



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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**STEVENS HIGH SCHOOL**

**2017-2018**

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# STEVENS HS

## Needs Assessment 2017-2018

### Process

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

Administration and organizational health committees reviewed campus data and OH survey findings to determine areas of need at Stevens. In addition, Dr. Pena met with the principal and academic dean to help formulate the 2017-18 plan.

## 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 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 checked="" type="checkbox"/> Completion and graduation rates (High School)
<input checked="" type="checkbox"/> SAT/ACT (High School)
<input checked="" type="checkbox"/> AP (High School)
<input type="checkbox"/> Other

Findings	STAAR/EOC Change from 2016:  Eng I: -4% Eng II: 0% Alg I: +2% Bio: -3% US: +1%  Regression Analysis:  TELPAS:  SAT/ACT:  AP:
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<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 checked="" type="checkbox"/>	CDBs
<input checked="" type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Other

Findings	Student attendance:  Discipline:  Grades:
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<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 checked="" type="checkbox"/> Teacher and parent surveys
<input type="checkbox"/> Other
Findings
OH:

<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	RTI :  Intervention implementation and effectiveness:  Student identification for increased learning time:  Tutorials:

**CSF 5: Family/Community Engagement**

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.

Communication

Family and community activities

Family and community input

Family and community services

Second language communication

Other

Findings

Communication:

Family and community activities:

Family and community services:

Second language communication:

**CSF 6: School Climate**

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.

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

Findings	Surveys:
	Discipline:
	Attendance:
	Extra-Curriculars:

<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 checked="" 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 type="checkbox"/> Professional development experiences and requests
<input checked="" type="checkbox"/> Other      Alignment of grades and AP scores

Findings	<p>Teacher attendance:</p> <p>Experience:</p> <p>Class Size:</p> <p>Staff retention:</p> <p>Alignment</p>
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**Priority Needs**

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

Priority Need 1

PLCs are not done with fidelity across the campus.
<p>CSF 1 Academic Performance</p> <p>CSF 2 Use of Quality Data to Drive Instruction</p> <p>CSF 3 Leadership Effectiveness</p> <p>CSF 4 Increased Learning Time</p> <p>CSF 5 Family and Community Engagement</p> <p>CSF 6 School Climate</p> <p>CSF 7 Teacher Quality</p>

Priority Need 2

Increase community engagement
<p>CSF 5 Family and Community Engagement</p> <p>CSF 6 School Climate</p>



**Campus: STEVENS HS**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/16/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Harold Maldonado	
Parent Community Representative	Holli Bernal	
Staff Representative	Jodi Wheeler	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Jared Cooper	Staff Member
Anthony Perez	Staff Member
Vincent Zarrillo	Staff Member
Gabriela Aguilar	Staff Member
Tiffany Burrell	Staff Member
Patrick Tejeda	Staff Member
Melissa Cerda-Castillo	Staff Member
Arnulfo Carrillo	Parent
Tammy Mann	Parent
Maricela Linan	Parent
Tammy Rivers	Parent
Tammy Mann	Parent
Maricela Linan	Parent
Tammy Rivers	Parent

**CAMPUS: STEVENS 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 Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Review select data, review SIP, PLC re-focus, TTESS, SE, 504, ELL, RTI, Campus Procedures	Instruction	All Teachers	All Students	HSA	5
08/22/2017		Review select data, review SIP, PLC re-focus, TTESS, SE, 504, ELL, RTI, Campus Procedures	Instruction	All Teachers	All Students	HSA	1.5
08/23/2017		Review select data, review SIP, PLC re-focus, TTESS, SE, 504, ELL, RTI, Campus Procedures	Instruction	All Teachers	All Students	HSA	3

10/09/2017		Providing high yield, low prep, high frequency accommodations for students receiving SE services, The RTI process, Roundtables on Failing forward, Advanced Placement Professional Learning Community, Implementing small-group purposeful talk in the classroom, Analyzing assessments, Innovation Lab	Instruction	All Teachers	All Students	HSA	6
11/20/2017		Teacher Choice	Instruction	All Teachers	All Students	HSA	6
11/21/2017		Teacher Choice	Instruction	All Teachers	All Students	HSA	6
02/19/2018		STAAR/AP Prep	Instruction	All Teachers	All Students	HSA	6

#### Staff Development on Late Start Dates

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
09/06/17		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
09/20/17		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
10/04/17		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1

10/18/17		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
11/01/17		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
11/29/17		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
12/13/17		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
01/10/18		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
01/31/18		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
02/14/18		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
02/28/18		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1

03/07/18		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
03/21/18		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
04/11/18		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
04/25/18		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1
05/16/18		PLC - Answer the Four Questions of the PLC, Research and Review Student Data, Align instruction with student needs	Instruction, Assessment, Collaboration	All teachers	All students	HSA	1

CAMPUS: STEVENS 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	68%	46%	71%	60%	76%	64%	46%	5%	76%
African-American	55%	42%	60%	48%	71%	66%	42%	6%	71%
Hispanic	68%	46%	71%	53%	73%	63%	45%	3%	73%
White	76%	46%	79%	76%	85%	69%	61%	11%	85%
Economically Disadvantaged	64%	40%	67%	49%	65%	59%	40%	3%	65%
Special Education	33%	18%	38%	21%	35%	33%	24%	3%	51%
At-Risk	53%	26%	46%	39%	57%	50%	27%	0%	57%
Limited English Proficient	29%	16%	34%	20%	18%	17%	10%	0%	51%
Asian	67%	58%	70%	83%	80%	0%	0%	0%	N/A
American Indian	N/A	N/A	N/A	59%	83%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	50%	100%	63%	92%	100%	100%	0%	100%
Two or More	76%	48%	79%	74%	86%	83%	65%	17%	86%

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	70%	47%	73%	63%	75%	69%	47%	5%	75%
African-American	61%	39%	66%	51%	68%	60%	43%	6%	68%
Hispanic	71%	46%	74%	56%	73%	68%	47%	5%	73%
White	71%	57%	74%	79%	84%	78%	53%	5%	84%
Economically Disadvantaged	66%	40%	69%	52%	65%	63%	42%	4%	65%

Special Education	29%	13%	34%	23%	31%	30%	22%	8%	51%
At-Risk	51%	23%	54%	40%	54%	53%	28%	2%	54%
Limited English Proficient	17%	9%	22%	17%	20%	17%	7%	0%	51%
Asian	71%	71%	74%	82%	76%	64%	50%	0%	76%
American Indian	N/A	N/A	N/A	60%	90%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	75%	75%	78%	60%	75%	100%	33%	0%	100%
Two or More	85%	60%	88%	76%	84%	75%	60%	5%	84%

### 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	Approaches Standard	Approaches Standard	
All Students	82%	40%	85%	82%	88%	83%	29%	8%	88%
African-American	75%	39%	78%	73%	85%	80%	27%	10%	85%
Hispanic	82%	40%	85%	80%	87%	83%	28%	7%	87%
White	83%	40%	86%	90%	93%	85%	33%	11%	93%
Economically Disadvantaged	80%	37%	83%	77%	84%	79%	27%	7%	84%
Special Education	54%	22%	57%	47%	64%	56%	19%	7%	64%
At-Risk	75%	24%	78%	71%	83%	77%	21%	4%	83%
Limited English Proficient	62%	18%	65%	63%	71%	59%	28%	13%	71%
Asian	92%	58%	94%	96%	90%	40%	0%	0%	90%
American Indian	N/A	N/A	N/A	79%	100%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	100%	67%	100%	83%	85%	100%	0%	0%	100%
Two or More	79%	32%	82%	87%	94%	88%	47%	18%	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	Approaches Standard	Approaches Standard	

All Students	87%	53%	90%	86%	92%	84%	52%	13%	92%
African-American	86%	44%	89%	79%	90%	78%	45%	7%	90%
Hispanic	87%	53%	90%	82%	90%	84%	51%	11%	90%
White	88%	64%	91%	93%	96%	90%	68%	23%	96%
Economically Disadvantaged	85%	48%	88%	80%	87%	83%	47%	10%	88%
Special Education	62%	21%	65%	54%	68%	61%	21%	6%	68%
At-Risk	80%	33%	83%	75%	85%	78%	34%	4%	85%
Limited English Proficient	63%	17%	66%	59%	67%	57%	17%	3%	67%
Asian	87%	53%	90%	95%	92%	40%	20%	0%	92%
American Indian	N/A	N/A	N/A	86%	100%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	85%	96%	100%	100%	0%	100%
Two or More	89%	58%	92%	93%	99%	96%	74%	35%	99%

### 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	93%	66%	95%	92%	96%	95%	68%	32%	96%
African-American	89%	62%	91%	87%	93%	87%	59%	25%	93%
Hispanic	94%	65%	95%	90%	96%	95%	67%	29%	96%
White	93%	75%	95%	96%	97%	94%	77%	50%	97%
Economically Disadvantaged	92%	62%	94%	88%	93%	93%	63%	28%	95%
Special Education	59%	34%	62%	64%	78%	74%	24%	9%	78%
At-Risk	86%	48%	89%	84%	91%	91%	53%	17%	91%
Limited English Proficient	58%	25%	61%	69%	76%	82%	24%	0%	82%
Asian	91%	64%	93%	96%	96%	100%	80%	60%	100%
American Indian	100%	100%	100%	92%	100%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	91%	81%	100%	100%	0%	100%
Two or More	94%	78%	96%	95%	98%	100%	81%	67%	100%



**ATTENDANCE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	93.6%	95%
African-American	95.4%	95.8%	93.6%	95%
Hispanic	95.6%	95%	93.6%	95%
White	96%	95.8%	93.8%	95%
Economically Disadvantaged	95.4%	94.4%	93%	95%
Special Education	94.5%	93.9%	89.9%	91%
Limited English Proficient	96.4%	95.8%	94.5%	95%
Asian	97.8%	96.8%	95.3%	96%
American Indian	95.3%	95.2%	95.3%	96%
Hawaiian Pacific Islander	95.5%	96.1%	95%	96%
Two or More	95.9%	96%	94.4%	95%

**COMPLETION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	94.8%	95%
African-American	90.5%	96.6%	93.2%	94%
Hispanic	92.1%	96.7%	94.9%	96%
White	96%	98%	93.7%	95%
Economically Disadvantaged	91.1%	94.5%	92.1%	93%
Special Education	89.5%	94.1%	88.6%	91%
Limited English Proficient	81.3%	84.4%	63.2%	70%
Asian	97.9%	98.2%	100%	100%
American Indian	91.8%	100%	N/A	100%
Hawaiian Pacific Islander	93.7%	100%	N/A	100%
Two or More	94.6%	99.5%	100%	100%

**ADVANCED MEASURES**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%	33%	35%
Number of AP Test Takers	6996	451	480
Number of AP Tests Taken	14110	750	800
% Scoring 3 or Higher AP Exams	43%	22%	33%
% College-Ready Graduates-ELA	45%	38%	40%
% College-Ready Graduates-Math	37%	22%	25%
SAT Total Score Mean	990	907	907
SAT Reading/Writing Section Mean	500	459	459
SAT Math Section Mean	490	448	448

**GRADUATION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	93.5%	95%
African-American	85.4%	94.8%	93.2%	95%
Hispanic	86.9%	94.9%	93.9%	95%
White	93.4%	96.7%	88.9%	97%
Economically Disadvantaged	86%	92.3%	90.5%	95%
Special Education	77.9%	92%	84.3%	95%
Limited English Proficient	71.3%	77.6%	63.2%	95%
Asian	95.7%	95.4%	100%	100%
American Indian	87.4%	100%	N/A	100%
Hawaiian Pacific Islander	88%	100%	N/A	100%
Two or More	90.8%	99.5%	100%	100%

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

### Goal 1

Need : PLCs are not done with fidelity across the campus.

Goal : Increase efficacy of PLCs as measured on the PLC Continuum from implementing and developing to sustaining as described in Solution Tree's Learning by Doing.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	HSA
Timeline for Implementation	Instructional Coaching training for Dean, Math Coordinator, and English Coordinator occurred in June  Training of key stakeholders will occur in November
November Progress Check	20 teachers and the AD and VP attended the PLC at Work conference.  6 teachers and the AD attended the PLC protocols conference.  65 direct observations of collaborative team meetings have occurred using the campus walk through form. So far, the most frequently observed PLC behaviors have been teachers responding to question 1 of PLCs 79% of the time, 52% of observations report teachers responding to question 2, 27% of observations report teachers responding to question 3, and 4.5% of observations recorded showed evidence of teachers responding to question 4 of PLCs. 88% of observations showed evidence of teachers either analyzing or creating common assessments.

March Progress Check	As of March 1, 107 direct observations of collaborative team meetings have been conducted by campus admin using our online form. Question 1 of the PLC process has been observed 72% of the time, question 2 has been observed 46% of the time, question 3 has been observed 27% of the time, and question 4 has been observed 7.5% of the time. Analysis of common assessments and/or creation of common assessments has been observed 88% of the time. In addition to quantitative data, the form has provided us with the opportunity to also collect rich anecdotal data.
June Progress Check	As of June 13, 117 direct observations of collaborative team meetings were conducted by campus admin using our online form. Question 1 of the PLC process 71% of the time, question 2 was observed 44% of the time, question 3 was observed 25% of the time, and question 4 was observed 7% of the time. Analysis and/or creation of common assessments was observed 67% of the time.

#### Activity 1

Activity	Train teacher leaders and administration in the use of PLC model and monitor directly.
Person Responsible	Principal, Academic Dean, Coordinators, PLC Coalition
Monitoring Measures	Coordinator/Coaches/Admin will directly observe PLCs during late starts and collect evidence of fidelity to the PLC process.
Title 1 Fund	No
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	Implement coaching model to address system safeguards. ELA coaching will specifically address the academic performance of our African American, English Language Learner, and Special Education students. Math coaching will specifically address the performance of Special Education students.
Person Responsible	Academic Dean, English Coordinator, Math Coordinator
Monitoring Measures	Weekly meetings with Curriculum Specialists and direct observation by Academic Dean

Title 1 Fund	No
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	Quarterly PLC self-assessment using the district's guiding coalition survey will be used to monitor continuous improvement.
Person Responsible	Academic Dean, PLC Coalition
Monitoring Measures	self-report/district's guiding coalition survey
Title 1 Fund	No
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	
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 2**

Need :

Increase community engagement