



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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### HARLAN HIGH SCHOOL 2017-2018

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# HARLAN HS

## Needs Assessment 2017-2018

### Process

In the textbox below document the process you followed when completing the needs assessment.

Harlan teachers, counselors, administrators, students, and parents met in May and developed the Harlan Slogan: Soaring Together Achieving New Heights.

The administration collected data from feeder middle schools and high schools. The administration along with department coordinators analyzed the data by sub pops and by student. From that we placed students in need of additional support into courses such as SLIM and Reading. All students were encouraged to challenge themselves with a course of rigor. We also made the decision to run the FLEX program to build in time within the day for all students to access support and enrichment.

**Data and Campus Practices Review**

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization’s priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input checked="" type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input checked="" type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	SE math and SE English 1 and English 2 are areas to focus on.  Encourage enrollment in advanced classes so that our AP numbers grow as the campus grows.

<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Grades	

<input type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	Student attendance above district average. Minor concerns with discipline.

<b>CSF 3: Leadership Effectiveness</b>	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Empower and support campus leaders  Goals: Create Culture, PLC Development, College and Career Ready Student Development

<b>CSF 4: Increased Learning Time</b>	
Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input checked="" type="checkbox"/> Tutorials	

<input type="checkbox"/> Other	
Findings	FLEX - mandatory increased learning time during the school day.

<b>CSF 5: Family/Community Engagement</b>	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Parents and students attended the Harlan Retreat. Booster organizations and PTA are supported by the parents.

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	The principal has a student panel to provide input on school climate. Students are encouraged to join an engaged activity.

<b>CSF 7: Teacher Quality</b>	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	

<input checked="" type="checkbox"/> Teacher attendance
<input checked="" type="checkbox"/> Teacher experience and years on campus
<input checked="" type="checkbox"/> Class size
<input type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other
Findings
Send teachers to APSI next summer who have not attended in the past 3 yrs.

### Priority Needs

Based on the needs assessment, the following are campus priority needs:

#### Priority Need 1

Culture
CSF 3 Leadership Effectiveness CSF 5 Family and Community Engagement CSF 6 School Climate

#### Priority Need 2

PLC Development
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 6 School Climate CSF 7 Teacher Quality

#### Priority Need 3

College and Career Ready Students
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 5 Family and Community Engagement CSF 6 School Climate CSF 7 Teacher Quality

**Campus: HARLAN HS**

**School Improvement Plan Signatures**

**School Advisory Team approves the full campus improvement plan.**

**Date of SAT Meeting: 06/02/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Robert Harris	
Parent Community Representative	Brenda Cornell	
Staff Representative	Jeanette Figueroa	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Cynthia Tapia	Administrator
Trais Weissler	Staff Member
Carly Martinez	Staff Member
Kiley Fuller	Staff Member
Aurelio Hernandez	Administrator
Richard Yzaguirre	Administrator
Brittany Eure	Staff Member
Rachel DeLeon	Staff Member
Cheryl Parra	Staff Member

**CAMPUS: HARLAN HS**

**CAMPUS STAFF DEVELOPMENT PLAN 2017-2018**

**FOR CERTIFICATION PURPOSES:** Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

**INSTRUCTIONS:** In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

**Staff Development to be Offered**

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Deveopment Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Academic Overview, Campus Procedures and Attendance, Counselor Required Trainings	Instruction	Teachers	All		4
08/22/2017		TTESS, Goal Setting, FLEX, Dyslexia, 504, Nurse	Instruction	Teachers	All		7.5
08/23/2017		Teacher Work Day		Teachers			0
10/09/2017		PLC Development	Assessment	Teachers	All		2
11/20/2017		teacher choice		Teachers			6
11/21/2017		teacher choice		Teachers			6
02/19/2018		PLC Development	Assessment	Teachers	All		1

**Staff Development on Late Start Dates**

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Deveopment Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
09/06/17		PLC	Collaboration	Teachers	all		0



09/20/17		PLC	Curriculum	Teachers	all		0
10/04/17		PLC	Instruction	Teachers	all		0
10/18/17		PSAT Training	Assessment	Teachers	all		1
11/01/17		PLC	Instruction	Teachers	all		0
11/29/17		PLC	Instruction	Teachers	all		0
12/13/17		PLC	Assessment	Teachers	all		0
01/10/18		PLC	Assessment	Teachers	all		0
01/31/18		RTI Training	Curriculum	Teachers	all		1
02/14/18		PLC	Instruction	Teachers	all		0
02/28/18		PLC	Instruction	Teachers	all		0
03/07/18		PLC	Curriculum	Teachers	all		0
03/21/18		PLC	Instruction	Teachers	all		0
04/11/18		PLC	Instruction	Teachers	all		0
04/25/18		PLC	Assessment	Teachers	all		0
05/16/18		PLC	Assessment	Teachers	all		0

CAMPUS: HARLAN HS

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

ELAR 1 EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	N/A	N/A	N/A	60%	76%	N/A	N/A	N/A	78%
African-American	N/A	N/A	N/A	48%	71%	N/A	N/A	N/A	74%
Hispanic	N/A	N/A	N/A	53%	73%	N/A	N/A	N/A	75%
White	N/A	N/A	N/A	76%	85%	N/A	N/A	N/A	87%
Economically Disadvantaged	N/A	N/A	N/A	49%	65%	N/A	N/A	N/A	70%
Special Education	N/A	N/A	N/A	21%	35%	N/A	N/A	N/A	65%
At-Risk	N/A	N/A	N/A	39%	57%	N/A	N/A	N/A	65%
Limited English Proficient	N/A	N/A	N/A	20%	18%	N/A	N/A	N/A	65%
Asian	N/A	N/A	N/A	83%	80%	N/A	N/A	N/A	85%
American Indian	N/A	N/A	N/A	59%	83%	N/A	N/A	N/A	85%
Hawaiian Pacific Islander	N/A	N/A	N/A	63%	92%	N/A	N/A	N/A	92%
Two or More	N/A	N/A	N/A	74%	86%	N/A	N/A	N/A	88%

ELAR 2 EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	N/A	N/A	N/A	63%	75%	N/A	N/A	N/A	77%
African-American	N/A	N/A	N/A	51%	68%	N/A	N/A	N/A	70%
Hispanic	N/A	N/A	N/A	56%	73%	N/A	N/A	N/A	75%
White	N/A	N/A	N/A	79%	84%	N/A	N/A	N/A	86%
Economically Disadvantaged	N/A	N/A	N/A	52%	65%	N/A	N/A	N/A	67%

Special Education	N/A	N/A	N/A	23%	31%	N/A	N/A	N/A	65%
At-Risk	N/A	N/A	N/A	40%	54%	N/A	N/A	N/A	65%
Limited English Proficient	N/A	N/A	N/A	17%	20%	N/A	N/A	N/A	65%
Asian	N/A	N/A	N/A	82%	76%	N/A	N/A	N/A	80%
American Indian	N/A	N/A	N/A	60%	90%	N/A	N/A	N/A	90%
Hawaiian Pacific Islander	N/A	N/A	N/A	60%	75%	N/A	N/A	N/A	77%
Two or More	N/A	N/A	N/A	76%	84%	N/A	N/A	N/A	86%

### ALGEBRA I EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	N/A	N/A	N/A	82%	88%	N/A	N/A	N/A	88%
African-American	N/A	N/A	N/A	73%	85%	N/A	N/A	N/A	85%
Hispanic	N/A	N/A	N/A	80%	87%	N/A	N/A	N/A	88%
White	N/A	N/A	N/A	90%	93%	N/A	N/A	N/A	93%
Economically Disadvantaged	N/A	N/A	N/A	77%	84%	N/A	N/A	N/A	85%
Special Education	N/A	N/A	N/A	47%	64%	N/A	N/A	N/A	66%
At-Risk	N/A	N/A	N/A	71%	83%	N/A	N/A	N/A	84%
Limited English Proficient	N/A	N/A	N/A	63%	71%	N/A	N/A	N/A	72%
Asian	N/A	N/A	N/A	96%	90%	N/A	N/A	N/A	90%
American Indian	N/A	N/A	N/A	79%	100%	N/A	N/A	N/A	90%
Hawaiian Pacific Islander	N/A	N/A	N/A	83%	85%	N/A	N/A	N/A	90%
Two or More	N/A	N/A	N/A	87%	94%	N/A	N/A	N/A	94%

### BIOLOGY EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	N/A	N/A	N/A	86%	92%	N/A	N/A	N/A	94%
African-American	N/A	N/A	N/A	79%	90%	N/A	N/A	N/A	91%
Hispanic	N/A	N/A	N/A	82%	90%	N/A	N/A	N/A	92%
White	N/A	N/A	N/A	93%	96%	N/A	N/A	N/A	96%
Economically Disadvantaged	N/A	N/A	N/A	80%	87%	N/A	N/A	N/A	88%
Special Education	N/A	N/A	N/A	54%	68%	N/A	N/A	N/A	70%
At-Risk	N/A	N/A	N/A	75%	85%	N/A	N/A	N/A	86%
Limited English Proficient	N/A	N/A	N/A	59%	67%	N/A	N/A	N/A	70%
Asian	N/A	N/A	N/A	95%	92%	N/A	N/A	N/A	93%
American Indian	N/A	N/A	N/A	86%	100%	N/A	N/A	N/A	95%
Hawaiian Pacific Islander	N/A	N/A	N/A	85%	96%	N/A	N/A	N/A	96%
Two or More	N/A	N/A	N/A	93%	99%	N/A	N/A	N/A	97%

#### US HISTORY EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	N/A	N/A	N/A	92%	96%	N/A	N/A	N/A	96%
African-American	N/A	N/A	N/A	87%	93%	N/A	N/A	N/A	93%
Hispanic	N/A	N/A	N/A	90%	96%	N/A	N/A	N/A	97%
White	N/A	N/A	N/A	96%	97%	N/A	N/A	N/A	98%
Economically Disadvantaged	N/A	N/A	N/A	88%	93%	N/A	N/A	N/A	94%
Special Education	N/A	N/A	N/A	64%	78%	N/A	N/A	N/A	80%
At-Risk	N/A	N/A	N/A	84%	91%	N/A	N/A	N/A	91%
Limited English Proficient	N/A	N/A	N/A	69%	76%	N/A	N/A	N/A	77%
Asian	N/A	N/A	N/A	96%	96%	N/A	N/A	N/A	96%
American Indian	N/A	N/A	N/A	92%	100%	N/A	N/A	N/A	96%
Hawaiian Pacific Islander	N/A	N/A	N/A	91%	81%	N/A	N/A	N/A	96%
Two or More	N/A	N/A	N/A	95%	98%	N/A	N/A	N/A	97%

**ATTENDANCE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	N/A	95.8%
African-American	95.4%	95.8%	N/A	96%
Hispanic	95.6%	95%	N/A	95%
White	96%	95.8%	N/A	95.5%
Economically Disadvantaged	95.4%	94.4%	N/A	94.8%
Special Education	94.5%	93.9%	N/A	94.8%
Limited English Proficient	96.4%	95.8%	N/A	95.2%
Asian	97.8%	96.8%	N/A	97%
American Indian	95.3%	95.2%	N/A	96%
Hawaiian Pacific Islander	95.5%	96.1%	N/A	96%
Two or More	95.9%	96%	N/A	96%

**COMPLETION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	N/A	N/A
African-American	90.5%	96.6%	N/A	N/A
Hispanic	92.1%	96.7%	N/A	N/A
White	96%	98%	N/A	N/A
Economically Disadvantaged	91.1%	94.5%	N/A	N/A
Special Education	89.5%	94.1%	N/A	N/A
Limited English Proficient	81.3%	84.4%	N/A	N/A
Asian	97.9%	98.2%	N/A	N/A
American Indian	91.8%	100%	N/A	N/A
Hawaiian Pacific Islander	93.7%	100%	N/A	N/A
Two or More	94.6%	99.5%	N/A	N/A

**ADVANCED MEASURES**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%	N/A	40%
Number of AP Test Takers	6996	N/A	230
Number of AP Tests Taken	14110	N/A	480
% Scoring 3 or Higher AP Exams	43%	N/A	43%
% College-Ready Graduates-ELA	45%	N/A	60%
% College-Ready Graduates-Math	37%	N/A	33%
SAT Total Score Mean	990	N/A	942
SAT Reading/Writing Section Mean	500	N/A	478
SAT Math Section Mean	490	N/A	464

**GRADUATION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	N/A	N/A
African-American	85.4%	94.8%	N/A	N/A
Hispanic	86.9%	94.9%	N/A	N/A
White	93.4%	96.7%	N/A	N/A
Economically Disadvantaged	86%	92.3%	N/A	N/A
Special Education	77.9%	92%	N/A	N/A
Limited English Proficient	71.3%	77.6%	N/A	N/A
Asian	95.7%	95.4%	N/A	N/A
American Indian	87.4%	100%	N/A	N/A
Hawaiian Pacific Islander	88%	100%	N/A	N/A
Two or More	90.8%	99.5%	N/A	N/A

## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Culture

Goal :

#### Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Throughout the year
November Progress Check	Positive feedback from parents, staff, and students. High engagement in extra curricular activities.
March Progress Check	Harlan continues to maintain high engagement in extra curricular activities. All parent events are well attended. Booster clubs are active and thriving. We have monthly staff breakfasts to support building a positive school culture. We have a monthly Hawk award which goes to a staff person who has gone above and beyond for others. This person is nominated by their peers. We also have a principal's panel where students have lunch with the principal to provide feedback on matters that are important to students.
June Progress Check	This spring we held multiple awards ceremonies and inductions. We had excellent turn out at all of these events. We held an end of year celebration for staff to celebrate all the great things we accomplished this school year. The student Principal's advisory group continued to meet and provide a student voice to administration. The administration meet after each panel to discuss how we could address suggestions from the students. We continue to receive positive feedback from the community. Enrollment is projected to be higher than district projections. We have a high number of parental choice and child of employee transfers.

Activity 1

Activity	Harlan Formula - All staff agree to 10 fundamental traits to ensure a culture of excellence: student focus, build positive relationships, sponsor a club or organization, all students can opt in to pre-AP and AP courses, meet the needs of all learners (quality first time instruction, reteach, retest, reassess for full credit), great customer service, PLC process, Safe learning environment, encourage participation in extracurricular activities, remain flexible with scheduling
Person Responsible	Robert Harris and administrators
Monitoring Measures	Walk Throughs, Principal's student panel, engagement in activities, enrollment in advanced courses, grades
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Hawk Rally - Invite the Harlan community to the Hawk Rally. Introduce the administration, coaching staff and fall athletes. Conduct tours of the campus.
Person Responsible	Administration and Coaches
Monitoring Measures	Attendance at the event
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	



Promote a Safe Environment for Students and Staff	
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Activity 3

Activity	Faculty Breakfast and Ornament exchange, Faculty Tailgate, Faculty Holiday Social, Faculty Retreat,
Person Responsible	Administration
Monitoring Measures	Attendance at events and feedback from staff
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Open House - tour, performances, rotation to meet teachers
Person Responsible	Administration
Monitoring Measures	Attendance
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Activity 5**

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 2**

Need : PLC Development

Goal : The campus will develop a PLC process with a focus on student learning, Collaborative culture and collective responsibility and a results orientation so that all student learn a high levels.

**Goal Details**

Student Groups Impacted	All Students
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Funding Needed	
Timeline for Implementation	All year
November Progress Check	PLC training was held at the retreat and during staff development. PLC meet weekly. A core team of teacher leaders and administration attended the PLC Conference
March Progress Check	PLC targeted training is ongoing with tested area PLC's, LOTE. Teachers have learned how to write a common assessment and how to blue print common assessments. All teachers continue to PLC once a week. PLC is an ongoing process that we will continue to develop.
June Progress Check	PLC training was held on common assessments. PLC's continue to meet weekly. Data indicates that our tested areas have done a good job preparing students for the EOC exam. We are working on our campus plan for next year's PLC development.

#### Activity 1

Activity	Send the Principal, Dean, Core Coordinators and tested are level leads plus a teacher to the PLC Conference
Person Responsible	Principal and Dean
Monitoring Measures	Staff attendance at conference and work within the PLC
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Core PLC team - Teachers in core PLC's meet 4 times per year to work on development of the PLC questions with the Principal and Dean.
Person Responsible	Dean and Principal

Monitoring Measures	PLC deliverables - common assessments, blue printing, data analysis, plan for intervention and enrichment
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	PLC process weekly planning
Person Responsible	Dean, Principal, Coordinators
Monitoring Measures	sign-in, lesson plans, common assessments, data
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	
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Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Activity 5**

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 3**

Need : College and Career Ready Students

Goal : Prepare students to be college and career ready.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Title II, State Compensatory, HSA
Timeline for Implementation	All year
November Progress Check	Students were highly encouraged to take advanced courses. PSAT was offered to all juniors, sophomores and GT and AVID freshman
March Progress Check	We have hosted a number of college and career events on campus. We held a PSAT score night as well as a dual credit night. Students are performing well in AP courses. Most benchmark data is above the district average. We continue to work on developing capacity with our AP teachers and plan to send teachers to APSI this summer.
June Progress Check	We quadrupled our enrollment in dual credit courses for next year. EOC data shows the following: Algebra 1 - 93% approaches/71% meets/35% mastery Biology - 96% approaches/78% meets/35% mastery English 1 - 76% approaches/58% meets/8% mastery English 2 - 81% approaches/64% meets/9% mastery US History - 95% approaches/78% meets/42% mastery

Activity 1

Activity	Encourage all students to take advanced courses.
Person Responsible	Cynthia Tapia, Department Coordinators
Monitoring Measures	Enrollment in AP, pre-ap, dual credit and OnRamps courses
Title 1 Fund	
Title 1 Campuses	

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### Activity 2

Activity	FLEX - Support time on Tuesdays and Thursdays for intervention and enrichment
Person Responsible	Dean and Students Success Advisors
Monitoring Measures	Attendance at FLEX, grades, benchmarks, PSAT and SAT scores
Title 1 Fund	
Title 1 Campuses	
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### Activity 3

Activity	AVID
Person Responsible	Dean and AVID Coordinator
Monitoring Measures	AVID enrollment, AP scores, grades, EOC results
Title 1 Fund	

Title 1 Campuses	
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#### Activity 4

Activity	Staff Development for AP, and On Ramps teachers
Person Responsible	Cynthia Tapia
Monitoring Measures	All teachers attend AP training, grades, AP scores, OnRamps credits, retention rate
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 5

Activity	
Person Responsible	
Monitoring Measures	



Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
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