student Services Team</p>	<ul style="list-style-type: none"> * COST team is using Track-A-Vike software to monitor tutorial time attendance of students who are getting Ds and Fs in certain classes to see where students are getting help
<p>Improve parent communication and trainings - available in home language</p>	<p>Assistant Principal of Student Support Outreach Counselor</p>	<ul style="list-style-type: none"> * Social worker intern and Outreach Counselor informing parents around Parent Project and other resources in home language * Social worker intern is on campus Thr/Fri and parent liaison is on campus on Fridays and both collaborate with COST * Sources of Strength (SOS) Parent Night had Spanish and Korean translators available * Freshman English teachers continue to offer Saturday workshops to explain the Writing Program. Over 100 parents participated. Information was presented in both English and Spanish * PTSA Sponsored Challenge Success Parent Education Presentation with Denise Pope "The Well-Balanced Student" December 2015
<p>Use data to analyze root cause of enrollment gap in AP/Honors</p> <ul style="list-style-type: none"> * Use AP potential data collected through PSAT scores * Research through data and interviews why subsets 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 * Examine if AP classes can be taken pass/fail instead of for a letter grade for all students 	<p>Assistant Principal of Teaching and Learning Outreach Counselor Equity/Rtl Team</p>	<ul style="list-style-type: none"> * Use of PSAT/AP potential data to identify historically underrepresented students who should be enrolled in AP level classes * AVID Site team has expanded and AVID affiliated teachers collaborate and meet regularly. There are now 61 AVID students at Paly. * Beginning in fall 2016, AVID sophomore will take PSAT during the on-site PSAT day

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
		* Paly Foundation 501(c)3, Rise Together, created in Fall 2015 to financially support and mentor first generation and socioeconomically disadvantaged students heading to college
Refine enrollment process for AP courses * Examine research-based best practices around AP enrollment process to increase access for historically underrepresented students	Assistant Principal of Teaching and Learning Equity/RtI Team	* Continue with open access philosophy towards course selection. Teachers will provide feedback and advice, but students and parents will make the enrollment decision in consultation with each student's Teacher Advisor. * Will add Geometry summer course to allow 9th grade Algebra students a pathway to Calculus

B: Personal Development and Support

Support the social-emotional needs of students and celebrate personal growth across multiple dimensions, while ensuring a positive, safe, and healthy environment.

B2.1: Ensure school environments are safe and welcoming for all students through: student education; mentoring relationships; research-based programs; training for staff, volunteers, and substitutes; and avenues for students to access support.

Measureable Goal (school selects goal/s to be accomplished by June 2016):

Critical Learner Need / WASC GOAL # 3 - Innovative School Culture Promoting Global Competencies, Creativity and Empathy.

Our school needs to develop a shared system of beliefs and priorities that drive 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.

Measuring Effectiveness – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

Strategy #1: A SHARED VISION FOR OUR FUTURE - Create a shared vision/mission statement among all stakeholders that will serve as our "North Star." Ignite a love of learning , develop alternative pathways to explore passions, teach design thinking and/or to embrace failure.

Strategy #2: GLOBAL COMPETENCIES AND INCREASING STUDENT "CHOICE AND VOICE" - Reestablish senior projects program to provide opportunities for students to solve real-world problems, expand interdisciplinary learning opportunities, create 20% or "Genius Hour" time during tutorial to spark creativity, embrace parents as learning partners in this effort, increase STEM opportunities, and grow a robust Computer Science curriculum.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
Develop a shared Vision/Mission statement	Principal Ed Council	<ul style="list-style-type: none"> * Work began in November 2013 and was put on hold in May 2014 due to WASC time constraints * Reflection continued, work began again in Spring 2015
Expand our Challenge Success committee, which will be charged with redefining the word "rigor" in learning at PAHS. The committee will begin the work of examining the alignment of assigned homework with the district's Homework Policy, offer professional learning regarding the effectiveness and relevancy behind assigned homework, and examine/shift student, teacher, and parent perception in regard to "rigor vs. workload" for AP/Honors courses.	School Climate TOSA Assistant Principal of Innovation and Learning	<ul style="list-style-type: none"> * Challenge Success Team expansion to continue Spring 2016. We are currently 2 students, 2 parents, and 8 staff. * 10 members of the team attended Stanford's Challenge Success Fall conference in September 2015 * Homework-free Thanksgiving, Winter, Presidents Weekend, and Spring breaks instituted honoring "PDF" - play time, down time, and family time * Schoolwide effort to reduce the number of tests, major projects, essays and/or summative assessments due on a "C" day. (Many departments will be using "C" days as "review" days or for pre-teaching purposes) * Encourage flexibility to create a "culture of care" at our school as the best way to address the issue of "test stacking." (We will encourage students to speak with teachers directly to discuss rescheduling options if they are feeling overwhelmed with work and/or have more than 3 tests on any given day.) * Challenge Success team working on implementation of test tracking calendar system to pilot in some classrooms Spring of 2016 * Denise Pope to speak with Paly teachers in Spring of 2016 on "Teaching for Engagement" * IS Leadership team making progress on creating system for feedback on homework time expectations per course and adjusting when necessary. Homework effectiveness template shared with staff during Learning Strands and available in Challenge Success Schoology resource folder
Administer the Challenge Success survey to gather additional baseline data	Assistant Principal of Innovation and Learning	<ul style="list-style-type: none"> * Completed in October 2015. Data will be available to in early February. * Survey will be administered again in October 2017
Continue conversations among all stakeholders to:	Challenge Success Core Team	* Ongoing - meeting minutes

<p align="center">Strategies/Actions to Reach this goal:</p>	<p align="center">Who is responsible for facilitation of this strategy/action item?</p>	<p align="center">Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?</p>
<p>a. explore, research and integrate "Growth Mindset" and it's implications into a new definition of success. (Shift the culture to reflect that risk-taking and failure are expected and honored, and teaching is for mastery.)</p> <p>b. examine other schools' approaches to increasing love of learning and intrinsic motivation.</p> <p>c. increase cross-department dialogue to enhance interdisciplinary learning.</p> <p>d. discuss a reasonable number of AP classes so that students do not have an excessive amount of stress.</p> <p>e. work together to reduce "strategic cutting" of classes.</p>	<p>Ed Council</p>	<ul style="list-style-type: none"> * Challenge Success resource folder created in Schoology for all staff access * Not in Our Schools week curriculum/lessons Library Guide developed * Social Emotional Learning (SEL) TOSA has researched SEL best practices and is collaborating with Nueva School on SEL curriculum * SEL TOSA and Wellness Coordinator developed "Thrive at Paly (TAP)" program for increasing Paly staff wellness * SEL TOSA and Wellness Coordinator implemented #TakeABreakPA campaign encouraging wellness during December 2015 (mindfulness and yoga offered twice a week for students and staff) * Art in Unusual places to promote the arts as integral to stress reduction * Gradual shift in student activities, including Spirit Week, to games and activities that promote greater inclusion * Increase enrollment in 9th grade TEAM program 2016-17 to encourage more project-based learning * Staff viewing and panel discussion of the movie "Most Likely to Succeed" - February 2016 * Increase participation, refinement or development of interest-based pathways, such as Social Justice, Sports Career, Computer Science, Media Arts, Performing Arts, Biomedical Science and Engineering * Standards based grading conversations in science, math, and English classes * Increased interdisciplinary classes (Literature of Comedy in Performance, Statistical Applications for Social Justice) and blended twilight classes offered 2016-17 * Time management sheet and Advanced Placement (AP) Contract recommends 2 AP courses per year and required parent/student signature for 3 or more AP classes

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
		* Advisory lessons adjusted to incorporate additional SEL opportunities
Campaign to encourage collaboration and support and discourage academic comparison and competition among students	Challenge Success Core Team	<ul style="list-style-type: none"> * Sources of Strength ("Sources") established in September 2015 * 65 students and 25 teachers trained in "Sources" * Alum Dialog initiative hosted a Tutorial discussion opportunity for students - "Life After Paly" * Bring Change 2 Mind student club established and media campaign to decrease mental health stigma * Conversations with Campanile students to begin 2nd semester regarding not publishing student names with future college attendance
Investigate and launch "Senior Research Project" program.	AAR Coordinator	<ul style="list-style-type: none"> * Advanced Authentic Research (AAR) district and building coordinator hired to develop and grow the program (Dr. Choe and Deanna Chute) * AAA program started in August 2015. This year we had 43 enrolled and plan to significantly increase the number for next year.
Reconsider Tutorial time to maximize learning opportunities for students and teachers on campus	Ed Council	<ul style="list-style-type: none"> * Mandatory tutorial time has evolved into a flex-time model where students have greater choice and voice for taking care of their needs as we focus on wellness. * Attendance is taken at the end of the period * Yoga, meditation, and interest-based workshops and guest speakers are new this year and offered during tutorial
Improve parent education, communication, and community outreach to become a learning system while providing parents an opportunity to provide feedback	Ed Council Professional Learning TOSAs PTSA President and Site Council parent reps Wellness PLC	<ul style="list-style-type: none"> * Parent education expanded this year with the addition of our Mental Health and Wellness Coordinator and school-wide focus on wellness * PTSA parent education chairs partnering with Gunn PTSA to provide more collaborative opportunities * Joint Gunn-Paly Sources of Strength Information Night * Challenge Success team investigates how other district provide

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
		<p>parent education to develop a more robust and comprehensive system</p> <p>* Denise Pope "Well-Balanced Student" video presentation</p>
<p>Embrace the district's Future Ready Vision and take steps to become a BYOD (Bring Your Own Device) school. We will fully implement, update and embrace our school's five-year instructional technology integration plan (Paly 1:World)</p>	<p>Assistant Principal of Teaching and Learning Digital Learning TOSA Professional Learning TOSAs Technology Team Ed Council</p>	<p>* Tech Team weekly meeting notes to plan for implementation and evaluation</p> <p>* Time spent researching how other districts (such as Mountain View-Los Altos) have gone BYOD to learn best practices</p> <p>* Partnering with district IT support and personnel to develop plan for redistribution of current devices into all classrooms and develop infrastructure support</p> <p>* PR campaign to begin February 2016 to notify parents and students of implementation and prepare for providing devices and access to students with needs</p>
<p>Investigate and develop a comprehensive K-12 Computer Science (CS) curriculum, with a focus on increasing female participation in CS courses</p> <p>Promote CS extracurricular and learning opportunities to expose more students to careers in this area. We will investigate expanding our STEM offerings to include Biomedical, Engineering and CS pathways, which may include articulation programs with Foothill Community College.</p>	<p>Principal CTE Instructional Supervisor, Math Instructional Supervisor, Science Instructional Supervisor</p>	<p>* Conversations at the district level including the formation of a PK-12 Computer Science (CS) committee began this year</p> <p>* Piloting "Biomedical Science" course for 2016-17 through Project Lead the Way</p> <p>* Research and planning for creating STEM pathways at Paly in Computer Science, Engineering and Biomedical sciences had begun</p> <p>* Articulation with Foothill College is ongoing</p> <p>* Computer Science enrollment at Paly has increased each year</p> <p>* Students participate in PAUSD Code Fest and Hour of Code</p> <p>* Team 8, Paly Robotics, has expanded to 80 students. For the first time in school history, more interest than spots, which caused us to form a second robotics team.</p> <p>* Team 8 Captain is a female this year (first time in school history)</p>

C: Staff Development and Recruitment

Create an exceptional, positive teaching environment by developing, recruiting and retaining the most talented staff and supporting a culture of professional growth and innovation

C2.1: Identify teacher development needs using student data and teacher performance feedback, and align professional development with those needs and with strategic initiatives.

Measureable Goal (school selects goal/s to be accomplished by June 2016):

Critical Learner Need / WASC 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-economically disadvantaged, and students with disabilities. Given our achievement/opportunity gap and the implementation of CCSS and NGSS, the entire instructional staff needs to utilize research-based instructional strategies and 21st Century tools to ensure future readiness for all students, focusing on the areas of writing, inquiry, collaboration, organization, and reading (WICOR) throughout the school.

Measuring Effectiveness – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

Strategy #1 - ONGOING PROFESSIONAL LEARNING - Implement a system for teacher collaboration by establishing Professional Learning Communities (PLCs)

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
Investigate and create interest in Professional Learning Communities (PLCs) via visits to other schools and learning more about the journey to becoming a PLC school.	Assistant Principal Innovation and Learning Professional Learning TOSAs Instructional Supervisors for each department	<ul style="list-style-type: none"> * All teachers participate in one PLC by course alike, subject area and/or our Wellness PLC * Workshop for all staff about Professional Learning Communities by Professional Learning TOSAs and Assistant Principal of Innovation and Learning in May and August 2015 * Continuing professional learning about PLCs at staff meetings and check-ins with school-wide issues at Ed Council PLC * "Journey to Becoming a PLC" banners displayed in department lounges
Explore ways to capture additional staff collaboration time	Ed Council	<ul style="list-style-type: none"> * PLCs meet 3 times per month during Thursday "collaboration time" * Common preps in master schedule for World History, Biology, Chemistry, English 10, and Algebra teams to capture additional time for PLC work if needed
Take advantage of the numerous professional learning opportunities offered within our district, or at the local, state, national or global level.	Ed Council Professional Learning TOSAs	<ul style="list-style-type: none"> * ISS, TOSA leaders and administration attended workshop about PLCs and RtI by Austin Buffum in November 2015 * Ed Council attended all-day PLC workshop presented by Solution Tree October 2015
All PLCs will research grading, homework, and assessment practices in all courses. Later, specific homework and study time expectations will be shared with students.	Instructional Supervisors for each department	<ul style="list-style-type: none"> * School-wide "Learning Strands" were developed this year to create interdisciplinary connections among teachers and opportunities to share new learning beyond department time. Learning Strands take place once per month. * Homework, grading, and assessment practices have all been topics of Learning Strands * Instructional Supervisors provided the books Learning By Doing and Grading Smarter Not Harder to help frame discussions in their departments

D: Budget and Infrastructure

Optimize use of resources to support student development, and ensure robust long-term plans for physical and financial capacity through prudent stewardship of resources, enhanced public and private support, and strong community partnerships.

D3.3: Deliver communications and training required to promote consistent adoption of key technology platforms by staff, students, and parents.

Measureable Goal (school selects goal/s to be accomplished by June 2016):

Critical Area of Need / WASC Goal #1: Systems Alignment for Greater Consistency around Learning Outcomes to Reduce Undue Stress.

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.

Measuring Effectiveness – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

Strategy #2: DATA DRIVEN - 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

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
<ul style="list-style-type: none"> * Develop a committee to research and determine essential questions that can be answered by the metrics indicated (i.e. attendance, student perception, etc.) * Determine what additional data, besides standardized test scores, needs to be collected in order to assess student learning * Continue using Laura Lipton's framework found in her book "Got Data? Now What" as we continue to build a culture of inquiry 	Leadership Team (Instructional Supervisors and Administrators) Professional Learning TOSA	<ul style="list-style-type: none"> * All teachers use Schoology to post homework assignments and assessments on calendar * Attendance taken regularly on Infinite Campus * Draft of timeline for attendance intervention * Draft tool to track individual/global attendance interventions * "Saturday School" intervention for students with poor attendance held 3X first semester * Saturday School scheduled monthly for second semester * Consistent "End of Course Survey" for all teaching staff administered to all students in December 2015 * Data collected by College / Career Center on student college acceptance * Class enrollment vs. class completion data collected by school counselor team * Demographic data by course collected and analyzed * California Healthy Kids Survey (CHKS) administered in November 2015

E: Government and Communications

Create a focused, transparent governance process that is a model of informed communication, evidence-based decision-making, and clarity of responsibility between Board, District and Site

E2.2: Improve vertical and horizontal alignment on academic rigor, grading, and curricular elements.

Measureable Goal (school selects goal/s to be accomplished by June 2016):

Critical Area of Need / WASC Goal #1: Systems Alignment for Greater Consistency around Learning Outcomes to Reduce Undue Stress.

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.

Measuring Effectiveness – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

Strategy #1: ALIGNING STUDENT LEARNING OUTCOMES: Determine essential learning standards in every course aligned with CCSS/NGSS, produce at least 2 common summative assessments in every course, and develop common course syllabi that demonstrate alignment of grading, homework, and assessment practices.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
<p>All courses will determine the essential learning standards, which include:</p> <p>a. What is the essential standard to be learned? b. When will it be taught? c. What assessment will be used to measure student mastery? d. What will we do when students have already learned this?</p>	<p>Instructional Supervisors for each department</p> <p>Ed Council</p>	<p>* On-going work completed in department meetings and curriculum committees</p> <p>* Release days provided to all departments for this work</p>
<p>All essential learner goals for each course will be aligned with CCSS/NGSS and other national standards</p>	<p>Instructional Supervisors for each department</p>	<p>* Essential Learning Outcomes (ELOs) for each course will be identified in PLCs by June 2016</p> <p>* Release days provided to all departments for this work</p>
<p>Begin research to address grading, homework, and assessments in all courses</p> <p>Later, specific homework and study time expectations will be shared with parents and staff</p>	<p>Instructional Supervisors for each department</p>	<p>* Courses on track to complete common course syllabi by June 2016 include:</p> <ul style="list-style-type: none"> ● - Journalism ● - English 9/9A - complete ● - English 10//10A ● - Amer Lit/Lit H ● - World Lit ● - All English electives ● - World History ● - US History ● - AP Psych ● - AP Econ ● - Economics ● - Math - all courses complete ● - PE - all courses complete ● - Chemistry - all levels complete ● - Biology - all levels complete ● - Physics ● - All World Language Level 1 and Level 2 courses - December 2016

**School Site Council Membership
Palo Alto Senior High School**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kim Diorio	[X]	[]	[]	[]	[]
Chris Farina	[]	X			
Melinda Mattes	[]	X			
Erin Angell	[]	X			
Erika Magnana	[]	X			
Lisa Stone	[]		X		
Jennifer Rumsberg	[]		X		
Heidi Mickelsen	[]			X	
Hayley Gans, M.D.	[]			X	
Daniel Teo	[]			X	
Srijayanthi Srinivasan	[]			X	
Eli Friedlander/Bryn Carlson	[]				X
Noa Ben-Efraim/Natalie Maloney	[]				X
Javieer Sandhu/Noga Hurwitz	[]				X
Vivian Feng/Caroline Furrier	[]				X
Candace Wang	[]				X
Mudita Jain	[]			X	
Erik Olah	[]	X			
Sylvia Targ	[]				X
Numbers of members of each category	1	5	2	5	6

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances
Palo Alto Senior High School**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other committees established by the school or district (list):

Ed Council

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 01/11/2016

Attested:

Kim Diorio

Typed Name of School Principal

Signature of School Principal

Date

Erik Olah

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Hayley Gans, M.D.

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Site Council Budget
SPSA Budget: Palo Alto Senior High School

	Expense Accounts	Instructional Services/ Programs	Release Time/ Staff Development	Instructional Assistants/ Aides/Tutors	Supplies/Materials and Equipment	Centralized Services	EXPENSE TOTAL
1000	Certificated Salaries		23,500				23,500
2000	Classified Salaries						0
3000	Employee Benefits						0
4000	Supplies						0
5000	Contracted Services						0
6000	Capital Outlay						0
7000	Indirect Costs						0
	Total						23,500

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 11	510	214	42.0	207	2685.4	61	19	11	6
All Grades	510	214	42.0	207		61	19	11	6

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 11	62	28	10	71	21	9	41	53	6	67	28	5
All Grades	62	28	10	71	21	9	41	53	6	67	28	5

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 11	510	237	46.5	230	2722.8	62	14	10	11
All Grades	510	237	46.5	230		62	14	10	11

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 11	72	14	14	57	36	7	59	33	8
All Grades	72	14	14	57	36	7	59	33	8

Conclusions based on this data:

1.

School and Student Performance Data

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	4	44	1	11	3	33			1	11	9
10	*****	***									*****
11			*****	***							*****
Total	5	42	3	25	3	25			1	8	12

Palo Alto Senior High School STAR Test Results

CST refers to the California Standards Test.

This table shows the % of students scoring at the proficient and advanced proficiency levels.

Grade	CST 2012			CST 2013			CST 2014			CST 2015		
	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both

English/Language Arts

9	17	68	85	21	66	87						
10	17	63	80	20	61	81						
11	21	59	80	18	65	84						

General Mathematics (Grades 6 & 7 Standards)

9	11	0	11	33	8	42						
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Algebra I

9	50	21	71	44	29	73						
10	7	7	15	9	9	18						
11	*	*	*	*	*	*						

Geometry

9	25	72	97	31	68	100						
10	41	19	60	36	12	49						
11	*	*	*	20	7	27						

Algebra II

9	4	96	100	7	93	100						
10	27	68	95	34	58	92						
11	37	7	45	31	3	34						

Summative High School Mathematics (Grades 9-11)

9	*	*	*									
10	11	89	100	7	89	96						
11	29	65	94	31	62	92						

Science

10	20	66	86	19	67	85	20	71	91	19	69	88
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