

# Palo Alto Senior High School School Improvement Plan

## Part I: School Profile

Palo Alto Senior High School (Paly), established in 1894, is one of two comprehensive high schools serving grades nine through twelve in the Palo Alto Unified School District. Paly has long had a national reputation for academic excellence. The proximity of Stanford University, the Silicon Valley business community, and San Francisco has created a socially diverse community with high academic expectations and a strong belief in quality public education.

The ethnic/racial makeup of our student population is 36% Asian, 2% African-American/Black, 35.4% Caucasian, 14.1% Hispanic/Latino, .2% American Indian/Alaskan Native, 1% Pacific Islander, 11.1% 2 or more races. 10% of the student population is enrolled in Free/Reduced Lunch Program; 9% are first generation college students. Total student enrollment is 1,963.

Students who attend Paly typically live in Palo Alto's northern and central neighborhoods. Recent demographic shifts in northern Santa Clara County have brought new families and increased ethnic and linguistic diversity within Asian, East Indian, and Middle Eastern populations. In addition, the Voluntary Transfer Program (VTP), also referred to as the Tinsley Program, brings students from the Ravenswood School District to PAUSD, with Paly as the program's designated high school.

# Part II: Goals, Strategies, & Expected Outcomes

## Goal 1: Early Literacy

### Literacy Goal: (S.M.A.R.T goal)

We will Identify all students on our campus with reading comprehension gaps during the first quarter of the 2023/24 school year. Subsequently, these reading comprehension data will direct our efforts to integrate high-yield literacy instructional practices designed to address gaps students experience. By initiating this first phase of a literacy pathway, we intend to begin closing the reading comprehension gap such that all learners are prepared for post-secondary reading tasks.

### Baseline Data for All Student Groups

**Title 1 School Only:** *(Title I schools must add a goal for Title I students)*

### Title I Goal: (S.M.A.R.T goal)

### Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Administer i-Ready diagnostic to all students in the fall of 2023/24. Based on these data, determine which students are at risk for dyslexia and will need follow-up screening	Literacy TOSA, Teachers, School Counselors, and School Psychologists	i-Ready data from fall diagnostic i-Ready monitoring data from periodic progress monitoring for indicated students “RAN” assessment
Provide ongoing professional learning to build high-yield instructional strategies that support those students with reading comprehension gaps and those with dyslexia.	Literacy TOSA	Improved student outcomes, observational data

<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item:	<b>Monitoring Implementation</b> Data/evidence we will collect to ensure that this strategy/action is being implemented:
Develop a dual enrollment / AP Language and Composition course for those students reading one to two grade levels away from their actual grade levels, taught by two content area general education teachers in a team-taught configuration.	Guidance Assistant Principal, Literacy TOSA	i-Ready / Reading Plus progress data Higher grades in H/SS and Science
A reading specialist working with the Literacy TOSA both to push in to co-taught classes and through a coaching model, support classroom teachers' and teaching teams acquisition of best practices that promote content area literacy.	Reading specialist, English IL, Administration	i-Ready / Reading Plus progress data
Continue to offer an AP Language and Composition course for 12th graders who are reading two to three grade levels away from their actual grade level	English IL, Administration, Counseling	Course enrollment data, student passing rate

**Fiscal Impact**

Funds will be needed for professional development release days, workshop fees, staffing for literacy TOSA and reading specialist.

# Goals, Strategies, & Expected Outcomes

## Goal 2: Equity and Excellence

Equity and Excellence Goal: (S.M.A.R.T goal)

To keep progressing on our efforts to ensure that demographics do not determine academic, behavioral or relational outcomes

### Baseline Data for All Student Groups

Semester 1 2022-23 Non-ABC Grades by Race							
	Hispanic/ Latino	White	Asian	2 or More Race	African/ Amer.	Native Hawaiian	TOTALS
% of total population	14.2%	35. 1%	36.1 %	11.1 %	2.1%	1.1%	
<b>Grades</b>	#	#	#	#	#	#	
<b>D</b>	34	18	10	3	7	4	76
<b>F</b>	14	3	1	0	1	2	21
<b>N</b>	109	44	41	24	11	8	237
<b>P</b>	103	36	24	13	28	10	214
<b>I</b>	11	11	9	5	0	3	39

**Title 1 School Only:** (Title I schools must add a goal for Title I students)

**Title I Goal:** (S.M.A.R.T goal)

The graph above shows the number of non-ABC grades by race for Semester 1 2022-2023. This data will be compared to the Semester 2 data to help inform progress on goals.

**Baseline Data for Title I Students**

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item:	<b>Monitoring Implementation</b> Data/evidence we will collect to ensure that this strategy/action is being implemented:
Embed Tier 1 classroom supports in all classrooms, as well as having all teachers comfortable with intervention checklists and referral protocols	Teachers, ILs, Administration	Use Panorama and MTSS checklists to track interventions, including contacts home
Formalize PLC teams so to include clearly delineated learning targets, common formative assessments (CFAs) and data-driven intervention	MTSS TOSA, ILs, PLC leads, Administration	Use PLC-trained team to design PLC action plan for 2023-2024 school year  Imbed CFAs in MTSS panorama portal
Continue to develop MTSS systems that allow us to analyze data to support continuous improvement	MTSS TOSA, Principal	MTSS handbook and forms will be finalized; meeting structures will be solidified to include both proactive and reactive interventions; progress monitoring will be imbedded in systems
Increase HUR enrollment in AP, Honors, and Dual Enrollment courses	Teachers, Counselors, Administration	Increase percent of HUR students enrolled in AP, Honors, and dual enrollment classes to be within 5% of the percent of non-HUR subgroups.
Develop improved systems of including student voice in determining agreed upon expectations and outcomes for improved attendance and behaviors	Administration, Ed Council	Use meetings, town halls, surveys, and various activities to gather input, forge consensus, and cultivate buy-in.  Imbed agreed upon expectations in the developing MTSS framework.
Include all stakeholders to determine and promote agreed-upon Paly values	Principal	Use meetings, town halls, surveys, and various activities to gather input, forge consensus and cultivate buy-in.  Imbed agreed-upon expectations in the developing MTSS framework
Provide opportunities for students and staff to both understand each others' individual and shared perspectives and create a more inclusive school community	Administration, MTSS TOSA, Staff	Staff will go through the process of determining equity priorities and action plans with the goal of closing demographic gaps

<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item:	<b>Monitoring Implementation</b> Data/evidence we will collect to ensure that this strategy/action is being implemented:
Expand tutoring opportunities to include tier two academic supports recommended via the MTSS process and monitored for progress	MTSS TOSA, Principal	Newly recreated academic center will be open all day; Coordinator will be a member of the MTSS team, so to ensure that progress is monitored

**Fiscal Impact**

Several strategies do not require additional expenditures beyond the current allocation. Funds will be necessary for PLC training and conference attendance. Staffing allocation for MTSS TOSA is necessary to carry out these goals.

# Goals, Strategies, & Expected Outcomes

## Goal 3: Mental Health and Wellness

Palo Alto Senior High School will provide multiple positive supports that support the overall school experience, specifically social emotional support, for all students that create connection and safety.

### Mental Health and Wellness Goal: (S.M.A.R.T goal)

Provide multiple positive supports that support the overall school experience, specifically social-emotional support for all students, that create connection and safety. Our plan includes providing for the social, emotional, and physical health needs of students, and cultivate positive, identity-safe school environments that promote high levels of connection, engagement and overall wellbeing throughout the school community. Create a physical environment that promotes student and staff safety through established protocols and procedures, appropriate internal and external security systems, and routine emergency preparations. We understand the need support our students by building resiliency and self-advocacy skills that will help them better manage academic stress and their overall mental health and wellness. There exists a gap in school connectedness and academic performance for our Black, Latina/o/X and Pacific Islander students, as compared to our Asian and White students.

### Baseline Data for All Student Groups

**Title 1 School Only:** *(Title I schools must add a goal for Title I students)*

### Title I Goal: (S.M.A.R.T goal)

### Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Split Advisory into 9/10 and 11/12 grades to allow Advisors more time with students	Principal, Teachers, School Counselors, Advisory TOSA	Increase Advisory attendance; Student Advisory Survey will show increased value and connections in Advisory

<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item:	<b>Monitoring Implementation</b> Data/evidence we will collect to ensure that this strategy/action is being implemented:
Provide ongoing equity training/workshops for teachers	All Staff, Principal, Enid Lee Consultants	CA Healthy Kids Survey (CHKS) and Student Interviews show that students feel more connected to school (73.2% baseline of students who agree or strongly agree that teachers treat them with respect and care)
Increase student voice opportunities	Principal, All Staff, Activities Director	Creation of Principal Advisory Committee and continuation of HUR Fishbowls; Introduction of Ignite2Unite, HipHop Academy,
Develop and share Wellness/SEL strategies to improve students' sense of belonging and resiliency	School Counselors, Teachers, Wellness Staff, Psychologists	<p>Create a Universal Screener for Students and use it to track student wellness.</p> <p>Wellness Center surveys show increased self-advocacy and resilience</p> <p>Increased staff education regarding mental health and typical development</p>
Provide parent outreach, awareness, and support programs	District, Admin, Teachers, School Counselors, Wellness Staff, Psychologists	<p>Develop baseline in order to monitor program participation in 2023</p> <p>Increase communication and resource distribution</p> <p>Panorama Student Survey will show awareness and satisfaction with school's wellness offerings</p> <p>Increase communication about current District resources, including parent liaisons, engagement specialists, and the SaFE program</p>
Monitor student attendance and determine the impact on student success	Admin, Guidance, Attendance office	Student attendance rates will increase specifically for students who are struggling academically and emotionally

**Fiscal Impact**

Most strategies do not require additional expenses beyond the current allocation of resources for programs and staff.

# Goals, Strategies, & Expected Outcomes

## Goal 4: Healthy Attendance

To reduce the percentage of students that are chronically absent as identified on the California School Dashboard.

### Healthy Attendance Goal: (S.M.A.R.T goal)

INNOVATION: To implement new educational ideas, new evidence-based practices, and new data-driven processes, with the goal of addressing persistent inequities at Paly.

### Baseline Data for All Student Groups

**Title 1 School Only:** *(Title I schools must add a goal for Title I students)*

### Title I Goal: (S.M.A.R.T goal)

### Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Develop and maintain a school culture of ongoing improvement that includes opportunities for teachers to answer the following questions: 1) What are effective engagement strategies both in/out of the classroom? 2) What are effective teaching strategies that meet the needs of all students? 3) How do we provide students with timely and effective feedback? 4) How do we grade student work?	Principal, Assistant Principals, ILs, MTSS TOSA, Literacy TOSA, Teachers	Increased level of high quality instruction observed. Aligned student and teacher expectations Agreed-upon grading system developed
Continue to expand dual enrollment and CTE Pathways for students	Administration, ILs, Counselors, MTSS TOSA	Observable increase in number of students enrolled, including increased number of class sections

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Continue to develop and promote the co-teaching model with continued professional development and peer observation opportunities	Administration, ILs, Special Education Department	Improved teaching and learning observed in peer walk-throughs
Continue to develop innovative systems and support for improving student attendance by: 1) Weekly analyzation of grade-level attendance 2) Develop and maintain consistent practice of PAUDS's attendance intervention process at various benchmarks Interventions include: one-on-one meetings with students, parent meetings, SART meetings, and SARB meetings as needed 3) Increase conversations regarding attendance in all IEP and 504 meetings	Administration, Counselors, Case Managers, District-level support	Improved attendance from chronically absent students

**Fiscal Impact**

Additional funding, beyond current allocations, will be necessary for providing time and space to collaborate the development of these strategies.

# Goals, Strategies, & Expected Outcomes

## Goal 5: Serve and Celebrate Others

### Mental Health and Wellness Goal: (S.M.A.R.T goal)

Involve all stakeholders in partnering in celebration opportunities and activities

### Baseline Data for All Student Groups

**Title 1 School Only:** *(Title I schools must add a goal for Title I students)*

### Title I Goal: (S.M.A.R.T goal)

### Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Continue to honor staff members throughout the year at monthly staff meetings through a colleague nomination system	All Staff	Survey data, increased number of recognitions
Create opportunities for students to showcase their accomplishments	All Staff, Student Leadership	Identify and share out event opportunities that showcase student accomplishments; Develop baseline data (attendance, number of events, etc.)
Develop Paly values that include the concepts of service, gratitude, and celebration of others	Administration, Ed Council, Student Leadership	Completion of the Paly Value project and developed mission and vision

### Fiscal Impact

The goal of these strategies does not require a substantial investment of funds.

# Goals, Strategies, & Expected Outcomes

## Goal 6: Other (If needed)

Other Goal: (S.M.A.R.T goal)

### Baseline Data for All Student Groups

Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

### Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		

### Fiscal Impact

# Part III: Annual Update on Progress from 2022/2023

## Goal 1: Early Literacy

Outcome:

### 2022/23 i-Ready Data

91% of Paly 9th graders took the i-Ready diagnostic in their Biology classes. Of these students:

72% have an overall reading placement at or above grade level

15% have an overall reading placement one grade-level below 9th grade

3% have an overall reading placement two grade levels below 9th grade

11% have an overall reading placement three grade levels below 9th grade

Within the three i-Ready domains of vocabulary, reading comprehension of literature, and reading comprehension of informational text, Paly 9th graders performed in the following ways:

66% of 9th grade students are at or above grade level vocabulary

67% of 9th grade students are at or above grade level reading comprehension of literature

70% of 9th grade students are at or above grade level reading comprehension of informational texts

## Goal 2: Equity and Excellence

Outcome:

The Multi-Tiered System of Support (MTSS) leadership team has made significant progress in building the MTSS framework. The COST meetings have begun to take over MTSS referrals and we are in the process of structuring a meeting schedule for the 2023-24 school year that incorporates both proactive and reactive interventions.

Paly has assembled a PLC leadership team that will be attending a Solution Tree workshop and will be designing a PLC action plan for the 2023-24 school year.

The new academic center has been researched and designed.

Paly has had multiple staff PD days, as well as staff meetings, devoted to Tier 1 strategies, the MTSS process and high-quality instruction.

Paly has had an MTSS focus group that has worked to fine tune the MTSS framework and referral process.

The principal has established a Principal's Advisory Committee to provide for more equitable student voice.

Ignite 2 Unite began to bring students together to look closely at school climate, culture, and community.

Several town halls were held to speak to parents and community members.

Paly is partnering with two parents to examine Paly values.

## Goal 3: Mental Health and Wellness

Outcome:

We've made progress toward our goal of improving students' sense of belonging and resiliency by: clarifying the Wellness Center vision; collaborating on the MTSS team; starting the wellness teacher assistant program; collaborating closely with ASB on student activities; administering and gathering results from a mental health screener during first semester; an increase in students advocating for a session for themselves or a peer they are concerned about; and leading the Staff and Student Wellness Focus Group.

## Goal 4: Healthy Attendance

Outcome:

INNOVATION: Much of the work in innovation will be occurring during the 2023-24 school year, in coordination with the rollout of our MTSS framework, which was developed during the 2022-23 school year.

We are adding a dual enrollment English class in the fall of 2023. The co-teaching model continues to be developed, with focus on providing teachers with PD and peer observation opportunities to help improve the teaching and learning effectiveness in our co-teaching classrooms.

**Goal 5: Serve and Celebrate Others**

Outcome:

At each staff meeting, at least one staff member is recognized, either by administration, a fellow colleague, or a student. We will continue to grow this practice.  
Students currently have opportunities to showcase their projects in AAR, SJP, Capstone classes and throughout a variety of teacher-created opportunities.  
This entire school year we have collected input from students, staff and parents on our newly anticipated Paly Values. Once established, these goals will help guide schoolwide expectations and program development.

**Goal 6: Other**

Outcome:

**Budget Title I Sites Only**

**2022-23 Title I Allocation: \$**

Expected Expenditures:

- **Professional Development: \$**
- **Materials and Supplies for supplemental instruction: \$**
- **Salaries for before and after school intervention: \$**

**Site Council Approval Date:**