

## CHAPTER II: STUDENT/COMMUNITY PROFILE- OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA

### **Critical Area 1: PCHS School Status- *Program Improvement (PI) Year 1 Status***

*Why is Program Improvement (PI) Status a critical area for PCHS?*

According to the PCHS mission and vision, all students should have access to a rigorous, standards-based curriculum to reach their intellectual, physical, psychological, and social potential. As a Program Improvement school, PCHS is not meeting the needs of all students or adhering to the school vision and mission statement. PCHS does not want to remain in Program Improvement. This designation could be detrimental to the school as an independent charter; especially because PCHS is not meeting the charter-stipulated requirements.

PCHS is in its second year of Program Improvement (Year 1). PCHS met AYP in 2011, but did not in 2010. In 2009-10, PCHS did not meet its growth targets for proficiency in Language Arts and Math in Special Education and English Language Learners (ELL). In 2010-2011, the scores of ELL students dropped, but the school met the requirement via the Safe Harbor provision. Every other subgroup, including Special Education, met its growth targets in 2010-2011. PCHS recognizes that its Special Education and ELL students are in need of attention. Over the past two years, PCHS has implemented new programs and designated Professional Development to help these specific subgroups succeed. PCHS hopes to exit PI status this year by focusing on ELL and Special Education students' performance on the CAHSEE.

*How does PCHS plan to address this Critical Area to help with student achievement?*

Supervision for the ELL program has historically been the responsibility of the Director of Instruction. Due to the high turnover and eventual elimination of this position and the inconsistent staffing of the ELL Coordinator position, the data concerning RFEP (Re-designated Fluent English Proficient) students has not been critically reviewed and analyzed. Upon examining the data, PCHS has determined that a majority of underperforming ELL students are RFEPs. Over the past two years, PCHS has received an increased amount of RFEP students from the local feeder school, Paul Revere Charter Middle School. PCHS will meet with the middle school administration to discuss their reclassification process. After careful review of these RFEP students at PCHS, many of them are not achieving to the same degree as fluent students. In addition, RFEP proficiency data has not been reviewed.

With the instability of personnel in this position, proficiency data is currently under the responsibility of the Director /Assistant Principal of Student Support Services. The English Language Learner (ELL) Coordinator and the teacher's aide in the Bilingual office provide guidance for the program, administer the annual CELDT testing, review the current RFEP population, and ensure compliance to state and federal requirements, and work under the supervision of the Director/Assistant Principal of Student Services. An ELL Task Force is currently being formed, comprised of administrators, teachers from core subjects, other teachers for support, and the Bilingual aide, to critically review the ELL program and the development of an effective professional development and instructional program.

PCHS has strategically targeted this population for support by increasing resources to literacy classes, strengthening parental group communication, and ELL program monitoring. However, PCHS has not been in communication with the English Language Learners Advisory Committee

(ELAC) for two years. PCHS has a newly rejuvenated ELAC who serves in an advisory capacity for the program. The school will establish communication with this group of parents to ensure they are aware of district opportunities for training as well as opportunities on the school site to support and become involved in their child's education. Both the ELAC and a support group, Fuerza Unida, provide information to parents about school services, student achievement data, policies, and college preparatory opportunities. Tutoring and support resources are arranged both inside and outside the classroom. Increased communication with parents who do not attend is necessary to reach ELAC's goal of increasing the level of parent involvement. PCHS utilizes ConnectEd and web postings to inform parents as well. In order to increase ELL scores and RFEP student success, the PCHS ELL Task Force is planning on establishing a continual professional development program for ELL students in core subjects through WestEd.

## **Critical Area 2: PCHS Pyramid of Intervention**

*Why is a Pyramid of Intervention a critical area for PCHS?*

Within the PCHS charter, a Pyramid of Intervention is defined as an academic support program to help students remain on track. Over the last several years, PCHS has tried to implement a variety of intervention programs that unfortunately have not been successful. During the last WASC site visit a scheduling, enrichment, and intervention pyramid was in place. With the resignation of the Principal in 2007, the strength within that pyramid of intervention, primarily the Student Success Team (SST) component, declined. For the following three years, the school endeavored to use a modified Pyramid of Intervention. In 2010, the Director of Instruction attempted to start a new intervention program, the Student Assistant Program (SAP). This fragmented and ineffective intervention program lacked systemic connections and accountability. The program was ill-conceived and did not facilitate collaboration between teachers, students, and counselors. That same year, Club Dolphin was also implemented. Club Dolphin was created in response to the alignment of transportation with Paul Revere Charter Middle School. This program was instituted as a support class for traveling students that needed intervention in the core subjects of math, science, English, and social studies. However, the program was not structured effectively and lacked accountability. With the new Executive Director and Principal and the current administrative team, a fresh and innovative Pyramid of Intervention, based off the DuFour's Response to Intervention Model, is being implemented and appropriate accountability measures are being taken.

*How does PCHS plan to address this Critical Area to help with student achievement?*

In 2011, PCHS has revisited and refined the Response to Intervention (RtI) using DuFour's Professional Learning Community Model. This system answers the essential question "What will the teachers/school do if the student(s) are not learning?" The Intervention model is comprised of six levels of increasingly intensive school interventions. The first level of interventions is accessible to all students without specific staff referral. It includes such things as quality instruction, study skills, reading incentive programs, and teacher mentoring. The next level results from teacher recommendations such as weekly progress reports, specific clubs, or scheduled parent conferences. The third level of interventions includes parent support in designing behavior or education plans, attending school on Saturday, or the parent shadowing the child. Mental health placement or required counseling comprises the fourth level. Specialized classes make up the fifth level, and retention and required summer school compose the last level.

### Assumptions of the Model:

1. All teachers are working consistently to direct all students toward appropriate interventions
2. All the interventions are equally effective in addressing students' needs
3. Teachers know which interventions are most appropriate depending upon the students' needs
4. Any student exhibiting problems will be addressed
5. Parents are willing to have their student participate in the interventions
6. Students are making a genuine effort to succeed
7. All staff believes that the model is an effective tool for identifying and directing students in jeopardy of failing

In subsequent years, PCHS has worked to provide this hierarchy of supports and services available to students. While PCHS has a diverse system of supports including an Academic Watch Program, Summer Bridge Programs, weekly progress reports, a comprehensive Study Center offering tutoring services before school, during Nutrition, Lunch, and 7th period, teachers' and departments' tutoring schedule and appointments, guided study classes, intervention classes, counseling, and referrals, the pyramid has had trouble developing a consistent, systematic approach to evaluating students' needs. PCHS has set a goal to implement a more systematic approach to intervention that starts in the classroom. Another goal is to monitor the effectiveness of these interventions to maximize student success.

In addition to the goal this year of a more coordinated, systematic approach to intervention while monitoring student participation and success in a prescribed intervention program; a structured intervention class is now offered five periods during the school day for students who failed three or more classes last school year. Through coaching provided by ARRA funds last year, PCHS developed a tiered-system approach or Response to Intervention model of student support. Professional development designed to assist teachers in providing Tier 1 (classroom) supports is being implemented this year and a long range plan developed to increase teacher capacity for differentiating instruction and providing strategies to support student learning. This system is called R&R (Reteaching and Reassessing). The PLC Coordinator is piloting R&R efforts with US History and Biology PLCs. Small Learning Communities are also an example of a Tier 1 intervention for 9<sup>th</sup> grade students. Tier 2 involves participation in supplemental supports prescribed by a Student Support Team or Parent Teacher Team led and monitored by the student's counselor. PCHS is exploring the use of junior and senior students as cross-age tutors/mentors exploring the feasibility of a future teachers' academy for students considering teaching as a career path. Tier 3 involves a more intensive program such as an intervention class, Temescal Academy Small Learning Community, remedial instruction and/or referral for assessment for special education supports and services.

### **Program #1: Small Learning Communities/PODS**

The 9<sup>th</sup> grade Small Learning Communities (SLCs) or Pods were formed at PCHS in 2003 to offer personalized, rigorous, interdisciplinary education to all 9<sup>th</sup> grade students. Prior to the SLCs, PCHS provided this type of curriculum only to a small group of 9<sup>th</sup> grade students through the *Humanitas* program. However, the program was disbanded when it became clear that the overwhelming majority of *Humanitas* students were White and Asian, a demographic distribution that was not representative of the diverse Pali population.

PCHS created the Pod/SLC program, as outlined in the 2005 charter, in order to offer all 9<sup>th</sup> graders a personalized transition into a large high school. The Pods are tailored to meet students'

learning and affective needs, and to provide caring relationships. However, with an unclear mission and without training in interdisciplinary teaching and rotating leadership and membership, the SLC program has moved further away from its vision of a research-based, collaborative, and equitable program devoted to success for all 9<sup>th</sup> grade students.

This year, the SLC Coordinators are refocusing Pod teachers on the SLC mission and vision, according to the PCHS charter, with the goal of providing teachers with the *Humanitas* training that was the original intent of the Pod program. Over the summer, SLC teachers met to analyze the 2005 and 2010 charters to delineate the vision, mission, and ways to implement the mission. PCHS Pod teachers read and discussed research about diverse schools and systemic inequities that may prevent all students from succeeding.

This fall, Pod teachers were trained on how to use the LAUSD My Data system to personalize their instruction and intervention. Pods have compared their individual pod data to the entire SLCs data so that they can better understand the demographics of PCHS students and to determine whether the SLC program has achieved heterogeneous Pods.

The next few SLC monthly meetings will address the themes of college-going culture, art in high school, heterogeneous grouping, and other professional development topics. Each individual Pod will continue to meet regularly in order to properly differentiate instruction, provide support and intervention, and personalize the “Pali experience” for all students. The SLC Coordinators are also using Survey Monkey to elicit feedback from SLC teachers about the process and how they can tailor this process to teachers’ needs. So far, teachers seem excited about this SLC reinvigoration process. PCHS Administrators and SLC teachers will constantly review and stream-line the vision, mission, and implementation strategies throughout the year.

In a few months PCHS will have research-based knowledge of how Pali can improve the SLC program, and how the next steps will be taken in the remodeling of the program. This will include looking at how PCHS distributes students and teachers into each Pod. PCHS leadership, along with the SLC coordinators are emphasizing the importance of the 9<sup>th</sup> grade year and the value of excellent teaching and collaboration in the SLC program. Pod teachers must be committed to interdisciplinary, collaborative work, as it is the only way to ensure rigor and equity across the Pods.

The SLC Coordinators are currently working with the Los Angeles Educational Partnership (LAEP) to develop a *Humanitas* training program for Pali’s SLC teachers. They are looking into grant funding of \$34,000 to pay for a three-day, thirty-teacher *Humanitas* training at Pali in the spring. In addition, four SLC POD members attended a four day *Humanitas* Professional Development SLC retreat in November at Los Angeles Educational Partnership (LAEP). This PD was free for Pali teachers. The four members reported back to the entire PCHS SLC and made a recommendation to the administration that all 2012-3 SLC/POD teachers attend in late spring for *Humanitas* training.

Small Learning Communities will evolve into a 9<sup>th</sup> grade *Humanitas*, interdisciplinary, and intervention-based program. With the current restructuring of the program and the inclusion of an additional 9<sup>th</sup> grade Tier 2 intervention program, 9<sup>th</sup> graders will have a Pod-specific support team comprised of teachers, a resource specialist, a literacy instructor, a counselor, and a bridge 10<sup>th</sup> grade teacher.

### **Program #2: Re-teach and Reassessing Program (R&R)**

PCHS is responsible for educating all students. The Re-teaching and Reassessing program (R&R) began in Fall 2011. R&R is designed as an RTI Tier 1 intervention and serves

as a safety net to capture students who fail to demonstrate proficiency on the benchmark assessments within Pali's core PLCs and SLCs. Participating teachers take a summative benchmark assessment and convert it into yet another formative assessment. There is overwhelming international data suggesting that increased use of formative assessments significantly improves student achievement. (Bloom 1984, Meisels 2003, Rodriguez 2004, Bangert-Drowns and Kulik 1991, Marzano 2007, Nyquist 2003, and Wiliam 2007)

After the administration of a benchmark assessment, participating PLC teachers identify non-proficient students and create a subgroup in Mastery Manger to track further student progress. A letter from the Principal is sent home to each non-proficient student notifying the parent that the student is non-proficient on specific standards. The parent and student are informed that there is an opportunity for re-teaching and reassessing in the immediate future. Using an item analysis report for the subgroup, the PLC teachers create standards-based lesson plans to re-teach content or skills performed poorly by non-proficient students. With these strategic lesson plans, re-teaching takes place during lunch and/or 7th period for a one-week period. On the last day of R&R, students are reassessed and should receive a higher grade based on improved performance. The counselors are notified of the students who choose not to participate in the R&R program. Participating teachers are compensated by PCHS for their additional service.

R&R provides immediate systemic intervention. Data is currently collected to determine the efficacy of this program. As of January, two PLCs (US History and Biology) have participated. The R&R program has uncovered unexpected systemic inconsistencies in grading policies, cut score between internal assessment and CSTs, and the level of difficulty between internal assessments and CSTs. As a result, the R&R program is going to assist PCHS in improving authentic student achievement in numerous ways.

### **Program #3- Counseling Office Support (COS)**

The goal of COS is to be part of a pyramid of intervention at a Tier 2 level that supports 9<sup>th</sup> grade student achievement and provides a source of accountability and follow-up for students. This includes students that are involved in R & R as well as other intervention pieces. The program focuses on having students connect with their counselors more often than the routine visitation for programming classes that takes place.

The counselors were instructed to meet with each one of their 9<sup>th</sup> grade students who had one or more fails at the five week progress report. Counselors investigated the difficulties that resulted in a fail grade in any of their classes. After identifying the problem and stressing the significance of not falling behind as a 9<sup>th</sup> grader, the counselors then placed the students on a weekly check for the next five weeks. Students were taught how the process worked and were informed that if there was improvement at the ten week mark (having no fails), then they were no longer required to participate in the weekly check process.

At the ten week mark, 10<sup>th</sup> graders were also included in this process with the counselors. Approximately 41 9<sup>th</sup> graders who were on the list at the 5 week progress report reported 3 or more fails at the 10 week mark, and were reprogrammed into an intervention class. This class focuses on supporting students who have severe academic problems and need individualized support. 73 9<sup>th</sup> graders who were placed on the weekly check at the 5 week mark improved their grades and were removed from the weekly check process. At the 15 week mark 65 9<sup>th</sup> graders improved their grades and were removed from the process. In addition to the conferences, weekly check program and intervention classes, all 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students who had one

or more fails at the 10 week grading mark had a letter sent home to parents notifying them of their academic standing.

#### **Program #4- Temescal Academy (A Small Learning Community)**

As a third tier in the Response to Intervention, PCHS has a newly developed small learning community for individualized support called Temescal Academy. Temescal Academy is housed down the street from the school, 105 yards away, in a facility that the school acquired from Los Angeles Unified School District.

Students at PCHS are assigned to Temescal Academy when more individualized instruction is essential for the academic success of the student. Temescal Academy serves approximately 80 students. The structure of the program allows Temescal staff, parents and students to identify alternatives for a particular student to maximize success.

Although Temescal Academy's population is small, the student population is diverse. Students are eligible to attend for the following academic, medical, and/or psychological reasons:

- At risk of failing a majority of classes
- At risk of dropping out of PCHS
- Work/study needs
- Attendance issues
- Emotional issues
- Family problems
- Health problems
- Personal safety concerns

Temescal Academy's philosophy is that all students can learn but some need a smaller, more supportive environment to focus and succeed. Temescal Academy's goal is to transform the educational program to provide enhanced opportunities for different kinds of learners. The foundation of Temescal's small learning formula/community is based on three core principles:

- Equity and access
- Individualized, quality instruction
- Personalization

As an independent charter school, the primary consideration of PCHS is the education and welfare of its students. Temescal Academy allows PCHS to help minority and economically disadvantaged students who cannot perform in a more formal academic setting to have a place that will prevent them from falling through the cracks.

Additionally, students may finish needed classes and advance their transcripts on a calendar which is independent of the traditional five month semester, thereby allowing students to remediate missed classes while forging ahead with their grade-appropriate classes. Temescal Academy provides personalized curriculum to help them achieve academic success. This is accomplished by small class size, usually less than 25 students per class. Each class is taught by a California-certificated teacher. Temescal Academy is supervised by an on-site administrator who serves as a guidance counselor to this small learning community. This creates a very intimate relationship with the administrator/counselor who helps to foster student success in completing the required curriculum. An open-door policy is available to each student/parent at Temescal Academy. This small learning community creates an empathetic and supportive relationship among staff, parents and students.

**ACADEMIC EXPECTATIONS AND REQUIREMENTS  
GRADUATION REQUIREMENTS**

Students must earn a minimum of 180 credits at Temescal Academy as outlined below. In addition, all students must pass Algebra I and the California High School Exit Exam (CAHSEE), complete 40 hours of Community Service, and turn in a Senior Portfolio/Graduation by Example (GBE) in order to receive a high school diploma.

**TEMESCAL HIGH SCHOOL**

<b>Subject</b>	<b>Number of Semesters</b>	<b>Number of Credits</b>
English	8 semesters	40
Mathematics	4 semesters	20
Algebra IA /1B (mandatory)	2 semesters	10 Math – <b>20 credits</b>
Applied Math A/B <u>or</u>	2 semesters	<b>Total</b>
Geometry A/B	2 semesters	10 for APM or GEOM
Science, Biological	2 semesters	10
Science, Physical	2 semesters	10
World History/Culture/Geog.	2 semesters	10
US History/Geography	2 semesters	10
American Gov/Civics	1 semesters	5
Economics	1 semesters	5
VAPA/Foreign Lang	2 semesters	10
Physical Education	4 semesters	20
Computer Literacy	1 semester	5
Health Education	1 semester	5
Life Skills	1 semester	5
Electives/Vocational Classes/ Work Experience	5 semesters	20
Senior Portfolio		2.5
Community Service	(At least 40 clock hours)	2.5
<b>Total Credits</b>		<b>180</b>
High school students including SDC and RSP students,(unless exempt), must pass the California High School Exit Exam (CAHSEE) in English/Language Arts and mathematics in order to receive a High School Diploma.		

Tracking student behavior and academic progress becomes an easier task in a small learning community. Having a small staff and student population enables staff to speak regularly about individual students, so adjustments can be made.

Another instrument used in accessing student achievement is a weekly point system to help parents, students, and faculty track the progress of student academic performance in each class. A formal point sheet is distributed to each student informing them of their progress in a particular class. If the minimum amount of points per class/per week is not achieved the student is counseled by the administrator/counselor, and the student must obtain a parent signature. The point system empowers parents to express their concerns to both the student and staff before it is too late to fix any problems the student might be experiencing in a class.

Temescal students can participate in extra-curricular activities at PCHS and take advantage of other services the school provides to its student population. Temescal also provides

additional options to the traditional classroom teaching environment. Online classes are available to supplement a student's schedule. Independent study is available on a case by case basis. The administrator/counselor, parents, and student will determine if this model of learning will help the student finish classes and graduate.

Temescal Academy Small Learning Community has a high success rate and graduation rate. Temescal students will either graduate from the SLC or return to PCHS' to complete their educational program.

#### **Program #4- AVENTA or Distance Learning**

Aventa Learning delivers online courses for PCHS students in partnership with the PCHS counselors and Temescal Academy Small Learning Community. Aventa provides virtual school solutions that include online courses, instruction, and technology. At Aventa Learning, PCHS students and the Temescal Academy SLC have access to more than 400 highly qualified teachers. Although Aventa teachers are not physically present, Aventa teachers actively engage students by:

- Monitoring student progress and keeping students on pace with early intervention for inactivity
- Communicating with students through email, message center, and phone
- Hosting synchronous weekly instructional sessions
- Enabling student interaction via course discussions and group projects
- Providing timely and meaningful feedback on all written assignments
- Personalizing instruction as needed

If students need "live" help, they can also contact a teacher hot line during the extended instructional support hours. Aventa ensures that PCHS is actively involved in their students' online experience. The Aventa mentor program provides for close collaboration between the Aventa teacher and PCHS counselors, ensuring that students have local, on-site support. These counselors/mentors are trained by Aventa. Aventa has designed reports that provide these mentors, along with school and district administrators, teachers, parents and students, with ongoing and accurate updates of students' progress and performance.

### **Critical Area 3: Professional Learning Communities (PLCs)**

*Why are PLCs a critical area for PCHS?*

Professional Learning Communities are an integral piece of the school's primary vision regarding how to move toward achieving the stated mission. This PLC vision can be found throughout PCHS's initial charter (2003) and subsequent charters (2005 and 2010). The continual development of PLCs is critical to the PCHS academic program because, despite all the changes in leadership since 2005, the PLC program has been the one consistent forum for faculty collaboration and student achievement. According to PCHS school-wide CST longitudinal data, successful PLCs have had a direct impact on student achievement. Effective PLCs have shown positive student achievement trends during the last six years. The critical challenge for PCHS is to develop all PLCs into highly effective collaborative groups. Looking at current data, a majority of the school's PLCs are in PLC Stage 2 development. At PCHS, the PLCs are at varying stages of development, ranging from Stage 1 to Stage 5. The PLCs at Stage 5 have more than four summative assessments, unit assessments, and established protocol for analyzing student data. These Stage 5 PLCs have shown positive trends in student achievement.



Furthermore, these same PLCs are piloting new intervention programs within the Response to Intervention program.

*How does PCHS plan to address this Critical Area to help with student achievement?*

When PLCs were instituted in 2003, over three dozen employees attended Rick Dufour's conferences in the first two years of PLC implementation. In 2005, PCHS subscribed to Mastery Manager to support PLCs with data collection and analysis of common assessments. Mastery Manager is a web-based program providing PLCs with reports for item analysis, learning objectives, student exceptions, student and standards longitudinal data, learning objective teacher comparisons, and student/parent data. In 2006, PCHS hired a full-time position to manage Mastery Manager ensuring that data collection and analysis of PLC common assessments were efficient and supportive of the PLCs. Currently the one position has become two part-time positions, each with two data periods.

In 2006, there were a total of 16 PLC common assessments administered through Mastery Manager and in 2011 there were 84 common assessments administered. In 2011 PCHS's departments administered the following numbers of PLC common assessments: 40 Science, 26 Math, 12 Social Studies, 4 Language Arts, and 2 Foreign Language. PLC development for the last six years can be broken down into five stages. There are some departments that have not administered any common assessments for the purpose of collecting student achievement data. There are a couple of departments that have created common assessments. However, the administration of these assessments is not consistent throughout the departments, within the PLCs, or from year to year.

Obstacles to development have been limited collaboration time, nonexistent school-wide protocols for analyzing student data and work, questionable benchmark/common assessment alignment with CSTs, inconsistent grading policies to reflect authentic student achievement, and inconsistent accountability of PLC participants.

To overcome these obstacles, PCHS established a PLC coordinator position in 2006. Currently, this position is compensated through assignment of NBC hours. The PLC Coordinator position:

- plans and gives professional development to PCHS staff
- promotes PLC protocols to enhance teachers' reflection of their practices
- collaborates with PCHS administration to ensure a system of accountability for PLC participation and progress
- participates in the Response to Intervention program
- communicates with leadership, department chairs and PLC leaders on PLC outcomes

Additionally, to address PLC critical needs, PCHS has increased PLC accountability by establishing school-wide PLC goals. PCHS administration is conducting a comprehensive review of PLC pacing guides and assessments through the required compilation of PLC notebooks.

Finally, PCHS plans to conduct targeted professional development for PLC leaders. The school is exploring current structures for collaboration among the new administrative team, academic department chairs, and PLC leaders. PCHS administration has also piloted an embedded morning professional development, with a late-start bell schedule, to put these plans into action.

## PCHS Investigative Questions:

1. Does PCHS have the financial resources to fill the Director of Instruction position?
2. Does PCHS have a data system that allows school staff to accurately identify student needs in a timely manner?
3. Does PCHS staff (administrators, EL coordinator, and teachers) have the training and knowledge to use available data to strategically identify students? to effectively administer the interventions that have been developed?
4. Does PCHS have the cooperation and support of feeder middle schools to correctly identify/designate EL students?
5. Does PCHS have the fiscal resources to fully support all levels of the Pyramid of Intervention (ie., payment for teachers working beyond contractual hours for R&R, additional computers to support distance learning and computer-based intervention programs)?
6. How will PCHS assure that SLC teachers are Humanitas trained? How will PCHS assure all trained individuals are implementing and following the Humanitas model?
7. Do the PCHS school expectations and graduation requirements reflect the school's mission and vision?
8. Does the current PCHS bell schedule have the flexibility to address the need for consistent PLC collaboration time?
9. How will PCHS support the PLC coordinator in addressing the identified obstacles to PLC development: limited collaboration time, nonexistent school-wide protocols for analyzing student data and work, questionable benchmark/common assessment alignment with CSTs, inconsistent grading policies to reflect authentic student achievement, and inconsistent accountability of PLC participants?
10. How will PCHS develop a strategic plan?

