

# **Administration Presentations**

## **GOAL ONE – MATH**

## 14-15 SCHOOLWIDE GOALS

Focus on Mathematics

### MATH-RELATED GOALS

*Goal 1: PCHS will increase math support for both students and teachers.*

*Goal 2: PCHS will expand intervention support options including tutoring for all students.*

### GOAL 1: Student Support

A. PCHS will adopt and support the PCHS Math Department SMART goals:

- 1) Increase the percentage of 9th graders who complete the first half of Algebra (Algebra 1A/Algebra B) their first year by 5%.
- 2) Increase the percentage of 11th graders who complete Geometry AB by 5%.
- 3) Increase proficiency rates on each standard by 3% (as measured on the final exam).

### GOAL 1: Student Support

B. Math Survey

- Administered in August 2014
- Scheduled to be administered again in August 2015 and January 2016

C. Math Lab

- Opened on Mon, Wed, Thurs
- Focused on standards in Alg 1, Geometry, Alg 2

D. Algebra ABC

- 4 classes with 94 students

### GOAL 1: Teacher Support

- ✓ On-going Professional Development
- ✓ Math Coach
- ✓ Common-Core Conference/Workshop
- Classroom Observations
- ✓ Reduced class size in Alg 1 and Geometry
- Articulation
- ✓ IXL Online Math Practice

### GOAL 2

A. PCHS will increase the number of strategically differentiated intervention course offerings.

- Algebra ABC
- 11<sup>th</sup> Grade Geometry
- Advanced Math Concepts/Skills

B. PCHS will assess the use and effectiveness of programs currently offered including but not limited to Study Center, Office Hours, and Math Lab.

- Math Support Services Survey administered in Feb '15



grade	Blank1	436 Mth HS	437 Mth HS
<input type="radio"/> Grade 09 <input type="radio"/> Grade 10 <input type="radio"/> Grade 11 <input type="radio"/> Grade 12	<input type="radio"/> Regular <input type="radio"/> Honors/AP	<input type="radio"/> Essentials Math <input type="radio"/> Algebra ABC <input type="radio"/> Algebra 1AB <input type="radio"/> Geometry AB <input type="radio"/> Algebra 2AB	<input type="radio"/> Math Analysis <input type="radio"/> Calculus <input type="radio"/> Statistics

### Math Department Office Hours

	Yes	No
1 I am aware that teachers in the Math Department offer office hours/tutoring.	<input type="radio"/>	<input type="radio"/>
2 I attend my current teacher's office hours.	<input type="radio"/>	<input type="radio"/>
3 I attend other teacher's office hours. If no, go to question 6.	<input type="radio"/>	<input type="radio"/>
4 I would recommend other students attend office hours.	<input type="radio"/>	<input type="radio"/>

	When needed	1-3 times/semester	At least once a week
5 On average, I attend office hours...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Math Lab

	Yes	No
6 I am aware of the 7th period/after-school Math Lab.	<input type="radio"/>	<input type="radio"/>
7 I have attended the math lab. If no, go to question 10.	<input type="radio"/>	<input type="radio"/>
8 I would recommend other students attend the Math Lab.	<input type="radio"/>	<input type="radio"/>

	When needed	1-3 times/semester	At least once a week
9 I attend the Math Lab...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



<p>grade</p> <p><input type="radio"/> Grade 09</p> <p><input type="radio"/> Grade 10</p> <p><input type="radio"/> Grade 11</p> <p><input type="radio"/> Grade 12</p>	<p>888 Math04</p> <p><input type="radio"/> 1</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 6</p> <p><input type="radio"/> 7</p> <p><input type="radio"/> 8</p> <p><input type="radio"/> 9</p> <p><input type="radio"/> 10</p> <p><input type="radio"/> 11</p> <p><input type="radio"/> 12</p> <p><input type="radio"/> 13</p> <p><input type="radio"/> 14</p> <p><input type="radio"/> 15</p> <p><input type="radio"/> 16</p> <p><input type="radio"/> 17</p> <p><input type="radio"/> 3</p>	<p>437 Mth HS</p> <p><input type="radio"/> regular</p> <p><input type="radio"/> honors</p> <p><input type="radio"/> Advanced Placement</p>	<p>436 Mth HS</p> <p><input type="radio"/> ESM</p> <p><input type="radio"/> Alg A</p> <p><input type="radio"/> Alg 1A</p> <p><input type="radio"/> Alg 1B</p> <p><input type="radio"/> Geom A</p> <p><input type="radio"/> Geom B</p> <p><input type="radio"/> Alg 2A</p> <p><input type="radio"/> Alg 2B</p> <p><input type="radio"/> Math Analysis</p> <p><input type="radio"/> Calculus</p>	<p>Ethnicity</p> <p><input type="radio"/> A</p> <p><input type="radio"/> AI</p> <p><input type="radio"/> B</p> <p><input type="radio"/> F</p> <p><input type="radio"/> H</p> <p><input type="radio"/> PI</p> <p><input type="radio"/> W</p>
<p>Gender</p> <p><input type="radio"/> Female</p> <p><input type="radio"/> Male</p>		<p>438 Mth HS</p> <p><input type="radio"/> Period 1</p> <p><input type="radio"/> Period 2</p> <p><input type="radio"/> Period 3</p> <p><input type="radio"/> Period 4</p> <p><input type="radio"/> Period 5</p> <p><input type="radio"/> Period 6</p>		

**Answer questions about your most recent math class**

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1 I enjoy attending school at PCHS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 I care about passing my math class with a C or better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I think my math teacher believes I can pass the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 I believe I am good at math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 One of my favorite subjects is math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 I look forward to my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 I feel comfortable asking my math teacher questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 I feel comfortable asking my other teachers questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 I raise my hand to give answers in math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 I raise my hand to give answers in my other classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 The notes I take in math class are helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Study Center

- 10 I am aware of the on-campus Study Center.
- 11 I have attended the Study Center. If no, go to question 14.
- 12 I would recommend other students attend the Study Center.

Yes	No
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

- 13 I attend the Study Center...

When needed	1-3 times/semester	At least once a week
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Review Sessions

- 14 I am aware of the Math Department's Algebra 2 and Math Analysis review sessions.
- 15 I attend the after-school review sessions. If no, go to question 17.
- 16 I would recommend other students attend the review sessions.

Yes	No
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

### Summary

- 17 I have used the free support services provided by PCHS (tutoring/office hours, Math Lab, and/or Study Center). If no, you are finished with the survey!
- 18 In addition to the PCHS tutoring services, I also have a math tutor outside of PCHS. If no, you are finished with the survey!

Yes	No
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

- 19 I have an off-campus math tutor because (write your answer below):

see below
<input type="radio"/>

**Item Analysis**

**Math Support Survey 1 19/MC 0/PE**

Disaggregating: All Students Section: All Sections

Total Students: 1801 Teacher: All Teachers

**Math Department Office Hours**

I am aware that teachers in the Math Department offer office hours/tutoring.

Item	Yes	No	Multi Mark	Omit
1	1654 92%	129 7%	2 0%	20 1%

I attend my current teacher's office hours.

Item	Yes	No	Multi Mark	Omit
2	460 26%	1314 73%	4 0%	31 2%

I attend other teacher's office hours. If no, go to question 6.

Item	Yes	No	Multi Mark	Omit
3	247 14%	1314 73%	2 0%	242 13%

I would recommend other students attend office hours.

Item	Yes	No	Multi Mark	Omit
4	532 30%	150 8%	2 0%	1121 62%
Ttl.	2893 40%	2907 40%	10 0%	1414 20%

On average, I attend office hours...

Item	When needed	1-3 times/semester	1-3 times/month	At least once a week	Multi Mark	Omit
5	556 31%	49 3%	42 2%	46 3%	5 0%	1118 62%

**Math Lab**

I am aware of the 7th period/after-school Math Lab.

Item	Yes	No	Multi Mark	Omit
6	1461 81%	248 14%	1 0%	93 5%

I have attended the math lab. If no, go to question 10.

Item	Yes	No	Multi Mark	Omit
7	289 16%	1239 69%	1 0%	274 15%

I would recommend other students attend the Math Lab.

Item	Yes	No	Multi Mark	Omit
8	343 19%	163 9%	4 0%	1299 72%
Ttl.	2093 39%	1650 31%	6 0%	1666 31%

I attend the Math Lab...

Item	When needed	1-3 times/semester	1-3 times/month	At least once a week	Multi Mark	Omit
9	411 23%	28 2%	12 1%	21 1%	1 0%	1330 74%

**Study Center**

I am aware of the on-campus Study Center.

Item	Yes	No	Multi Mark	Omit
10	1738 97%	40 2%	2 0%	25 1%

I have attended the Study Center. If no, go to question 14.

Item	Yes	No	Multi Mark	Omit
11	1092 61%	612 34%	1 0%	98 5%

I would recommend other students attend the Study Center.

Item	Yes	No	Multi Mark	Omit
12	1007 56%	147 8%	0 0%	647 36%
Ttl.	3837 71%	799 15%	3 0%	770 14%

I attend the Study Center..

Item	When needed	1-3 times/semester	1-3 times/month	At least once a week	Multi Mark	Omit
13	893 50%	68 4%	67 4%	129 7%	4 0%	649 36%

#### Review Sessions

I am aware of the Math Department's Algebra 2 and Math Analysis review sessions.

Item	Yes	No	Multi Mark	Omit
14	1058 59%	629 35%	3 0%	117 7%

I attend the after-school review sessions. If no, go to question 17.

Item	Yes	No	Multi Mark	Omit
15	317 18%	1188 66%	0 0%	296 16%

I would recommend other students attend the review sessions.

Item	Yes	No	Multi Mark	Omit
16	402 22%	109 6%	2 0%	1292 72%
Ttl.	1777 33%	1926 36%	5 0%	1705 32%

#### Summary

I have used the free support services provided by PCHS (tutoring/office hours, Math Lab, and/or Study Center). If no, you are finished with the survey!

Item	Yes	No	Multi Mark	Omit
17	1090 61%	625 35%	0 0%	86 5%

In addition to the PCHS tutoring services, I also have a math tutor outside of PCHS. If no, you are finished with the survey!

Item	Yes	No	Multi Mark	Omit
18	389 22%	827 46%	6 0%	591 33%
Ttl.	1479 41%	1452 40%	6 0%	677 19%

I have an off-campus math tutor because (write your answer below):

Item	see below	B	Multi Mark	Omit
19	166 9%	108 6%	1 0%	1528 85%



A. PCHS will adopt and support the PCHS Math Department SMART goals:

1) Increase the percentage of 9th graders who complete the first half of Algebra (Algebra 1A/Algebra B) their first year by 5%.

	PASS	FAIL	% PASS		A-C	D/F	% A-C
2015	231	62	79%		193	100	66%
2014	195	95	70%		136	144	49%

2) Increase the percentage of 11th graders who complete Geometry AB by 5%.

	PASS	FAIL	% PASS		A-C	D/F	% A-C
11th Grade Class	17	2	89%		11	8	58%
OTHER 2015	17	8	68%		11	14	44%
2015	34	10	77%		22	22	50%
2014	22	5	81%		11	16	41%

3) Increase proficiency rates on each standard by 3% (as measured on the final exam).

\*Cannot compare Alg 1B data since there was a change in curriculum and assessment.

	<u>ALG2B.1</u>	<u>ALG2B.2</u>	<u>ALG2B.3</u>	<u>ALG2B.4</u>	<u>ALG2B.5</u>	<u>ALG2B.7</u>	<u>ALG2B.8</u>	<u>ALG2B.9</u>
2015	89%	92%	93%	86%	92%	87%	94%	74%
2014	86%	81%	84%	81%	87%	80%	87%	67%
2013	81%	81%	80%	79%	86%	84%	88%	65%

	<u>GeomB.1</u>	<u>GeomB.2</u>	<u>GeomB.3</u>	<u>GeomB.4</u>	<u>GeomB.5</u>	<u>GeomB.6</u>
2015	91%	71%	78%	86%	82%	86%
2014	91%	80%	84%	90%	90%	80%

	<u>ALG1B.1</u>	<u>ALG1B.2</u>	<u>ALG1B.3</u>	<u>ALG1B.4</u>
2015	63%	65%	68%	63%

SPRING 2015

Count of student:stu:Column Labels						
Row Labels	A	B	C	D	F	
H MATH ANALY B	21%	62%	14%	3%	0%	
MATH ANALY B	22%	35%	31%	8%	5%	
ADV APP MATH B	73%	22%	2%	2%	0%	
ALGEBRA 1A	0%	13%	25%	23%	39%	
ALGEBRA 1B	24%	26%	27%	8%	15%	
ALGEBRA 2A	16%	30%	48%	2%	3%	
ALGEBRA 2B	12%	23%	32%	21%	12%	
ALGEBRA B	9%	18%	17%	18%	37%	
AP CALCULUS B	18%	67%	15%	0%	0%	
AP CALCULUS C	43%	46%	11%	0%	0%	
AP STATISTICS B	28%	59%	13%	0%	0%	
ESS STAND MATH	0%	5%	20%	35%	40%	
GEOMETRY A	11%	23%	24%	15%	27%	
GEOMETRY B	17%	31%	24%	19%	9%	
H ALGEBRA 2B	29%	33%	26%	10%	2%	
H GEOMETRY B	61%	32%	7%	0%	0%	
HS CALCULUS B	25%	43%	24%	5%	3%	
<b>Grand Total</b>	<b>20%</b>	<b>30%</b>	<b>26%</b>	<b>12%</b>	<b>12%</b>	

PASS (A-C) 76%  
 NOT PASS (D/F) 24%

SPRING 2014

Count of student:stu:Column Labels						
Row Labels	A	B	C	D	F	
H MATH ANALY B	23%	60%	11%	6%	0%	
MATH ANALY B	17%	30%	41%	8%	3%	
ADV APP MATH B	0%	22%	51%	20%	7%	
ALGEBRA 1A	5%	14%	34%	21%	26%	
ALGEBRA 1B	10%	19%	27%	15%	29%	
ALGEBRA 2A	3%	35%	26%	13%	23%	
ALGEBRA 2B	8%	24%	35%	17%	17%	
AP CALCULUS B	32%	41%	27%	0%	0%	
AP CALCULUS C	29%	64%	7%	0%	0%	
AP STATISTICS B	28%	49%	22%	0%	0%	
ESS STAND MATH	0%	11%	22%	44%	22%	
GEOMETRY A	5%	21%	22%	24%	28%	
GEOMETRY B	19%	32%	31%	13%	6%	
H ALGEBRA 2B	25%	36%	25%	8%	5%	
H GEOMETRY B	38%	17%	34%	11%	0%	
HS CALCULUS B	21%	52%	19%	4%	4%	
<b>Grand Total</b>	<b>14%</b>	<b>28%</b>	<b>30%</b>	<b>14%</b>	<b>14%</b>	

PASS (A-C) 72%  
 NOT PASS (D/F) 28%

SPRING 2013

Count of student:stu:Column Labels						
Row Labels	A	B	C	D	F	
MATH ANALY B	19%	41%	34%	4%	2%	
ADV APP MATH B	15%	32%	28%	26%	0%	
ALGEBRA 1A	3%	13%	30%	20%	34%	
ALGEBRA 1B	5%	19%	31%	20%	25%	
ALGEBRA 2A	9%	37%	32%	12%	9%	
ALGEBRA 2B	14%	19%	29%	18%	20%	
AP CALCULUS B	14%	49%	32%	5%	0%	
AP CALCULUS C	27%	46%	27%	0%	0%	
AP STATISTICS B	16%	61%	20%	1%	2%	
ESS STAND MATH	6%	8%	21%	19%	46%	
GEOMETRY A	9%	12%	23%	21%	36%	
GEOMETRY B	22%	35%	27%	10%	7%	
H MATH ANALY B	31%	59%	10%	0%	0%	
H ALGEBRA 2B	39%	35%	19%	8%	0%	
H GEOMETRY B	46%	43%	10%	2%	0%	
HS CALCULUS B	25%	30%	29%	9%	6%	
<b>Grand Total</b>	<b>16%</b>	<b>28%</b>	<b>27%</b>	<b>13%</b>	<b>15%</b>	

PASS (A-C) 72% (rounded)  
 NOT PASS (D/F) 28%

# **Administration Presentations**

**GOALS TWO - FIVE**



## **2014-2015 School-wide Goals 2 - 5**

### **(Goal 1 to be presented in August 2015)**

The PCHS School-wide Goals are developed annually by the PCHS Board of Trustees and School Leadership Team. The goals incorporate stakeholder input, the PCHS Long Term Strategic Plan (LTSP), Local Control Accountability Plan (LCAP), and WASC Action Plan. The School-wide Goals are revisited throughout the year in Board and LTSP meetings to ensure that the school is making measurable and meaningful progress.

#### ***Goal 2: PCHS will expand intervention support options including tutoring for all students.***

A. PCHS will increase the number of strategically differentiated intervention course offerings. Needs assessments will be based on student performance data collected and reviewed at the end of each semester.

The PCHS Intervention Team (Monica Iannessa, Linda Ello, Dave Suarez, Karen Perkins, Lisa Saxon, Allison Steinman, Melinda Meinen, and Crystal Adams) held approximately 50 SSTs this year. Approximately 85 students were placed in five intervention classes.

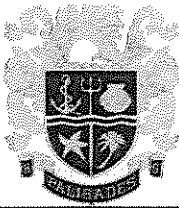
In response to the need for additional focus on student intervention and support, PCHS is developing an Instructional Focus Consortium for 2015-16 which will include the Executive Director/Principal, Assistant Principals, Literacy Coordinator, Literacy Coach, Literacy Teachers, ELL teacher, EL coordinator, Special Education teachers, Academic Achievement Team, and English department co-chair. An initial focus of this group is the development of a lab to assist students in the development of reading, writing, and reasoning skills.

B. PCHS will assess the use and effectiveness of programs currently offered including but not limited to Study Center, Office Hours, and Math Lab.

Students referred to and/or attending these programs will be administered a survey to identify their perceptions of effectiveness, accessibility, motivation to attend, practices that were helpful, and impediments to the process. Survey responses will be reviewed to revise locations, hours, etc.

Two surveys were given to students to gather information about the effectiveness of intervention programs. The surveys revealed the following findings:

- Although 94% of students know about the office hours, a majority of students do not use teacher office hours for help (76%).
- A good majority of students are aware of the Math Lab (84%-94%).
- 17% of students have attended the Math Lab. They identified that they attend when needed as opposed to a consistent visitation (1-3 times a week/semester).
- A solid majority of students are aware of the Study Center (93-100%).
- 6% - 47% attended after school review sessions.



- 44%-74% have used the free support services provided by PCHS (tutoring/office hours/Math Lab/and/or Study Center)
- 13-30% stated that in addition to PCHS services, they also have a math tutor.

Students requested that support services be available more often, during lunch, and later after school. During 2015-16, PCHS will work to offer extended hours for tutoring and labs to better meet the needs of all students.

C. PCHS will reduce class sizes for college prep English classes to reach an average class size of 28 in grades 10-12. Done

D. PCHS will provide emotional support options for students who suffer from anxiety. Recommendations include identifying budget resources to:

- 1) Provide three 4-week educational/therapy groups during the 2014-15 school-year to increase student's ability to manage anxiety through coping strategies to include relaxation techniques, self-talk, and visualization. Emotional support counselor now available four days per week. Additional counselor coming on board in 2015-16. Groups will be more manageable with the additional counseling staff.
- 2) Increase 504 Coordinator position to full time to provide safe area for students with emotional/academic distress to remain at school to complete work. In process for 2015-16. In addition to supporting students and teachers, the 504 Coordinator will provide two study skills classes for students with disabilities.
- 3) Provide additional two days of mental health support for all students. Done. An additional Mental Health Counselor will provide Educationally Related Intensive Counseling for students with disabilities and those with emotional issues during 2015-16.

E. PCHS will implement Temescal Academy After School Academic Support program. To increase student credit recovery, Temescal Academy will provide mandatory after school support to assist students with less than 80% work completion. Done

F. PCHS will improve the use of data to identify effective instructional practices and supports. To assist in identifying a correlation between tutoring and student success, a tracking/monitoring system will be implemented to ensure referred students are 1) accessing tutoring consistently and 2) if not, supports to include follow up parent / student meeting, reinforcement for attending tutoring, escort to tutoring, change in tutors. Tutoring location, frequency, and duration will be compared to student work completion and test scores to identify effectiveness.

Use correlations above to identify instructional practices, (i.e. differentiation strategies and grading policies) through focused/strategic classroom observations by teachers and administrators, to identify effective strategies leading to student success to guide professional development.

Study Center coordinator Melinda Meinen provided data for the study center and coordinated with Intervention Team member David Suarez to pull data and connect students to tutoring services and/or



intervention classes. The intervention team gave a faculty presentation on fail data and tier 1 intervention strategies.

The Academic Achievement Team reinforced this by holding grade system seminars and workshops. AA Team members worked one-on-one with teachers to make their grading systems fair in Infinite Campus. This was groundbreaking in that teachers were able to commit to different grading practices to give students more opportunities to succeed.

Health teacher Susan Ackerman worked with students to conduct a survey to determine the instructional strategies students believe are most effective. Students will present the findings of the survey at an upcoming faculty meeting early in the 2015-16 school year

***Goal 3: PCHS will establish a positive culture and customer service focus throughout the organization from the Board of Trustees, administrative offices, and classrooms to demonstrate respect and encouragement for all stakeholders.***

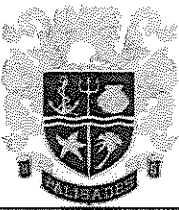
A. PCHS will establish and enforce standard operating procedures pertaining to customer service.

PCHS will provide customer service skills training by group (office staff, other classified, faculty, volunteers, and student aides) and department to be completed by January 2015 with monthly follow up and refresher modules. Mid-term and end of year feedback will be collected from stakeholders regarding progress and satisfaction.

Human Resources facilitated a series of meetings during the winter of 2015, which provided insight into how enhanced customer focus might be implemented in the Attendance and Counseling Offices. Both locations could benefit from training on software programs in order to make better use of the technology that is already available to them, and were interested in taking advantage of whatever would be offered to them in this area. Both teams, while highly efficient and effective in their roles, could also benefit from training that could help them achieve a more customer-focused approach, especially with respect to more effective and comprehensive communication with their respective customers (primarily parents and students). The Main Office has implemented feedback surveys. All offices and departments receive feedback through the annual Columbia Stakeholder Survey. PCHS will continue to focus on expanding customer service training to more of the school community as well as gathering and responding to feedback related to customer service.

B. PCHS will post and convey timely, accurate information relevant to stakeholders (calendars/events, grades, assignments) through available resources including Infinite Campus, Schoology, and Event Management System (EMS) calendars. Administration and technology support will review calendars monthly to make adjustments.

School offices are working together to consolidate school calendars and to advance the services provided through Infinite Campus and Schoology. Schoology analytics reveal that both students and teachers are using Schoology beyond an ID picture and classroom syllabus. The AA team and main office staff assist parents and students with accessing information on Schoology and Infinite Campus. In the coming year PCHS will be working to pilot migration so that PCHS teachers just work in Schoology. A



teacher tech team will be coming on board in 2015-16 to assist teachers with more advanced uses of Schoology.

C. PCHS will evaluate the configuration of offices and restructure where needed to promote customer service as well as provide a workspace that allows for the concentration needed to ensure accuracy and efficiency.

Administration building directory and signage	Office signs installed
Control entrance points to manage traffic flow in offices	Front office reconfigured
Self-serve direction and information kiosk (iPad to EMS calendar)	In progress

**Brief review of steps taken to date in the Main Office to address Goals 3A-3C**

During 2014-15, a number of steps have been (and continue to be) taken to better align the daily activities of the Main Office with the culture-building and customer-service priorities outlined in Goal 3:

- Main Office team is in place and members are committed to addressing Goal 3 priorities both through their individual job functions, and by supporting each other as a team:
  - As Executive Assistant to the Executive Director & Principal, Brad Daley is committed both to supporting the initiatives and administrative needs of the EDP, and to ensuring the inquiries of all stakeholders are handled a customer-focused way, with a focus as needed on dealing with the frustrations of parents who are having difficulty navigating the school bureaucracy as they seek to solve problems for their students. He teams with Kimmie Allen (Office Assistant) to ensure both walk-in and phone-in concerns are addressed effectively, and with Thomas Adjani to ensure written communications to internal and external stakeholders are delivered in a timely and effective manner.
  - In his communications-focused role, Thomas Adjani takes the lead in crafting and disseminating outbound communications to all stakeholders (with support from Brad as needed) using eBlasts and social media posts, and updating the PCHS website. He also teams with Brad and Kimmie as necessary to ensure seamless coverage of the phones and the customer service counter.
  - Kimmie Allen is the first point of contact for inbound phone calls and inquiries at the counter, and has been highly effective in this role due to her great work ethic and vast institutional knowledge from her many years at PCHS.
- Placement of desks and height of cubicle walls has been adjusted to facilitate better customer service focus. Office Assistant desk is up front to make it easier for visitors to identify who they should go to first for assistance.
- With the help of Pali's always-vigilant Security Team, visitors are consistently directed to the Main Office before heading to other parts of the campus. The result is a campus that is more secure, but also helps us serve the customer better since we don't risk them wandering



aimlessly throughout the school and becoming frustrated when they are not easily able to find the location or person they are seeking.

- Plans are in the works to enhance the effectiveness and transparency of our calendaring. The plan is to provide one-click access from PCHS home page to multiple calendar views, which are tailored to the needs of key stakeholder groups, such as faculty/staff, parents/students, and athletics.

D. Prioritize “civil discourse” through outreach to collective bargaining groups and all stakeholder groups.

PCHS struggled with this approach throughout a difficult year of negotiations. Information was provided to staff about appropriate email use and offenders were addressed through the progressive discipline process; however, discord and disrespect deeply impacted all groups at the school (staff, students, and parents). After PCHS management declared an impasse and a neutral mediator was brought in to work with the UTLA and PCHS teams, an agreement was quickly reached. A group of positive minded teachers met at the end of the school year to discuss ways for groups to build bridges and move forward in the coming school year. PCHS is in the process of identifying a professional facilitator to coach school leadership (administration, unions, and board) in identifying how to work together productively and collaboratively. As of July 15, UTLA co-chair Steve Klima and EDP Magee have conferred with three potential facilitators to determine the best fit for PCHS. The teacher group also proposed the development of a Code of Civility to be developed by the faculty at the start of the school year.

***Goal 4: PCHS will increase 21<sup>st</sup> century career awareness and opportunities for students through expanding the Career Center and increasing community involvement to offer career fairs, speakers, job shadowing and internships.***

A. PCHS will explore and establish work/study opportunities for employment, internship, and mentorship with local community businesses, agencies, and receptive organizations. Outreach to local civic groups such as the Chamber of Commerce, Rotary Club, and other organizations is in progress to establish internships, job shadowing and speakers. The PCHS Career Fair will be held in spring 2015.

B. PCHS will partner with receptive local and national corporations open to creating mutually beneficial relationships between the classroom and the community with opportunities to increase social awareness and enhance educational programs.

PCHS Education Foundation is working with the school to provide strategic professional support for the Career Coordinator and to expand career related services. Funding for a profession Career Coordinator/Advisor will be sought through grants and other fundraising efforts. This has been identified as an ongoing goal in the Long Term Strategic Planning process. PCHS Education Foundation worked with the school to initiate a community outreach effort to involve community professionals to provide career mentoring, job shadowing, and internship opportunities for Pali students. The Long Term Strategic Planning – Family & Community group is focusing on this ongoing goal for 2015-16.





Career Related Programs and Initiatives:

Four-year plan for 9<sup>th</sup> graders expanded to include career interest inventory on Naviance. On-going follow up plan being developed with counselors.

Career Center opportunities with coordinator Simon Santana - Expanding program by adding an additional Career Coordinator class period in 2015-16. The program provides

- Armed Services Vocational Aptitude Battery (ASVAB)
- Career Locker interest assessment
- Work Experience (40-60 students per semester in 2014-15)

Career Fair – April 21

Internships/Job Shadowing – Summer 2015

Temescal Senior Projects – PCHS senior teachers developing a similar project

Transitional Program Seminars

Continued college and career preparatory classes offered through local community colleges  
Americorps, HighTech High, and CA College and Career Partnership grant applications  
Schools That Can conference participation focusing on “education to employment” opportunities for students

Innovation Lab including STEAMshop and Auto Shop

Partnership with the Society for Hispanic Engineers

***Goal 5: PCHS will refine school data analysis including metrics and measurements to increase academic achievement.***

- A. PCHS will identify measurements to be revisited and analyzed according to established timeline. Consistent timelines with systemic F notices and systemic attendance notification letters were implemented this year. Student Success Team (SST) timelines and Language Acquisition Team (LAT) timelines were kept. Currently, we are investigating better assessments in literacy (both baseline and benchmark). Data analysis to assess math placement test is in progress. An intervention matrix is being developed including student’s reading lexile, math caasp\*, English caasp\*, PSAT score, CELDT, attendance %, and GPA (# of Fs) so that these become levers we pull to refine how to respond with intervention. This could determine whether a student is placed into a literacy class or a study skills class, or whether a student needs daily tutoring or an attendance contract. This type of data collection will increase the accuracy in responding to our student’s needs.

\*California Assessment of Student Performance and Progress

- B. PCHS will develop and administer 9<sup>th</sup> and 10<sup>th</sup> grade internal assessments aligned with the common core standards (Smarter Balanced assessments).

PCHS is planning to use the CDE interim assessments for 9<sup>th</sup> and 10<sup>th</sup> grade in 2015-16 school year.



C. PCHS will provide training for all PLCs on the use of a data protocol to analyze common assessment data and use the data to inform instruction. Every PLC will have gone through this training by spring 2015.

Although the PLC Coordinator gave trainings in data analysis, PCHS will need a tool to assess common assessments. The AA team made this a goal for next year.

D. PCHS will provide training for all PLCs on the use of Mastery Manager to convert common assessments using system upgrades by the end of spring 2015.

All PLC leaders were trained in Mastery Manager.

E. PCHS administrators will develop a process to determine how well the PLC assessments align with the common core standards to provide feedback each semester.

This year all PCHS academic administrators reviewed PLC notebooks as a team. Each administrator now has a Mastery Manager account. This year, administrators will look at common assessment results together to measure PLC effectiveness.

F. PCHS PLCs will share progress via written reports to be completed by April/May 2015.

Information submitted at the end of the year with PLC notebooks.

G. The Academic Accountability Committee will review PLC data/reports and present to Board.

The committee was formed in the spring of 2015. Currently, full membership has not been established. The committee preliminary work has been focused on bylaws and membership composition.

*MISSION: PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.*