SCHOOLWIDE ACTION PLAN

In the PCHS Action Plan, the school has chosen to focus on three broad goals that have emerged in committee, department and board meetings as well as in WASC Focus Group and Administrative Leadership Team discussions. These objectives are also identified in our school-wide goals and emerging strategic plan. Recognizing that PCHS previously identified some of these objectives in earlier WASC self-studies, PCHS continues to strive for these goals that are still very relevant for the school's growth.

    A. Demonstrate continuous growth in academic achievement across all student groups.

    B. Strengthen the Pyramid of Intervention Response to Intervention (RtI) model offered at PCHS.

    C. Refine Professional Learning Communities already established at PCHS.

    D. Upgrade facilities and Improve Technology

Goal A: Demonstrate continuous growth in academic achievement across all student groups

By 2015, all subgroups will make yearly progress as measured by state and school benchmarks

- All 10th graders will meet all Adequate Yearly Progress (AYP) targets.
- All subgroups will meet Academic Performance Index (API) growth targets or improve by 10 points.
- All courses assessed by the CST will improve the percentage of students scoring proficient or advanced.
- Once baseline data is established for benchmark assessments, the percentage of students who scored proficient (as defined by each PLC) will improve.
- Reduce the number of students earning one or more FAIL by 15%.

Rationale: Since the last PCHS WASC review, the school has worked to address the goal of meeting the academic needs of all learners. However, in spite of efforts to close the achievement gap at PCHS, this remains an ongoing challenge. The pressing need to ensure that all students are meeting academic goals is critical to PCHS this year as the school works to move beyond Program Improvement status. PCHS seeks to address the needs of the "invisible" students who have been historically underrepresented in PCHS intervention programs.

Expected School-wide Learning Results Addressed: Core Learning, Critical Thinking, Communication, and Community

Ways of Assessing Progress: Analysis of CST, CAHSEE, AP, CELDT test results; annual API, AYP scores; disaggregated classroom data; PLC formative and summative assessments; disaggregated data on test scores; enrollment in Honors, AP and other advanced academic classes; SAT and ACT scores and college acceptance data, and surveys.

Proposed Strategies/Tasks:

1. Develop and implement a long-term strategic plan.
2. Develop a means of using available data to identify and address the needs of students who are historically underrepresented within current support systems, which do not always address all failing students or EL students.
3. Develop a school-wide protocol for reviewing assessment data and systematically identifying instructional response.
4. Implementation of a current, integrated student information system providing more feedback to parents and students beyond grade reports.
5. Provide continuous professional development focused on student achievement, especially for our targeted populations.
6. Establish dedicated time for professional development and PLC/SLC/departmental collaboration within the weekly bell schedule.
7. Develop and implement clear policies, including a modified personnel evaluation tool to assist in providing meaningful feedback to teachers to support student achievement.
8. Align departmental grading policies.
9. Implement a 4-year plan for students, beginning at the 9th grade level.
10. Align PCHS graduation requirements to the UC/CSU A-G requirements.
11. Better prepare *all* students to meet the prerequisite needs for AP and Honors courses and provide the necessary mentoring to encourage students to enroll in these courses.
12. Provide Special Education students with appropriate access to college-preparatory courses and post-transitional preparation.
13. Development a bridge between the Special Education RSP teachers and the General Education teachers allowing for more open communication and collaboration.
14. Implement real world experiences within classroom instruction.
15. Articulate and communicate with PCHS feeder schools about preparation for high school, A-G requirements, and 9th grade academic programs, such as SLC's.

ACTION PLAN GOAL A: PCHS will demonstrate continuous growth in academic achievement across all student groups.

Strategy/Task 1: Develop and implement a long-term Strategic Plan.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Strategic planning meeting with stakeholder representatives to create three year plan	1. February 23 & 24, 2012	1.Executive Director and Principal	1.Release time for teachers; facilitator	1. Creation of strategic plan
2.Establishment of oversight committee and process	2. February 23 & 24, 2012 March 20, 2012	2.Strategic Planning participants	2.Meeting time	2.Quarterly review of progress and determination of next steps
3. Quarterly monitoring meetings with stakeholder groups	3. Ongoing	3. Strategic Planning Oversight Committee; Executive Director and Principal	3. Meeting time	3. Committee report to Board

Strategy/Task 2: Develop means of addressing the needs of students who are historically underrepresented within the PCHS support systems, which do not always address all failing students or EL students.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Develop a protocol for using data to identify students in need of support.	August 2012	Ex. Dir. & Principal AP of Counseling Counselors EL Coordinator SIS Coordinator	ISIS My Data reports Grade reports Student achievement data Grades	Established protocol
2. Identify students by reviewing standardized assessment data and grades at the beginning of each school year and at semester grading periods.	August 2012 and ongoing			List of students in intervention program
3. Determine means of offering intervention within the school day.	August 2012	Ex. Dir. & Principal Admin. Team Department Chairs/staff	Bell schedule/Master Schedule Monies for additional intervention classes Staff	Intervention schedule Lesson plans that incorporate intervention
4. Identify and offer alternative programs for students who need credit recovery options such as a distance learning model or enrollment in the Temescal Academy SLC	June 2012	Ex. Dir. & Principal Admin. Team	Aventa/Acellus programs Training for staff	Student logs Program completion

Strategy/Task 3: Develop a school-wide protocol for reviewing assessment data and systematically identifying instructional response

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1.Provide extensive training for site administrators and the data support staff on data literacy.	August 2012	Ex. Dir. & Principal	Trainer w/data expertise Consultant fee	Completed training
2. Establish training that combines the technical aspects about how to extract data information from the system with the data team process of formulating and implementing an instructional solution to identify learning shortfalls. The training should include: -Accountability Literacy -Assessment Literacy -Data Team Process -Data Analysis -Synthesis of an Instructional Response	August 2012	Ex. Dir. & Principal Site Administrators Data Support Staff PLC/SLC Coordinators	Trainer w/data expertise Consultant fee Modern data management system (My Data or other)	Completed training Instructional plan to identify and address learning shortfalls

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
3. Establish training at the beginning of each school year to teach new administrators and teachers in the use of the identified assessment and accountability system. Build a "referesher" into the training to help administrators and teachers stay current on the system and emphasize the site expectation that everyone is proficient in the use of the system and use it regularly.	August 2012 and ongoing	Ex. Dir. & Principal Site Administrators Data Support Staff	Trainer w/data expertise Consultant fee Modern data management system (My Data or other)	Training schedule for administrators and teachers
4. Site administrators and teachers work collaboratively to develop a protocol to use at the school site in the data team process. The protocol will include: -Data collection -Identification of area of instructional focus (skill or standard) -Cause of the learning deficiency -Possible instructional strategies (research-based) -Action plan to address the problem -Goals after re-teaching	December 2012	Ex. Dir. & Principal Data Support Staff Department Chairs/Staff	Modern data management system (My Data or other)	Data Team Protocol Implementation of protocol to identify students who need assistance and action plans for specific students

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
5. Provide training for all staff in the data team process and use of the data team protocol.	January 2013	Ex. Dir. & Principal Administrators PLC/SLC Coordinators Data support staff	Data protocol Training time Trained staff to conduct workshops	Training schedule
6. Provide ongoing support for site as teachers become more proficient in the implementation of the data team process and protocol.	Ongoing	Ex. Dir. & Principal Administrators PLC/SLC Coordinators Data support staff	Training time Support staff	Records of support provided
7. Establish a system to hold PLCs/teachers accountable for using the data process/protocol during collaborative time.	January 2013	Ex. Dir. & Principal Administrators PLC/SLC Coordinators Data support staff	Data protocol accountability system	Documentation of discussions with PLCs/individual teachers

Strategy/Task 4: Implement a current, integrated Student Information System (SIS) allowing more feedback to parent and students beyond grade reports.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1.Assemble a committee to explore potential data systems that provide the features that are essential for PCHS. Use a compatibility matrix to narrow options to three systems.	February 2012	Ex. Dir. & Principal SIS Team	Time to meet Consultation w/systems representatives	Meeting schedule Compatibility matrix
2. Involve staff from all departments, parents, and students in the evaluation of three most desirable systems identified through a metric design to rank the systems.	February-March 2012	Ex. Dir. & Principal SIS Team	Time to meet Consultation w/systems representatives	Responses to analysis metric
3. Launch fundraising campaign to fund the SIS system.	March 2012	Ex. Dir. & Principal Marketing and Development Consultant	Publicity through mail, email, website, and events	Accounting of fund raising efforts
4. Provide training for all SIS system users.	After system adoption	Ex. Dir. & Principal	Time to train Trainer	Training schedule

Strategy/Task 5: Provide continuous professional development focused on student achievement, especially for our targeted populations

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Develop a clearly focused professional development plan that takes into consideration: a. the instructional needs of the school based on student performance. b. criteria for determining the need for teacher/department professional development.	August 2012	Ex. Dir. & Principal Admin. Team	Staff surveys (certificated and classified) Parent and student surveys Achievement data	PD plan aligned to instructional needs and determined criteria
2. Carefully review site requests for professional development to ensure that student achievement data drives the focus of professional development.	Ongoing	Ex. Dir. & Principal Admin. Team	Incorporate rational for PD participation into request forms	PD request forms
3. Ensure that professional development mandated is timely and relevant to school needs.	Ongoing	Ex. Dir. & Principal Admin. Team	Annual PD schedule aligned to identified school needs	PD schedules Post PD surveys
4. Ensure that when professional development is provided that there is a system for follow-up, support and coaching as well as a system to monitor implementation and hold teachers accountable.	Ongoing	Ex. Dir. & Principal Admin. Team	Time to provide coaching and follow-up Staff/Instructional coaches/Pali Pals	Follow up meeting schedule Matrix noting follow up, support, and coaching provided

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
5. Provide training for site administrators to assist them in developing and applying systems to monitor the implementation of professional development and to ensure that monitoring systems are consistent.	Ongoing	Ex. Dir. & Principal	Professional development/workshops Monitoring/feedback protocol	Training schedules PD schedules/programs

Strategy/Task 6: Establish dedicated time for professional development and PLC/SLC/departmental collaboration within the weekly bell schedule.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze the current bell schedule and alternative bell schedules to determine how time can be allocated to provide weekly collaboration opportunities.	2012-2013	Ex. Dir. & Principal Admin. Team	Time to meet Potential bell schedules Protocol for review	Completed comparison matrix
2. Convene a stakeholder committee to develop recommendations for schedule.	2012-2013	Ex. Dir. & Principal Stakeholder committee	Time to meet Potential bell schedules Protocol for review	Committee recommendations
3. If committee proposal involves changes to working conditions, negotiate changes with collective bargaining units.	2012-2013	Ex. Dir. & Principal Collective Bargaining Tea Ex. Dir. & Principal	Time to meet Resources depend negotiated terms	Negotiated terms and agreement
4. Seek PCHS Board approval for recommended changes.	2012-2013		Time to meet Bell schedule proposal	Meeting agenda and minutes

Strategy/Task 7: Develop and implement clear policies, including a modified personnel evaluation tool to assist in providing meaningful feedback to teachers to support student achievement.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Assemble a stakeholder committee to select potential evaluation tools that fit the needs of PCHS.	Begin in April 2012	Ex. Dir. & Principal Stakeholder committee	Time to meet Evaluation tools	Completed comparison matrix Committee recommendations
2. Work with UTLA's negotiating team to approve the evaluation tool.	2012 - Depends on negotiation process	Ex. Dir. & Principal Collective bargaining teams	Time to meet Resources depend on negotiated terms	Negotiated terms and agreement
3. Seek PCHS Board approval for new evaluation tool.	2012 - Depends on negotiation process	Ex. Dir. & Principal	Time to meet Training materials including evaluation tool	Training schedule
4. Train all administrators and teachers on the use of the new evaluation tool.	August 2012	Ex. Dir. & Principal	Time to meet Evaluation instrument proposal	Meeting agenda and minutes

Strategy/Task 8: Align departmental grading policies.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
.1. Analyze and reflect on student assessment data in order to guide instruction and grading practices.	June 2012	Ex. Dir. & Principal Admin. Team Department Chairs/all teachers	Time to meet Student assessment data Time to meet Training Examples of grading scales	Meeting minutes
2. Develop a common departmental grading criteria complete with percentage breakdowns.	June 2012	Ex. Dir. & Principal Admin. Team Department Chairs/all teachers		Common grading criteria
3. Identify essential standards for every course and incorporate into pacing guides	September 2012	Ex. Dir. & Principal Admin. Team Department Chairs/all teachers	Time to meet Training	Common course expectations and benchmark assessments aligned to content standards
4. Develop common expectations (proficiency levels/rubrics) for courses and common benchmark assessments aligned to standards.	September 2012	Ex. Dir. & Principal Admin. Team PLCs/SLCs	Time to meet Training	Benchmark baselines and growth targets
5. Establish baseline data for benchmarks and identify growth targets.	September 2012	Ex. Dir. & Principal Admin. Team PLCs/SLCs/all teachers	Time to meet Data	Analysis reports Baseline data and growth targets
6. Analyze end-of-the-year grades and align with CST achievements.	September 2012	Ex. Dir. & Principal Admin. Team PLCs/SLCs/all teachers	Time to meet Grades CST data	Analysis reports

Strategy/Task 9: Implement a 4-year plan for students, beginning at the 9th grade level.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Counseling department will develop a timeline to begin working with 9th graders and their families to develop the 4-year plan.	October 2012	Ex. Dir. & Principal AP Counseling Counselors	Time to meet	Minutes from meetings
2. Inform students and parents of 4-year plan.	March 2012	Ex. Dir. & Principal AP Counseling Counselors	Letters/postage Recorded phone message Website	Completed mailing and publicity
3. Schedule initial time to meet with students and parents as well as determine annual follow-up schedule.	March 2012	Ex. Dir. & Principal AP Counseling Counselors	Time to meet 4-year plan	Sign in sheets Completed 4 year plans
4. Identify method to track student success and college-going rates that are related to the 4-year plan	June 2012	Ex. Dir. & Principal AP Counseling Counselors	Time to meet Percentage of students completing A-G requirements	Increase in percentage of students completing A-G requirements Increase in percentage of students going to college and university

Strategy/Task 10: Align PCHS graduation requirements to the UC/CSU A-G requirements.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Assemble a stakeholder committee to analyze current PCHS graduation requirements, UC/CSU A-G requirements, and to assess the benefits and costs of changing the school's requirements.	May 2012	Ex. Dir. & Principal Admin. Team Counselors	Time to meet Information about approaches used by other schools that have aligned graduation requirements with A-G courses	Committee report
2. Seek PCHS Board approval for stakeholder committee recommended changes.	May 2012	Ex. Dir. & Principal	Meeting time	Meeting agenda and minutes
3. Inform all parents and students of new graduation requirements beginning with the incoming 9th grade class.	May 2012	Ex. Dir. & Principal Admin. Team Counselors	Time for informational meetings Letters/mailings/email/ Phone calls	Meeting agendas Letters/mailings/phone class records

Strategy/Task 11: Better prepare *all* students to meet the prerequisite needs for AP and Honors courses and provide the necessary mentoring to encourage students to enroll in these courses.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Departments will meet annually in vertical teams to facilitate transition from course to course or grade level to grade level and identify prerequisite requirements.	2012-2013	Ex. Dir. & Principal Admin. Team Academic departments	Time to meet	Meeting agendas & minutes
2. Frequently communicate Honors/AP prerequisite requirements to students and parents beginning in 8th grade informational sessions.	2012-2013	Ex. Dir. & Principal Admin. Team Counselors	Time to meet	Meeting agendas & minutes
3. Provide mentoring opportunities such as essay writing preparation before the Honors/AP English admission exam.	Ongoing	Ex. Dir. & Principal Admin. Team Academic Departments	Staff Time for mentoring sessions	Schedule of mentoring opportunities Student sign-in sheet

Strategy/Task 12: Provide Special Education students with appropriate access to college-preparatory courses and post-transitional preparation.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Provide professional development to general education teachers in disability awareness and differentiated instruction	2013	Ex. Dir & Principal Admin Team	Monies for professional development $3,000	Sign in sheets PD assessments
2. Offer alternative instructional methods, i.e. distance learning	2013	Ex. Dir. & Principal AP SSS/AP Counseling Admin Team	Distance Learning Program (Aventa/Acellus) $2,000 per year	Student transcripts
3. Provide professional development in remediation in reading and math for select staff	2014	Ex. Dir. & Principal AP SSS Consultants	$6,000-$10,000	Programs in place/Student records

Strategy/Task 13: Development a bridge between the Special Education RSP teachers and the General Education teachers allowing for more open communication and collaboration.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Pair RSP with POD	2013	Ex. Dir. & Principal AP SSS/AP Counseling	Common planning time Admin collaboration	Caseload/POD student roster
2. 10-12th grade: align sped and Counselors	2013	AP SSS/AP Counseling	Coordination between departments	Caseloads – Sp. Ed. and counselors
3. Pre-schedule Sp. Ed. students	2013	AP SSS/AP Couns/Sp. Ed. Case Carriers	Time for collaboration between Sp. Ed. and counselors	Student schedules and grades
4. Established time for collaboration	2013	Admin. Team	Time/calendar	Sign-in sheets
5. Allocate dedicated space and staff for testing in small groups; quiet setting	2014	Ex. Dir. & Principal Admin. Team Facilities	Dedicated room and staff	Effective testing procedures/test/ student sign in and out

Strategy/Task 14: Implement real world experiences within classroom instruction.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Identify real world experiences that are appropriate for academic departments and courses.	August 2012	Ex. Dir. and Principal Admin. Team Academic departments	Meeting time	Meeting minutes
2. Develop proposals for real world experiences that require additional resources and/or off campus travel.	August 2012	Ex. Dir. and Principal Admin. Team Academic departments Teachers	Proposal guidelines	Proposals

Strategy/Task 15: Articulate and communicate with PCHS feeder schools about preparation for high school, A-G requirements, and 9th grade academic programs, such as SLC's.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Coordinate 8th grade parent meetings for parents of Paul Revere MS students and other feeder schools.	2012 and ongoing	Ex. Dir. & Principal Admin. Team	Time to meet Parent contact information	Meeting agendas
2. Facilitate meetings between PCHS and PRMS job-alike positions (administrators, counselors, academic departments)	2012 and ongoing	Ex. Dir. & Principal Admin. Team	Time to meet	Meeting agendas

GOAL B: Strengthen the Pyramid of Intervention Response to Intervention model offered at PCHS

PCHS will identify students and subgroups that are at risk or struggling to meet standards/benchmarks and provide appropriate and timely prevention/intervention using the RtI model.

Rationale: All PCHS students will be provided with opportunities to reach their full potential. Students who need additional academic support to be successful at PCHS will be identified and provided with intervention options. In addition, PCHS is identified as a Program Improvement school. To exit PI 1, PCHS targeted students must demonstrate academic growth.

Expected School-wide Learning Results Addressed: Core Learning, Critical Thinking, Communication, and Community

Ways of Assessing Progress: Identification and involvement of students in need of academic support, increased participation in RtI model and all support programs, improvement in student achievement across all grades and especially in 9th grade, established distance learning program and learning center

Proposed Strategies/Tasks:

Refine the Pyramid of Intervention Response to Intervention model through:

1. Continued support of The Village Nation and *Fuerza Unida* in addressing the achievement gap
2. Increased 9th grade intervention strategies
3. Analysis of the effectiveness of Pyramid of Intervention programs
4. Definition and development of a school-wide systemic approach to intervention that is both effective and sustainable with existing intervention program

ACTION PLAN GOAL B: Strengthen the Pyramid of Intervention Response to Intervention model offered at PCHS.

Strategy/Task 1: Continued support of The Village Nation and *Fuerza Unida* in addressing the achievement gap.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Identify expectations (4 assemblies + 2 parent meetings) 2. Identify expectations/outcomes of clubs	2013-2015 2014	Administration Administration Club Sponsors	Fiscal support Release time for event planning	Assembly schedule Participant sign in Student improvement (grades/work completion/attendance)

Strategy/Task 2: Increase 9th grade intervention strategies

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Learning Lab	2013	Ex. Dir. & Principal AP SSS/RSP AP Counseling Counselors	Computers Dedicated space RSP/Sp. Ed.. TA	Pre and Post intervention data Attendance Roster
2. Literacy/Support class	2013			
3. Peer Mentor Program	2014			
4. Strategic Remediation	2014		Monies for summer	9th grade success
5. Bridge Program for incoming 9th graders	2014		program; staff; curriculum (study skills, remedial support, orientation)	
6. Continue to offer and refine programs such as Literacy, Essentials of Math, Counseling Office Support (COS), Tutorials, Reteaching and Reassessing (R&R), Study Center tutoring, SEALS (Smart Educators and Learners Strikeforce), Small Learning Communities (SLC), and Temescal Academy SLC as needed.	Ongoing	Ex. Dir. & Principal AP SSS/RSP AP Counseling Counselors		

Strategy/Task 3: Analyze the effectiveness of the Pyramid of Intervention programs

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1.Identify personnel to implement 2. Coordinate 3. Conduct SST meetings/maintain tracking and data 4. Establish measurable outcomes to evaluate program effectiveness	2013 2013 2013 2014	Ex. Dir. & Principal Admin Team Counselors	Staff position Clerical support Excel Program Dedicated time Monies for consultant Clerical support Data system	Org Chart List of actions by student Records of meetings/ Interventions/responsible personnel and student records Data to support program effectiveness

Strategy/Task 4: Define and develop a school-wide systemic approach that is both effective and sustainable with existing intervention programs.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Fully implement RtI model	2014	Ex. Dir. & Principal Admin Team	Dedicated staff	Excel sheets identifying interventions applied/systematic monitoring/student outcomes Improved results on state and school assessments Increased ADA

GOAL C: Refine Professional Learning Communities already established at PCHS

PCHS will improve and refine Richard DuFour's PLC model through development and implementation of pacing guides, development and implementation of common assessments, and integration of differentiated instruction to increase student learning.

Rationale: The PCHS school community has identified the need for more consistent, school-wide application of the DuFour's model in order for our students to reap the full benefits of the PLC and SLC instructional models.

Expected School-wide Learning Results Addressed: Core Learning, Critical Thinking, Communication, and Community

Ways of Assessing Progress: Evidence of up to date pacing guides, consistent teacher pacing and practices, common benchmark assessments, analysis of benchmark assessments with evidence of interventions based on this information; integration of differentiated instruction; improved student academic achievement

Proposed Strategies/Tasks:
1.   Focus on meeting and measuring identified PLC goals: development and implementation of pacing guides, common assessments, and integration of differentiated instruction.
2.   Develop a school schedule that provides sufficient time for consistent PLC meetings and for intervention/enrichment programs for students

Action Plan Goal C: Refine Professional Learning Communities already established at PCHS

Strategy/Task 1: Focus on meeting and measuring identified PLC goals: development and implementation of pacing guides, common assessments, and integration of differentiated instruction.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Support work in the PLCs by allocating time and resources to develop instructional strategies, common benchmark assessments, conduct classroom observations/lesson studies, and discuss student performance.	2012 and ongoing	Ex. Dir. & Principal Admin. Team PLC Coordinator	Time to meet Staff Training	Instructional strategies, common benchmark assessments, records of classroom observations/lesson studies, and discussion of student performance.
2. All instructors will be within a two-week window of a PLC pacing plan as verified by the administration four times this year. Each PLC pacing plan can be skill and/or content driven.	June 2012 and ongoing	Ex. Dir. & Principal Admin. Team PLC Coordinator PLCs	Time to meet Staff Training	Quarterly pacing plan verification
3. Create a minimum of 3 common assessments (formative or summative) to be administered by each instructor in a PLC verified by administration via Mastery Manager reports. Common assessment must contain identified standards and performance levels to determine student proficiency.	June 2012 and ongoing	Ex. Dir. & Principal Admin. Team PLC Coordinator PLCs	Time to meet Staff Training	Common assessments with identified standards and performance levels

Mastery Manager reports |

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
4.Analyze student work/data for 3 common assessments as verified by administration via PLC submission of student work/data analysis worksheets.	June 2012 and ongoing	Ex. Dir. & Principal Admin. Team PLC Coordinator PLCs	Time to meet Data from 3 common assessments Data analysis worksheets	Analysis reports Completed data analysis worksheets
5. Participate in at least one time in the R&R (re-teaching and reassessing) program as verified by administration via R&R data.	June 2012 and ongoing	Ex. Dir. & Principal Admin. Team PLC Coordinator PLCs	Time to participate in R&R Student assessment data	R & R records Sign in sheets
6. Submit a consistent grading policy outlining how grades will be determined in a PLC based on student common benchmark assessments and homework.	June 2012	Ex. Dir. & Principal Admin. Team PLC Coordinator PLCs	Current grading policies for review	PLC grading policy

Strategy/Task 2 : Develop a school schedule that provides sufficient time for consistent PLC meetings and for intervention/enrichment programs for students.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze the current bell schedule and alternative bell schedules to determine how time can be allocated to provide weekly collaboration opportunities.	2012-2013	Ex. Dir. & Principal Admin. Team	Time to meet Potential bell schedules Protocol for review	Completed comparison matrix
2. Convene a stakeholder committee to develop recommendations for schedule.	2012-2013	Ex. Dir. & Principal Stakeholder committee	Time to meet Potential bell schedules Protocol for review	Committee recommendations
3. If committee proposal involves changes to working conditions, negotiate changes with collective bargaining units.	2012-2013	Ex. Dir. & Principal Collective Bargaining Team	Time to meet Resources depend negotiated terms	Negotiated terms and agreement
4. Seek PCHS Board approval for recommended changes.	2012-2013	Ex. Dir. & Principal	Time to meet Bell schedule proposal	Meeting agenda and minutes

Goal D: Upgrade facilities and improve technology.

Rationale: Our over-crowded, 40+ year old facility needs upgrading in order to accommodate present day needs of students and staff. Up-to-date technology, and the know-how to use it to enhance communication, instruction and learning, is essential to our school's continued success in a computerized global society.

Expected Schoolwide Learning Results Addressed: Communication, Community, Core Learning and Critical Thinking

Ways of Assessing Progress:

Facilities upgrades: Surveys, polls and questionnaires; Progress logs to chart facilities changes and upgrades; Facilities Task Force minutes and reports to the PCHS Board   Improved Technology: Surveys, polls and questionnaires; Technology committee minutes and reports to the PCHS Board of Directors

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Proposed Strategies/Tasks:

1. Upgrade Facilities - Assess existing classrooms and adapt current classrooms to fit specific subject needs, e.g. chemistry labs. Provide adequate office space. Improve performing arts facilities. Upgrade athletic facilities such as the gym.

2. Improve Technology for better communication, instruction, and student achievement.

ACTION PLAN GOAL D: To upgrade facilities and improve technology.

Strategy/Task 1: Upgrade facilities - Assess existing classrooms and adapt current classrooms to fit specific subject needs, e.g. chemistry labs. Provide adequate office space. Improve performing arts facilities. Upgrade athletic facilities such as the gym.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
For each area: 1. Conduct needs assessment. 2. Consult with LAUSD 3. Prioritize goals & create plan 4. Secure funds. 5. Implement plan.	Spring 2012 Summer 2012 and ongoing June 2012 Ongoing Ongoing	Ex. Dir. & Principal Facilities Task Force Ex. Dir. & Principal Ops. Manager Operations & Facilities Committee Ex. Dir. & Principal Board of Trustees Board, Ex. Dir. & Principal, CBO, Ops. Manager Ex. Dir. & Principal Ops. Manager Operations & Facilities Committee	PCHS funds Fundraising Contributions	Minutes of meetings & monthly reports to Board by Operations & Facilities Committee, Ex. Dir. & Principal, CBO, and Ops. Manager

Strategy/Task 2: Improve Technology for better communication, instruction, and student achievement

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Conduct needs assessment via surveys of staff & students. 2. Upgrade and maintain network. 3. Conduct budget analysis and development to determine availability of funds and create prioritized list. 4. Explore possibilities of using technology to supplement aging textbooks through online books and e-readers 4. Purchase and distribute equipment based on priority/needs assessment and budget. 4. Provide for on-site professional development and attendance at instructional technology conferences such as CUE conference.	June 2012 Ongoing March 2012 March 2012 Ongoing Ongoing	Ex. Dir. & Principal Ops. Manager CBO Operations, Facilities, & Technology Committee Budget Committee Department Chairs School Librarian Technology Staff Training consultants/PCHS staff Marketing and Development Consultant	PCHS funds for upgrades, purchase of equipment and software, conference attendance Outside consultants to assist with technology assessment, implementation, and training	Results of needs assessment survey Monthly reports to board by Ed. Dir. & Principal and Ops. Manager Minutes of Operations, Facilities & Technology Committee meetings Minutes of Budget Committee meetings Conference attendance log