

REVISED WASC ACTION PLAN FOR EQUITY

PALISADES CHARTER HIGH SCHOOL

After perusal of the WASC Self-Study Visiting Team Report, the Palisades Charter High School Administrative team has amended elements of the plan to address key issues and critical areas identified by the visiting team.

The key issues identified by the WASC visiting team were:

1. Utilization of time to effectively engage students in their learning during the instructional day in order to ensure equitable access to rigorous curriculum and academic interventions/supports for all students
2. Design of a cohesive reporting document that tells the story of PCHS and can be used as a single report to address elements in the LCAP, LTSP, WASC, and LAUSD Charter Office Reports
3. Consolidation of technology platforms and tools
4. Consolidation of an internal Data Management System to be used for lesson planning, program evaluation, resource allocation, tracking academic achievement across subgroups by ethnicity, geography, and special learning needs
5. Expansion of quality curriculum through cultural relevance and real world applications
6. More integration of Common Core mathematical practices and concepts into math courses
7. More integration of student speaking, listening, critical reading, and writing
8. As funding allows, expansion of the Career Technical Education programs and expansion of the Career Center
9. Continued development of Professional Learning Communities, including:
 - a) Lesson study and design
 - b) State standard alignment in curriculum and assessments
 - c) Data Analysis of formative and summative assessments to inform instructional plans
10. Increase communication and understanding of Schoolwide Learner Outcomes to and by stakeholders
11. Professional Development continuation to include:

a) technology

b) data analysis

c) bell-to-bell lesson design which would include strategies for engaging students actively in classrooms for the duration of the scheduled block period

12. Improve effective engagement of PCHS parents, particularly those of African American and non-English speaking parents.

The WASC visiting team report identified three critical areas for follow-up that need to be addressed:

1. Alignment of initiatives to work efficiently as possible
2. Development of a single data profile accessible to all stakeholders
3. Instruction that maximizes instructional time and student engagement

The twelve key issues have been embedded in the action plan tasks. To address critical areas, the PCHS Long-term Strategic Planning Committee and the Administrative team have revised the WASC action plan. Both original tasks and additional tasks impacting critical areas 1-3 are indicated by blue font.

GOAL 1: Continuously narrow the educational opportunity gap between white, Asian American students and African American and Latino students through increasing capacity by:

- Expanding both quantity and quality of academic learning time in classrooms;
- Expanding differentiated instruction to meet the wide variety of student learning needs;
- Improving lesson designs to include more frequent Checks for Understanding and increased student to student academic discourse;
- Increasing lesson components of critical reading, listening, problem-solving, and mathematical strategies across the curriculum in order to support higher-order critical and creative thinking;
- Increasing lesson components with integrated state standards for mathematical practice across the curriculum;
- Providing curriculum that includes more real-world application and connection to students' lives;

- Increasing interdisciplinary learning and multimodal demonstration of learning through technology or other means, in order to reinforce core competencies, increase student engagement, and develop higher-order critical, creative, and collaborative thinking;
- Expanding and refining the Pali Online Program (POP) to increase the percentage of students meeting UC/CSU a-g requirements;
- [Furthering PLC development of curriculum, instruction, and assessment;](#) and
- [Investigating alternative bell schedules that will increase intervention opportunities during the block schedule as well as advisories for socio-emotional learning and college- and career-readiness;](#)
- Increase use of Socio-emotional Learning strategies in classrooms

RATIONALE:

PCHS continually strives for improvement, especially when it comes to providing academic support for at-risk students. For the past three years, the challenges to meet their needs were hampered by the transition to common core standards in both curriculum and assessments. Students, parents, staff and administrators have worked tirelessly on making this transition successful. PCHS continues to provide support to Latino and African-American population in the areas of College and Career Readiness. School goals must continue to address the need for math support for all students. From the self-study of academic data, there are significant achievement gaps and downward trends predominantly in math for African American Students/Lower Socioeconomic Status, IFEP students, and higher socioeconomic white students. A majority of African American and Latino students are also commuting from over 100 zip codes to attend school. Because of the overarching goal of school equity and access for PCHS diverse students, PCHS administrators and school program leaders have been studying research that can help formulate a successful school achievement plan.

The research below establishes the rationale as to why PCHS should establish goals connected to supporting all students in academic content and the development of academic skills, focusing on strengthening math skills, using relevance and rigor, and relationship. Some of the predominant research the administration is and will be using are:

Research: Aiming Higher Together, Strategizing Better Educational Outcomes for Boys and Young Men of Color by Ronald F. Ferguson Malcolm Wiener Center for Social Policy at The Harvard Kennedy School, (May 2016.)

In his article, "Aiming Higher" Ronald Fergusons states, "There is plenty of evidence that narrowing gaps between boys and young men of color and white males of skills measured by standardized tests would help equalize other life outcomes (Fryer 2011). However, it seems important to first acknowledge that standardized test scores are controversial. People of color have historically been excluded from opportunities or labeled as genetically inferior based on standardized test scores (Kevles 2004)." Additionally, the article cites, "The Bill & Melinda Gates Foundation Project on Measures of Effective Teaching found that an orderly, on-task classroom is among the strongest predictors of annual learning gains. Differential access to orderly classrooms is among the greatest disparities in educational opportunity." Due to the experience of PCHS teachers, students have access to organized and orderly classrooms. However, teachers in classrooms need to continually refine lessons so that they interesting, clear, and appropriately challenging for the students in their classrooms.

Research: Learning Time in Pursuit of Educational Equity, edited by Marisa Saunders, Jorge Ruiz De Velasco, Jeannie Oakes

In the book, **Time for Social Change**, researchers concluded that educational equity can be achieved in school through expanded quality learning time. Academic Learning Time (ALT) is defined as the amount of time during which students are actively, successfully, and productively engaged in learning. Research has shown that ALT is a strong determinant of academic achievement. Educational Equity can be increased by teachers devoting class time to guided, critical, and interactive approaches to learning about their students' own neighborhoods and/or racial or ethnic communities. The research promotes lessons that provide time for students to tackle complex problems that they care about with one another, with more experienced peers, and with supportive adults. The article recommends that teachers build in opportunities for students to apply academic skills to real-world problems into their course units.

Research: Mathematical Mindsets, Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching by Jo Boaler.

Dr. Jo Boaler is a Professor of Mathematics Education at Stanford University, and the co-founder of youcubed. She recently formed www.youcubed.org to give teachers, parents and student the resources and ideas they need to inspire and excite students about mathematics. Jo Boaler writes, "As teachers, we need to free our young people from the crippling idea that they must not fail, that they cannot mess up, that only some students can be good at math, and that success should be easy and not involve effort. We need

to introduce students to creative, beautiful mathematics that allows them to ask questions that have not been asked, and to think of ideas that go beyond traditional and imaginary boundaries.”

Research: Unfinished Business, Closing the Racial Achievement Gap in Our Schools by Pedro A. Noguera and Jean Yonemura. (2006)

In the book, **Unfinished Business**, researchers explain, “The racial achievement gap, as measured by course-taking trajectories and grades, does not level off after the ninth grade but grows wider over time.” This research reinforces the reasoning that if a minority student isn’t successful in passing their classes specifically, math, in the 9th grade; they automatically become part of a cycle of students who fall further behind. “Racial segregation in classes began in math and spread year-by-year to nearly every academic subject area.” Also, researchers explain that according to school discipline policies nationwide, they “disproportionately punish the neediest students by denying them the opportunity to learn, and it does so even though there is no evidence that it succeeds at either changing student behavior or improving the climate for learning.” The achievement gap and the discipline gap are similar to one another regarding how white, Asian and Black, Latino students may be over or under represented.

CRITICAL NEED: Equity and Access in Education

SUPPORTING DATA:

PCHS longitudinal CAASPP data (2015-17) demonstrates that prominent opportunity gaps exist for African American, particularly lower socio-economic African American students in Math and English. Additionally, PCHS families with parents who do not have high school diplomas are struggling in both Math and English. Surprisingly, gaps exist for higher socio-economic white students and IFEP students in Math (problem-solving, modeling and data analysis, communicating and reasoning). Comparing PCHS data to similar schools (Santa Monica High School, Culver City High School), these gaps are not uncommon gaps for high-achieving schools; however, the higher socioeconomic white students lack of achievement is unique to PCHS.

1. School-wide math grade data indicates an increase of 4.91% of students earning a C or better from the 2016-17 school year to the fall semester of 2017-18.

2. A-G Course Completion Data disaggregated (Disability Status, Economic Status, English Language Fluency, Ethnicity, and Ethnicity for Economically Disadvantaged, Gender, and Parent Education)

3. Fail Data by grade level and disaggregated data (Disability Status, Economic Status, English Language Fluency, Ethnicity, and Ethnicity for Economically Disadvantaged, Gender, and Parent Education)

4. Disaggregated PCHS 2015-17 11th grade CAASPP data

GROWTH TARGETS:

1. Increase 5% of African American students who meet or exceed standards in Math. 2018-2020
2. Increase by 3% of PCHS students passing math courses with a C or better. 2018-2019
3. Increase 10% of students who have parents w/o high school diplomas meet or exceed standards in English Language Arts. 2018-2020
4. Increase 10% of students passing PLC Common Assessments/Performance Tasks in Algebra I. 2018-2020

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

IMPACT ON STUDENT LEARNING OF ACADEMIC STANDARDS:

There will be a direct impact to the rate of progress on student learning of the academic standards & SLOs. These actions will impact a higher percentage of passing courses successfully, especially in math and will raise the percentage of students meeting A-G requirements.

Monitor Progress Tools

Report Progress

<ul style="list-style-type: none"> • Infinite Campus • Mastery Manager • Interim Block Assessments • Internal PLC Assessments • Online data warehouse 	<p>Long-term Strategic Plan Meetings Academic Accountability Committee Administrative Meetings Curriculum Council Meetings PLC Leader Meetings</p>
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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Increase Quality Learning Time in all lessons to increase active learning engagement in all classes.	ED/P and Administration AA Team Department Chairs PLC Leaders	Professional Development and Observation Analysis on lesson design which would include: critical thinking, student engagement, checking for understanding, student discourse, bell-to-bell planning	Pass Rates Assessment Data Student Surveys Observation Data	Fall 2018 and ongoing	PLC Leaders

<p>Formation of a Math Success Task Force, consisting of different school stakeholders and math department members to develop a plan to increase math achievement</p>	<p>ED/P and Administration</p>	<p>Jo Boaler research and training on Mathematical Mindsets</p> <p>Longitudinal Math Data- Placement Test Data, grade data, PLC common assessment data, IAB data, CAASPP scores, SAT scores, ACT scores</p>	<p>Math Interim Block Assessment Data</p> <p>Math Common Assessment Data</p> <p>Math Pass Rates</p> <p>Course Placement for students who need to repeat math</p> <p>Math Classroom Climate Student Surveys</p>	<p>Spring 2018</p> <p>Summer 2018</p> <p>Implementation Fall 2018 and ongoing</p>	<p>PLC Leaders</p> <p>Math Department Chairs</p> <p>Math Administrator</p> <p>Curriculum and Instruction Administrator</p> <p>Curriculum Council</p> <p>LTSP</p>
<p>Explore math curricula and math lessons</p>	<p>Administrative Team</p> <p>Math Success Task Force</p> <p>Curriculum Director</p>	<p>Jean Yonemura</p> <p>Pedro A. Noguera</p> <p>Joaquin Noguera</p> <p>Jo Boaler</p>	<p>Longitudinal Math Data- Placement Test Data, grade data, PLC common assessment data, IAB data, CAASPP scores, SAT</p>	<p>Spring 2018</p> <p>Summer 2018</p> <p>Incremental Implementation Fall 2019-2021</p>	<p>Math Department Chairs</p> <p>Math Administrator</p> <p>Math Task Force</p>

	<p>Entrepreneurs hip SLC members</p> <p>Department Chairs</p> <p>Math Department</p> <p>TVN and FuN</p> <p>LTSP</p>		<p>scores, ACT scores</p>		<p>Curriculum Council</p> <p>LTSP</p> <p>Administration</p>
<p>Include state mathematical practice lesson components across the curriculum</p>	<p>PLC members</p> <p>Math Administrator</p> <p>Department chairs</p> <p>AA Team</p>	<p>Jo Boaler research and training on Mathematical Mindsets</p>	<p>Formative Assessments</p> <p>Math Interim Block Assessment Data</p> <p>Math Common Assessment Data</p> <p>Math Pass Rates</p>	<p>Fall 2018</p> <p>Fall 2018</p> <p>Implementation Fall 2018- ongoing</p>	<p>PLC members</p> <p>Math Department Chairs</p> <p>Math Administrator</p> <p>Curriculum and Instruction Administrator</p> <p>Curriculum Council</p>

<p>Increase Checking for Understanding strategies within daily lessons</p> <p>Structured skill-based formative assessments and common formatives across the curriculum</p>	<p>PLC's</p> <p>Department Administrators</p> <p>PLC Coordinator</p> <p>Testing Coordinator</p>	<p>AlbertIO</p> <p>Schoology Quizzes</p> <p>CAASPP</p> <p>PLC Common Formative</p> <p>Checking for Understanding Strategies</p>	<p>English and Math Interim Block Assessment data</p> <p>All Department Common Assessment Data</p> <p>All course Pass Rates</p>	<p>Spring 2018</p> <p>Summer 2018</p> <p>Implementation Fall 2018-ongoing</p>	<p>All PLC members</p> <p>All Department Chairs</p> <p>All Administrators</p> <p>Curriculum and Instruction Administrator</p> <p>Curriculum Council</p>
<p>Increase student academic discourse across curriculum to increase communicating and reasoning skills</p>	<p>PLC's</p> <p>Pod Courses</p> <p>Department Chairs</p> <p>Curriculum and Instruction Administrator</p>	 <p>AA Team</p> <p>Director of Academic Achievement</p>	<p>AlbertIO</p> <p>Schoology Quizzes</p> <p>CAASPP data-Listening and Speaking</p> <p>PLC Notebooks</p> <p>Assignment Grades</p> <p>Student exit tickets</p>	<p>Spring 2018</p> <p>Summer 2018</p> <p>Implementation Fall 2018-ongoing</p>	<p>All PLC members</p> <p>All Department Chairs</p> <p>All Administrators</p> <p>Curriculum and Instruction Administrator</p> <p>Curriculum Council</p>

<p>Examining student needs for academic and personal support and developing bell schedule alternatives to meet those needs.</p>	<p>Administration Curriculum Council LTSP Committees Stakeholders participating in Design Days (TBA) Academic Accountability Committee Board of Trustees UTLA</p>	<p>PCHS student achievement and demographic data. Research/data on impact of comprehensive programs for student academic and personal support.</p>	<p>Disaggregated external and internal assessment scores Fail and D rates Attendance data PCHS demographic data</p>	<p>2018-2021</p>	<p>Administration Board UTLA</p>
<p>Increase socio-emotional learning strategies (Hello!, Council, Mindfulness, Mediation, Character development, Resilience Strategies)</p>	<p>AA Team Campus Unification Director Special Education Department Chair</p>	<p>Counseling Department Mental Health Providers Greater Good Science Center Potential Project</p>	<p>Administrative classroom observations Lesson Plans Student Surveys Discipline Data</p>	<p>2018-19 ongoing</p>	<p>Campus Unification Director Director of Academic Achievement</p>

These strategies will be embedded in resource class routines and shared out to other departments	Curriculum Council LTSP				
Continue revising the PCHS Grading Policy and PCHS Grading Practices	Administration Curriculum Council LTSP Academic Accountability Board of Trustees	Continued research of Guskey and Marzano and other related researchers	Grade Data Course Syllabus Departmental Policy Infinite Campus Audits	2018-19 to 2020-2021	Administration Board of Trustees
Support for students who come from households/parents w/o his diplomas and IFEPs	Administration Counseling Office EL Department Curriculum Council LTSP Academic Accountability	Case Management Identification and Tracking	Grade Data Attendance Rates Counseling Appts.	2018-2020	Counseling department Administration

GOAL 2: Continuously diversify and personalize PCHS staff Professional Development to include training in the following areas:

- UCLA Center for the Transformation of Schools/School Improvement Network;
- Lesson Design
- Adaptive Schools training;
- Academic Achievement team training;
- PLC Professional Development time;
- School Equity Professional Development;
- School culture and climate time;
- Diversity training;
- Differentiation training;
- Technology training;
- Socioemotional training;
- project-based learning;
- portfolio assessment training;
- effective grading systems;
- developments in math curriculum and instruction to engage and retain more students;
- critical reading and writing; and
- academic conversations.

RATIONALE:

In order to meet the learning needs of PCHS students and develop strategies to increase academic learning time and achievement, PCHS will continue to develop its staff in the following areas:

- a. UCLA Center for the Transformation/School Improvement Network: school equity study
- b. **Academic Achievement Team Training: the on-the-job training team for PCHS faculty needs to keep abreast of all the new assessment and instructional strategies that are both current and cutting edge.**

- c. Adaptive Schools Training: This coaching gives productive and effective strategies provide a way for school teams to communicate, collaborate, and plan to achieve PLC and school-wide goals
- d. PLC Professional Development Time: According to PCHS faculty feedback, PLC school day collaboration time has proven very successful. The AA team will be expanding training during this time, with a focus on lesson building
- e. School Culture and Climate Development: continued planning from the Campus Unification Director
- f. Diversity Training: Staff survey data has indicated that more training is still needed in this area
- g. Intervention Training: Teachers need a refresh on emotional first aid training and how to access school supports for students
- h. Differentiation Training: The number of teachers who are incorporating differentiation in instruction and assessments is increasing, therefore more of Carol Tomlinson's research and training will be accessible
- i. Technology Training: Instructional Software, Student Data Systems, and communication software
- j. Socio-emotional Training and Mindfulness Training
- k. Portfolio Assessment Training: The idea of a school-wide 4-year student digital portfolio has been discussed in Curriculum Council as a way to prepare students for college and career and meet the technical credit requirement for the school.
- l. Effective Grading Systems: Marzano and Guskey and other research can be disseminated and reflected on. The Academic Achievement Team will play a role in dispersing this research within the PLC structure and Infinite Campus gradebook trainings
- m. Developments in Math Curriculum and Instruction to engage students of color in math application
- n. Critical Reading and Writing Across the Curriculum: Students benefiting from: lower Socioeconomic, RFEPs and IFEPs
- o. Increase use of Checking for Understanding strategies within daily lesson plans
- p. Formative Assessment and Analysis Training: models for developing and analyzing common formative assessments will further the development of PLC re-teaching and reassessing strategies. Additionally, it will create a systemic response to student data in the form of lesson plans, built in interventions, and redesigned assessments.
- q. Academic Conversations: This professional development training will be continued in a workshop format to increase listening and speaking skills of students; a demonstrated need from CAASPP assessment data. Academic conversation increase student engagement and heighten a positive school climate.

CRITICAL NEED:

Closing the achievement gap by raising CAASPP scores in 11th grade in math by 3% of students meeting or exceeding standards in math

- Increasing academic equity in classrooms
- Increasing Learning Time in block period classrooms

SUPPORTING DATA:

- Student Surveys, Focus Groups and Presentations
- Student Bill of Rights concern sheets
- Teacher Surveys
- Teacher developed professional smart goals
- Professional Development Calendar
- Professional Development Surveys
- Faculty Evaluation Reflections

GROWTH TARGETS:

- 100% faculty turn-in rate for Individualized Professional Development Plans, annually
- 80% faculty turn-in rate for midterm and final goal reflection sheets, 2018-19 to 95% 2019-20
- 100% PLCs receive in house PD time
- 3% increase in students meeting or exceeding standards in math
- Decrease students having to repeat courses by 10%

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

IMPACT ON STUDENT LEARNING OF ACADEMIC STANDARDS:

Research shows that quality, job embedded professional development will have a direct correlation to student achievement and positive classroom climates.



Monitor Progress Tools

Report Progress

<ul style="list-style-type: none"> • PD sign in Sheets • PD calendar • Faculty SMART goal sheets and Professional Development plans • Student Feedback Surveys • Student Focus Group Feedback 	<p>Director of Instruction Reports to Curriculum Council and Department Chairs Administration Meetings Academic Achievement Meetings Executive Director/ Principal Reports to Board</p>
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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Funding for AA team training: Lesson Design Educational Equity Positive Behavioral Intervention in the Classroom Differentiated Instruction Technology Data Driven Schools/Data Analysis	Administrative Team AA Team	See Professional Development Chart	100% faculty turn-in rate for Individualized Professional Development Plans 80% faculty turn-in rate for midterm and final goal reflection sheets 100% PLCs receive in house PD time 3% increase in students meeting or exceeding standards in math 5% increase in students meeting or exceeding English	Annually	Director of Academic Achievement Executive Director/ Principal

<p>Critical Reading</p> <p>Response to Intervention</p> <p>Math Mindsets</p> <p>Building math connections for AA and Latino students</p> <p>Social Emotional Learning</p>					
<p>Funding for:</p> <p>Summer Mini Grants</p> <p>Technology training</p> <p>PLC Work</p>	<p>Administrative Team</p> <p>AA Team</p> <p>Budget/Finance Committee</p>	<p>Educator Effectiveness Grant</p>	<p>Faculty Outcome</p> <p>Faculty Survey</p>	<p>Annually</p>	<p>Director of Academic Achievement</p>
<p>PD Day Schedule to include 3 days before 2018-19 school year for</p>	<p>Administrative Team</p>	<p>UTLA contract</p> <p>School Calendar</p>	<p>Faculty Attendance</p> <p>Faculty Survey</p>	<p>Annually</p>	<p>Director of Academic Achievement</p>

Department Retreats	AA Team				
Equity Training	UTLA				
Culture and Climate and Room Prep					
Funding and Schedule of PLC training during the school year	Administrative Team AA Team	Educator Effectiveness Grant	PLC Notebooks PLC Leader Survey	Annually	Director of Academic Achievement PLC Coordinator
Schedule of technology training during the school year	Administrative Team AA Team Technology Team	Calendar Meeting	Faculty Survey	Annually	Director of Academic Achievement Education Technology Coordinator
AA Team retreat to collect data on attendance, surveys, and reflect on program strengths and needed supports	Administrative Team AA Team	Retreat time Professional rate payment	AA Team Report AA Team 2019-20 PD Plan	Bi-annually	AA Team

AA Team reflection and report included in annual Board retreat	Administrative Team AA Team	AA team inclusion	AA Team Report AA Team 2019-20 PD Plan	Annually	AA Team
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GOAL 3: Develop a system of centralized, expedient, external and internal data collection, analysis, and communication

in order to:

- a) continuously improve student achievement in all subgroups;**
- b) inform instruction and differentiation;**
- c) determine appropriate and effective student placement, support, and enrichment;**
- d) determine the differentiated needs of subgroups so appropriate student support and enrichment opportunities can be embedded in the master schedule; and**
- e) identify trends in student achievement that allow the school to allocate resources in order to maximize student achievement.**

RATIONALE:

As a charter school we have acquired many data collection tools since leaving LAUSD at both a schoolwide and classroom level. Many of these tools run reports separate from each other and access to this data may not be accessible from one place by those who need it. Additionally, the school data collection tools would work more effectively if they were integrated and automatically updated regularly.

CRITICAL NEED:

Interoperability of systems that allow data to be managed under one hosted data warehouse with customizable dashboards to help school and district leaders make data-driven decisions.

SUPPORTING DATA:

PCHS had a Charter Office Review in the spring in which the need for accessing and disaggregating internal school data was highlighted. Furthermore, PCHS administrators determined that school staff could work more effectively if access to a centralized system was utilized.

GROWTH TARGETS:

- Integrate a single online data warehouse, such as Schoolzilla or Power BI, that will allow us to provide our stakeholder community with relevant schoolwide data
- Prioritize the types and sources of data that will provide analytical insight in order to achieve school goals.
- Take a self-inventory of how we are collecting data and from which tools

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

IMPACT ON STUDENT LEARNING OF ACADEMIC STANDARDS:

Timely and appropriate responses to reliable and centralized student data will increase academic achievement.

Monitor Progress Tools

Report Progress

<ul style="list-style-type: none"> Office 356 Project Management Tool 	<ul style="list-style-type: none"> Technology Task Force Technology LTSP Committee
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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Determine the department specific benchmark data that would reflect student progress and achievement of standards and achievement metrics	Department Chairs PLCs AA Team Administration	As needed	Centralized listing of departmental key benchmark assessments	Fall 2018	Curriculum Council Administration
Identify the data collection software or tools used to store each departments' assessment results and identify the most useful integrated systems. Research comparable tools that work best for PCHS.	Department Chairs PLCs Data Management System Coordinators Educational Technology Coordinator	As needed	Collection is audited as complete	Fall 2018	Curriculum Council Administration

	Administration				
<p>Online data warehouse</p> <p>Integration of SAT scores, CTE courses, Dual Enrollment Data, PLC Common Assessments, Interim Block Assessment Data, AP Test Scores</p>	<p>AA Team</p> <p>Technology Task Force</p> <p>NBC Teachers</p> <p>PLC Leaders</p> <p>Administration</p>	As needed.	Online data warehouse testing	2018-19	Technology Task Force
<p>Increase Schoology use as a Learning Management System and ensure nightly migration to Infinite Campus for storage</p>	<p>PLC Leaders</p> <p>PLC Members</p> <p>Administration</p>	As needed.	Schoology Analytics	<p>School year</p> <p>2019-2020</p>	<p>Technology Task Force</p> <p>AA Team</p> <p>Administration</p>
<p>Mastery Manager or Mastery Connect interconnectivity with Schoology, Infinite Campus and online data warehouse</p>	<p>Technology Coordinator</p> <p>Technology Task Force</p> <p>Administration</p>	As needed.	<p>Software Analytics</p> <p>Data Integrity testing</p>	<p>School year</p> <p>2019-2020</p>	<p>Technology Task Force</p> <p>AA Team</p> <p>Administration</p>
<p>Training for all staff in proper data use and integrity of system (FERPA and HIPPA)</p>	<p>AA Team</p> <p>Administration</p>	As needed.	Certification of Staff	2018-2019	<p>Technology Task Force</p> <p>AA Team</p>

					Human Resources and Administration
Pilot roll out of dashboards	Educational Technology Coordinator Technology Task Force Administration	As needed.	Certification of Staff	2018-2019 2020-2021	Technology Task Force AA Team Administration
Fully integration of Data System	SIS Coordinators Technology Task Force Educational Technology Coordinator Administration	As needed.	Data System Testing	2021-2022	Educational Technology Coordinator Technology Team/Task Force Information Technology Director LTSP Technology Committee

<p>Create a calendar of scheduled reports for all stakeholders</p>	<p>SIS Coordinators Technology Task Force Educational Technology Coordinator Data Coordinator Administration AA team Curriculum Council LTSP</p>	<p>As needed.</p>	<p>Approval of Calendar</p>	<p>2021-2022</p>	<p>Educational Technology Coordinator Technology Team/Task Force Information Technology Director</p>
<p>Schedule data reflection and design or response to the data within the school committees calendars</p>	<p>Technology Task Force Educational Technology Coordinator Data Coordinator Administration AA team Curriculum Council LTSP</p>	<p>As needed.</p>	<p>Digital Library</p>	<p>2021-2022</p>	<p>Educational Technology Coordinator Technology Team/Task Force Information Technology Director</p>



GOAL 4: Develop and implement a revised school-wide Technology Plan that provides equitable access to educational technology resources in order to increase student achievement.

RATIONALE: CRITICAL NEED:

The last adopted technology plan for PCHS was for 2011-2014 (click [HERE](#) for link to 2011-14 PCHS tech plan). As we move to provide all students access to our network and other educational technologies, it is vital that we have a vision and plan to base all technology decisions. Even though PCHS has continued to increase its investment in technology, the school must develop a clear plan regarding the specific purposes of technology and how to accomplish stated purposes.

SUPPORTING DATA:

- PCHS Technology Plan 2011-2014
- Budget Committee meetings
- LCAP Survey Data
- LTSP Meeting
- Faculty Technology Survey

GROWTH TARGETS:

1. Budget “Access First” blended BYOD/Loaner program for remaining grades 11-12th by end of 2020-21 school year
2. Submit an new 3 year PCHS Tech Plan to LACOE by the end of 2018-19

SLO’s ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

Monitor Progress Tools

Report Progress

- Long-term Strategic Plan Technology Committee
- Stakeholder surveys
- Google Docs: PCHS Tech Plan Document

Monthly Technology Report to Executive Director/ Principal
Monthly Technology Task Force Meetings
LACOE online technology plan builder

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Meet with PLCs and individual tutors to incorporate edtech into curriculum through SMART Goals	PLC Leaders PLC Coordinator Educational Technology Coordinator Ed Tech Coaches Teachers	Tech Coaching, AA Room, PLC pull out days	Walk-throughs, Teacher and Student Surveys, PLC Binders with student work	2018-2021	Administration Educational Technology Coordinator AA Team
Have each PLC attach either ISTE or CCSS tech standards to current curriculum and projects	PLC Leaders Teachers Educational Technology Coordinator	ISTE and CCSS standards, Tech Conferences, Tech Coaching, AA Room	Linked curriculum maps with CCSS tech standards per course	End of 2019	Administration Educational Technology Coordinator AA Team
Inventory all PCHS owned technology meant for student use and designate which will remain in carts and which will be reallocated for continued rollout of the "Access First" blended BYOD/Loaner program to the 11th and 12th grades	Tech Director and team Educational Technology Coordinator Department Chairs Administration	Asset management reports	Balanced budget that provides 9th - 12th grade student access to devices	End of 2017-18 school year	Educational Technology Coordinator Technology Team

					Information Technology Director LTSP Technology Committee Administration
Designate a Tech Task Force that will meet throughout the year, research best practices, and survey all necessary stakeholders in order to gather the input needed to develop the tech plan.	Educational Technology Coordinator Administration Data Coordinator	Google Form Survey, Google Docs, EdTech Conferences	Task Force formed with one member representing each department	Fall of 2018	Educational Technology Coordinator Technology Team Information Technology Director LTSP Technology Committee
Attend key edtech conferences and report latest edtech trends	Tech Task Force	Google Docs, ISTE/CUE Conferences	Notes from Conference sessions, one	Spring of 2019	Educational Technology Coordinator

<p>to stakeholders through department/PLC meetings</p>	<p>Educational Technology Coordinator</p> <p>Departmental & PLC Tech Leaders</p> <p>Administration</p>	<p>Faculty Presentations</p>	<p>presentation per department</p>		<p>Technology Team</p> <p>Information Technology Director</p> <p>LTSP Technology Committee</p> <p>Administration</p>
<p>Using the CA K-12 Technology Plan Template, Criteria and Guiding Questions create a rough outline of the PCHS Tech plan for 2019-22</p>	<p>Educational Technology Coordinator</p> <p>Information Technology Director</p> <p>Technology Task Force</p> <p>Administration</p>	<p>CA Office of Ed K-12 Technology Plan Template, Criteria and Guiding Questions Document version 1.10</p>	<p>Completed Google Doc</p>	<p>Spring of 2019</p>	<p>Educational Technology Coordinator</p> <p>Technology Team</p> <p>Information Technology Director</p> <p>LTSP Technology Committee</p>

					Administration
Create the PCHS Tech Plan document using the LACOE online Technology Plan builder tool	Information Technology Director Educational Technology Coordinator Administration	LACOE online Technology Plan Builder , Completed K-12 Technology Plan Template	Completed 3 year Technology Plan submitted to LACOE	End of 2018-19 school year	Educational Technology Coordinator Technology Team Information Technology Director LTSP Technology Committee Administration



GOAL 5: Transportation

Pursue available funding to subsidize transportation for PCHS families who can least afford it, and provide alternative transportation options in order to sustain PCHS' diversity.

RATIONALE:

PCHS prides itself on educating a racially, ethnically, geographically, academically, culturally, and socio-economically diverse mix of students, which enriches the education of all students at PCHS. Palisades Charter High School (PCHS) has promoted diversity since the inception of its' Charter in 2003-2004 by using state-funded transportation to provide the opportunity for students in underserved neighborhoods to attend PCHS. During the downturn in the California Economy starting in 2008-2009, PCHS stopped receiving state-funded transportation. As a result, in order to continue supporting the 100+ zip codes attending PCHS, PCHS used state funding and parent funding to support home-to-school transportation. PCHS recognizes the economic challenges that this presents for some of our most financially needy families. To this end, we have created a Scholarship program which provides either free or subsidized transportation.

CRITICAL NEED: Sustainability of a diversified student body to educate.

SUPPORTING DATA:

In the 2017-2018 School Year, PCHS utilizes 16 Regular Education, 2 Special Education and multiple Athletic, Club and field trip buses. On a daily basis, a total of 817 students are registered and riding these buses. Of this total, 379 students (over 46%) receive some form of subsidy (206 students receive full scholarships, 104 receive scholarships amounting to 67% of the monthly cost, 51 receive scholarships amounting to 60% of the monthly cost and 22 receive scholarships amounting to 46% of the monthly cost). In 2016-2017 PCHS granted a total of 324 transportation scholarships. The associated cost of this transportation benefit has risen as the cost of transportation has increased due to fuel & labor costs. In one year, our transportation costs have increased 28%. These PCHS additional expenses amount to approximately \$600,000 for 2017-2018. In addition to this funding need, supporting Special Education transportation has also been impacted by the cost per Special Education bus increases. In 2016-2017, our one Special Education bus cost an average of \$10,000 per month. In the first semester of 2017-2018, our two Special Education buses (being reduced to one bus in the second semester) cost an average of \$30,000 per month. The current projection is for an additional \$150,000 transportation costs related to Special Education Transportation. In summary, a total of \$750,000 in Transportation costs are being funded by Palisades Charter High School.

GROWTH TARGETS:

Increase number of students utilizing car-pool and diversify public transportation options by 5%. Double the amount of fundraising specifically targeted or allocated to transportation.

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.



Monitor Progress Tools

Report Progress

<ul style="list-style-type: none"> • Transportation Contract • PCHS school-wide Budgets • Ridership Rolls Committee • Parent Feedback • LTSP 	<ul style="list-style-type: none"> • Administrative Team • Director of Operations • Budget and Finance • Development Director • Transportation Office
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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Community Awareness & Donations: General population Local Businesses Mission Aligned Organizations	Director of Development	Community donations Advertising and Publishing Resources	Development Office Financial Reports	Ongoing	Board of Trustees Budget & Finance Committee Development Office
Further Development of Ridesharing Options: PTSA or other carpooling programs	Director of Operations	PTSA Booster Club	Ridership Rolls Carpool Analytics	On-going	Transportation Office Board of Trustees Budget & Finance Committee

		Carpool Apps			
Increase Public Transportation Utilization: Grades 8 thru 12 inclusive (TAP cards)	Director of Operations		Parent Surveys Student Surveys Collection of ridership numbers	2017-2018 2nd Semester	Transportation Office Director of Operations Board of Trustees Budget & Finance Committee
Direct bus line services (primarily Metro)	Director of Operations	MTA Santa Monica Blue Bus		2017-18 2nd Semester	Board of Trustees Budget & Finance Committee

GOAL 6: Develop and maintain a positive and equitable school climate and culture by:

- a. encouraging every teacher and classmate to acknowledge each other and have a meaningful exchange in the pursuit of disrupting inequity and breaking down self-segregation;
- b. supporting students in understanding and accessing the Student Bill of Rights and Responsibilities (SBRR) as well as the SBRR Concern Form;
- c. redesigning school discipline by incorporating timely reentry into classrooms for the purpose of increasing student access to instruction;
- d. developing and expanding the Peer Mediation Program;
- e. developing and expanding the Link Crew Program;
- f. maintaining access to mental health providers;
- g. continuing to develop curriculum for Community Days; and

h. increasing staff Professional Development time for the purpose of examining and improving equity, climate, and culture.

RATIONALE: CRITICAL NEED:

By virtue of the PCHS mission and vision, the school commits to social justice for all by creating an environment to maximize learning and respect. PCHS strives to maintain a safe environment where students feel secure and comfortable regardless of race, gender, religion, ability, socioeconomic or sexual orientation. In this environment, students will feel encouraged to ask for help, especially when struggling. In responding to student needs we also want to help our teachers to feel supported and motivated in the same way.

SUPPORTING DATA:

Research: Unfinished Business, Closing the Racial Achievement Gap in Our Schools by Pedro A. Noguera and Jean Yonemura. (2006)

In the book, **Unfinished Business**, researchers explain “The racial achievement gap, as measured by course-taking trajectories and grades, does not level off after the ninth grade but grows wider over time.” Insinuating that if a minority student isn’t successful in passing their classes specifically, math, in the 9th grade, they automatically become part of a cycle of students that fall further behind. “Racial segregation in classes began in math and spread year by year to nearly every academic subject area.” Also, researchers explain that according to school discipline policies nationwide, “it disproportionately punishes its neediest students by denying them the opportunity to learn, and it does so even though there is no evidence that it succeeds at either changing student behavior or improving the climate for learning.” The Achievement gap and the Discipline gap are similar to one another regarding to how white, Asian and black, Latino students may be over or under represented.

Research: Disrupting Inequity, Let’s Talk about Racism in Schools by Rick Wormeli (2016)

In the magazine, **Disrupting Inequity**, author Rick Wormeli explains that successful teachers confront hard issues, stating, “Talk to students about what you believe about race and equity. Successful teachers aren’t afraid of teaching a community’s values.” The more we communicate our schools values in diversity and creating an equitable environment the more those values become ingrained in our schools climate and culture. “To build a climate where such discussions bear fruit, we should immerse students and ourselves in learning experiences that will positively inform conversations about race.

Discipline reports including suspension and peer mediation

Human Rights Task Force (Measure the Human Rights Temperature of Your School) Student Surveys

Columbia Stakeholder Survey responses

1 to 4 - HELLO

1 to 4 - UNITE

Justice League

Student Bill of Rights Responsibilities (SBRR)

SBRR Concern Form

TVN

Fuerza Unida

GROWTH TARGETS:

Track SBRR Concern forms to collect baseline data on student resolutions and student satisfaction

Track Mediation Resolution Forms to collect baseline data on progress and conflict resolution

Establish baseline data to measure the quality of teacher-to-student and student-to-student relationships through survey data (California Healthy Kids Survey, Hello Survey)

Establish baseline data to measure students' feelings of safety and security (California Healthy Kids Survey)

Decrease the number of students leaving the classroom for discipline reasons by 10%

Increase 9th grade success seminars from once a year to twice a year

Early information and engagement regarding college preparation to freshman (TVN, FUN)

Hello Activities will be done in every classroom by fall 2018.

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

IMPACT ON STUDENT LEARNING OF ACADEMIC STANDARDS:

Research shows that when students feel safe, secure, and cared for; they are able to succeed in the classroom.

Monitor Progress Tools

Report Progress

<ul style="list-style-type: none"> • Student and Teacher Surveys • Student and Teachers Questionnaires • Student/Student Group Interviews 	<ul style="list-style-type: none"> • Student Senate • ASB Leadership • Justice League • Human Rights Student Task Force
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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1. Build on the objectives established in 2017-18 (unity/community and intentions/personal care) to develop an understanding among staff regarding the needs of students which includes interventions to support their achievement.	ED/P Administration SLC Coordinator CUDirector	“Disrupting Inequity” Tools for Tolerance Organizing for Intention Teaching for Diversity and Social Justice Readings for Diversity and Social Justice <i>Unfinished Business</i> Professional Development	Healthy Kids Survey Museum of Tolerance Professional Development Days Link Crew Training	2017- 18 or going	Executive Director/Principal CUDirector Administration

		training with Joaquin Noguera			
2. 9th grade accountability - not allowing students to fail through effective strategies and programs that ensure success. We want our 9th graders to WIN!	CU Director Executive Director/Principal Assistant Principal of Discipline Math Department Paraeducators Coaches	<i>Unfinished Business</i> Culture and Climate study	Progress reports	2018-19 on going	Link Crew Math Department Director of Student Support Services Assistant Principal of Discipline
Campus Unification Director (CUD) Position was created to develop, organize and facilitate events, activities and programs that help unify our diverse school community.	Administration Board of Trustees	Disrupting Inequity <i>Unfinished Business</i> <i>The Art of Effective Facilitation</i> Teaching for Diversity and Social Justice Reading for Diversity and Social Justice Link Crew Training	Job evaluation Board review	2017-18	Executive Director/Principal Board of Trustees

1 to 4 HELLO	CUDirector Faculty	HELLO guide Professional Development training CUDirector	Mid-Semester Check in feedback Student questionnaire Student interviews HELLO! Reports	2017-18 on going	HELLO report CUDirector Executive Director/Principal
1 to 4 UNITE	CUDirector ASB Leadership Adviser Justice League Students		Student questionnaire	2017-18	UNITE participation questionnaires CUDirector
Justice League Student club, members represent the leadership of our social cultural clubs here on campus. Who organize month activities and initiatives for our diverse campus?	CUDirector ASB Leadership Adviser	CUDirector Club Sponsor	Student feedback questionnaire Staff feedback and review meeting	2017-18 on going	CUDirector Teacher Sponsor
Professional Development Day A day of organizing and staff outreach	Administration CUDirector Culture and Climate facilitators	Adaptive Schools Tools for Tolerance	Professional Development Surveys	Annual	Executive Director/Principal Administrators

					Department Coordinators
Tools for Tolerance at the Museum of Tolerance	CUDirector Administration	Museum of Tolerance Tools for Tolerance curriculum	Tools for Tolerance staff CUDirector	2017-18	Executive Director/Principal CUDirector
Campus Security greeting	Assistant Principal of Discipline CUDirector Security Staff Director of Operations	Develop and training on school protocol to welcome students and visitors	Welcoming protocol	2018-19 on going	Assistant Principal of Discipline Director of Operations Executive Director/Principal CUDirector
Systems of Operation and Communication, Master Calendar	Human Resources Administration Security	Safe Schools Active Shooter Online training	Staff Interviews Surveys Culture and Climate meeting PLC's Administration Meetings	Annual	Administration Full Staff and Faculty
Diversity Film Festival	Administration CUDirector	Relevant films	Survey Monkey	2017-18 on going	Director of Academic Achievement

Group and Team Teaching providing more support for helping large classes and ensuring every student has a chance for instruction	Math Department Physical Education Department Paraeducators	Professional Development days	Student grades Department Evaluations	2017-18 on going	Director of Student Support Services
Unity and Community	Campus Wide	Community Days Community Assembly Justice League HELLO UNITE Tools for Tolerance	Campus culture and climate	2017-18 on going	Executive Director/Principal Administration CUDirector Culture and Climate Consultants
Intention and Personal Care	Administration CUDirector Faculty Students	Student Bill of Rights Responsibility SBRR Concern Form Personal Health information	Campus culture and climate	2017-18 ongoing	Executive Director/Principal Administration CUDirector
Staff Commitment to Social Justice	All Staff	Tools for Tolerance Courageous Conversation Disruption Inequity	Student Bill of Rights and Responsibilities (SBRR) Concern Form Reports	2017-18 on going	Executive Director/Principal Administration CUDirector

		School Policies SBRR and Concern Forms HELLO UNITE Justice League Culture and Climate Reports Community and Parent Meetings Board Reviews			Full Staff and Faculty
Link Crew	Director of Admissions and Attendance CUDirector	Link Crew training	Student and Parent Feedback	2017-18 on going	Director of Admissions and Attendance CUDirector
PLC Meetings	All Departments	Department Coordinators	Students grades Department Surveys Parent Surveys	Annual	Director of Academic Achievement
Customer Service Training	Classified	Customer Service Training	Columbia Survey	Annual	Administration Director of Human Resources

GOAL 7: Expand and continuously improve PCHS's systemic student support by:

- a. developing short-term, medium-term, and long-term strategies to improve the student support system, given that potential school-wide changes (e.g., to the bell schedule or master schedule, addition of curriculum or support resources) require lead time to discuss, develop, plan, and implement;
- b. expanding access to support programs for students who do not currently have access to them because of transportation issues;
- c. increasing peer academic and socioemotional support through programs such as Hello!, SBRR Student Concern Form and Resolution Process, Link Crew, Peer Tutoring, Peer Mediation, Teen Court, Dolphin Leadership Academy, and placement of peer tutors/mentors in academic classes, as well as classes such as 9th-grade Literacy, Study Skills, and Resource Study Curriculum;
- d. strengthening student support referral system;
- e. add aides, paraprofessionals, and Resource teachers to General Ed classes as needed to help support all students;
- f. continuing to develop and implement the CTE college- and career-pathway program;
- g. developing parental and family support for student achievement through expansion of programs such as PIQE; and
- h. exploring options for adjusting the school schedule to accommodate real-time student learning needs (tutoring, study time in school, enrichment, socioemotional support);
- i. systemic support programs such as an expanded Study Center, the Math Lab, and a Writing Center; and coursework supporting recognized student needs including differentiated literacy instruction; coaching in writing and math; career, college, cultural, current event, and personal awareness; anti-bias/tolerance/peer mediation instruction; experience in collaborative group inquiry/tutorials; technological proficiency; and digital citizenship.

RATIONALE:

PCHS stakeholders will need to collaboratively and strategically plan how to manage and allocate time as a resource, based on real-time data and information, to promote learning; equity; academic, personal and professional growth; and physical, emotional, and social health and well-being.

CRITICAL NEED:

More refinement and real-time response to data to support student achievement.

SUPPORTING DATA:

Achievement Gap Data

Formative and Summative assessment data in PLCs

GROWTH TARGETS:

1. Increase by 5% African American students who meet or exceed standards in Math.
2. Increase by 3% PCHS students passing math courses with a C or better.
3. Increase by 10% students who have parents w/o high school diplomas that meet or exceed standards in English Language Arts
4. Increase by 10% students passing PLC Common Assessments/Performance Tasks in Algebra I

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively while using speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

IMPACT ON STUDENT LEARNING OF ACADEMIC STANDARDS:

The aim of a highly effective intervention system is to increase student achievement on a daily basis. Timely and effective intervention will have a direct impact on students learning of academic standards.

Monitor Progress Tools

Report Progress

<ul style="list-style-type: none"> • Online data warehouse • Schoology • Infinite Campus 	<ul style="list-style-type: none"> • Intervention Coordinator to LTSP, Academic Accountability Committee, Administrative Team
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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Develop short-term, mid-term, and long-term strategies to improve the student support system, given that potential school-wide changes (e.g., the bell schedule or master schedule, addition of curriculum or support resources) require lead time to discuss, develop, plan, and implement.	LTSP Curriculum Council Administrators	Adaptive Schools	Have short, mid and long term strategies listed. Number of strategies in each category	2018-2019	Chairs share with department members

<p>Given that access to support programs is often limited to period seven which can be problematic for some traveling students, with some exceptions: 9th-grade Literacy, ELL support, Study Skills, Sheltered, SpEd/GenEd Collaboratives, Resource classes, 504 room, POP, Pali Academy;</p> <p>PCHS will expand access to support programs for students who do not currently have access to them because of transportation demands</p>	<p>Administrators AA Team Paraprofessionals Curriculum Council LTSP</p>	<p>EL training Funding for paraprofessionals</p>	<p>Number of supports offered periods 1-6</p>	<p>2017-2019</p>	<p>Info to students and parents- Schoology, e blasts, handbook</p>
<p>Increase peer academic and socioemotional support through these programs: Hello Link Crew, Peer Tutoring</p>	<p>Administrators Study Center Coordinator Counselors</p>	<p>Link Crew training Adaptive Schools</p>	<p>Increase number of sessions Increase number of tutors</p>	<p>2018-2021</p>	<p>Curriculum Council LTSP Administrative Team</p>

Peer Mediation Dolphin Leadership Academy Peer tutors/mentors in classes (9th-grade Literacy, Study Skills, and Resource Study Skills).	Teachers				Academic Accountability
Strengthen student support referral system, including expanding the 9th- grade POD/SLC referral system to grades 10-12	SLC Coordinator Administrators Teachers	SLC training	Formation of SLCs in upper grades	2018-2020	SLC Coordinator SST Coordinator Counseling
Add aides, paraprofessionals, and Resource teachers to General Ed classes as needed to help support all students.	Administrators	Additional funding for staff	Increase number of paraprofessionals on staff	2019-2020	Curriculum Council AA Team Administrative Team Budget/Finance Committee
Continue expansion of the CTE college- and career -pathway program.	Administrators Teachers Career Coordinator	CTE training workshops and symposiums	Increase number of CTE-certified teachers Increase number of pathways	2016-2021	Info to counselors, pod teachers, 9th grade students
Develop parental and family support for	Administrators	Funding for parent programs	Increase membership in PIQE	2018-2021	PIQE parent rosters

<p>student achievement through expansion of programs such as PIQE.</p>	<p>PTSA PIQE Coordinator</p>				<p>and parent participation</p>
<p>Explore changes in the school bell schedule to accommodate real-time student learning needs (tutoring, study time in school, enrichment, socio-emotional support); systemic support programs such as an expanded Study Center, the Math Lab, and a Writing Center; and coursework supporting recognized student needs including differentiated literacy instruction; coaching in writing and math; career, college, cultural, current events, and personal awareness; anti-bias/tolerance; Peer mediation instruction; experience in collaborative group inquiry/tutorials;</p>	<p>Administrators Curriculum Council LTSP Academic Accountability Study Center Coordinator Faculty UTLA</p>	<p>Research on different bell schedule options</p>	<p>Develop bell schedule options with pros and cons for each</p>	<p>2018-2021</p>	<p>Executive Director/Principal Board of Trustees</p>

technological proficiency; and digital citizenship.					
SST- Collection of grade progress data, HW completion, etc. and determine student need for extra support-communicate between teachers and family	SST Coordinator, Intervention Counselor, Academic Counselor, Teachers, Parent/Guardian	Meeting location, Timely grade information (progress 1 and 2, In Progress grades)	Reduced number/percentage of students receiving D or F grades, Off track to graduate, In grade/Credit recovery programs (POP, PA) Baseline Data established to create a longitudinal study.	2018-2021	SST Coordinator Counseling Department Executive Director/ Principal
Dolphin Leadership Academy- data from middle school determines who would best benefit from program- Change their outlook on education and their ability to thrive	DLA teachers DLA Coordinator Intervention Coordinator	Additional Funding for summer program	Pass rate in 9th grade courses Hold target at above 80%	2018-2021	DLA Coordinator LTSP Administrative Team
Placement testing for incoming 9th graders- Determine appropriate math placement based on objective data not	Math teachers, English teachers, Academic Counselors	Funding for proctors, funding for counselors to return early from summer break,	Improved pass rate in 9th grade English and Math courses		Math and English Department Chair(s)

just course completion and middle school grade. Determine English interventions needed (Literacy supports)		Funding for Math Placement Coordinator			Testing Coordinator
Middle school math data, in conjunction with student preferences, determine best candidates for Entrepreneurship pod and its math interventions	Contact at Middle School feeder, SLC Coordinator, EN pod Math teacher, Director of Academic Planning/Guidance Services SLC Coordinator	Middle School counseling department articulation	Better pass rate for EN Pod Alg 1 compared to other Alg 1 courses in 17-18 Comparison should establish a baseline to set measurable targets for the following year.	2017-2018 baseline data 2018-2020 data tracking for trends	Math Department Chair(s) PCHS Counseling Department SLC Coordinator
Social Studies Department assessment of 10th grade students- Recommendations for Writing Lab	Social Studies teachers and Chairs	Department meeting discussions Curriculum Council LTSP	Improved participation rate in Social Studies AP courses and increased AP pass rate in Social Studies AP courses (Need to establish trends as the combined courses started in 2016-17)	Spring 2018 establish trend data and set measurable targets for participation rates and AP pass rates	Social Studies Department Chairs and Administration
PLCs use common assessment data as starting point for collaboration around	PLC teachers, PLC Coordinator	Dufour Articles Adaptive School Protocols	PLC Notebooks Reteaching and Reassessing Plans	ongoing	PLC Coordinator

improving instructional practices					Director of Student Achievement
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GOAL 8: PCHS will continue to work with LAUSD to maintain a clean facility in good repair (space and aging infrastructure):

RATIONALE:

Since 2012, PCHS has made major improvements to its facilities. PCHS has secured funding to improve the Maggie Gilbert Aquatic Center, Mercer Hall, Gilbert Hall, The Stadium by the Sea, and the J building (Learning Center, STEAM shops). PCHS plans to continue this momentum by securing state, district, school, and community funding to implement facility improvements to address the need for more instructional spaces, interior climate control, and modernization.

CRITICAL NEED:

Student Achievement, Facility State and Federal Compliance

SUPPORTING DATA:

Facilities upgrades: Surveys, polls and questionnaires; Progress logs to chart facilities changes and upgrades; LTSP Facilities Committee minutes and Director of Operations reports to the PCHS Board

GROWTH TARGETS:

To increase access to community funding for facility improvements by 8%

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.



Monitor Progress Tools

Report Progress

<ul style="list-style-type: none"> • Student Interviews • LTSP Facilities Committee • Student and Parent Surveys • Student and Parent Polls • Stakeholder Questionnaires • Faculty and Staff Feedback • LAUSD Inspection Data 	<ul style="list-style-type: none"> • Progress logs to chart facilities changes and upgrades; LTSP Facilities Committee minutes and Director of Operations reports to the PCHS Board
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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Continue Consultation with LAUSD Complex Project Manager (CPM)	Director of Operations	Further experience working with LAUSD	Annual Inspections by LAUSD	Ongoing. Monthly LTSP and meet as needed.	Director of Operations
Improve Security & Safety - Additional Fencing, Intrusion Detection System, 24x7-365 Security, Safety Awareness, Training & Drills, etc.	Director of Operations, HR Director, Department Chairs, and Executive Director/ Principal	Ongoing training on latest methods and policy, process and procedure. Regular Safety Committee Meetings	Post-event Assessment Reports	Ongoing Monthly drills, meetings, etc.	Tracking Logs, Drill Schedules, Reports to Board

<p>Infrastructure Support for All Academic Programs and Technology Initiatives</p>	<p>Director of Operations, Director of IT, Educational Technology Coordinator, Department Chairs, and Executive Director/ Principal</p>	<p>Funding and ongoing training on latest methods and policy, process and procedure.</p>	<p>Faculty, Student and Family Surveys</p>	<p>Ongoing as Needs, Initiatives & Programs Occur</p>	<p>Director of Operations Director of IT Educational Technology Coordinator</p>
<p>Continue to investigate how to:</p> <p>Replace Trailer classrooms with a new building of classrooms</p> <p>Add additional buildings for additional classrooms, office space, group spaces, VAPA, Science, etc.</p> <p>Modernization, or Infrastructure improvements, of existing buildings and core systems (heat, plumbing, electrical, etc.) that are 55+ years old</p> <p>Installation of Air-Conditioning in all Classrooms, student use spaces, and work spaces</p> <p>Create a dedicated softball field on campus</p>	<p>Director of Operations Executive Director/ Principal Development Director PCHS Board of Directors</p>	<p>Funding and Contractors for Bidding Process</p>	<p>If they happen, all will know</p>	<p>1-5 Years</p>	<p>Director of Operations, Executive Director/ Principal Development Director</p>

<p>Create a competition capable set of tennis courts on campus</p> <p>Synthetic turf the Baseball Field for maximum utilization</p> <p>Upgrades to the Stadium for Bleachers, Lighting, Bathrooms, Press Box etc.</p> <p>Additional Parking (ideally underground) associated with new buildings</p> <p>Removal of a Public Road intersecting the campus</p> <p>Mitigation of an underground Aquifer causing swamp-like conditions</p> <p>Investigate possible upgrades to Cafeteria and outdoor eating areas</p>					
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