



2009-2010

Stage Three: Corrective Action

*Forms to be completed in conjunction with the Campus Improvement Plan and returned to SIRC by: **November 20, 2009***

Campus Name:	Jeff Davis HS	District Name:	Houston ISD	Region:	4
Campus Representative:	Jaime Castaneda	District Representative:	Tonya Miller		
Title:	Principal	Title:	Instructional Specialist	Superintendent:	Terry Grier
Contact Information: (phone & email)	713-226-4900 jcastane@houstonisd.org	Contact Information: (phone & email)	713-695-5652 tmiller@houstonisd.org	Contact Information: (phone & email)	713-556-6300 tgrier@houstonisd.org
Date completed:	11/3/09	Date received by SIRC:	<i>(to be completed by SIRC)</i>	AYP Indicator(s) missed (include student group)	Math (LEP)

In Stage 3, the LEA must identify the campus for corrective action and identify which corrective action option is most appropriate for the campus needs. This signals the LEA's intention to take greater control of the campus management and have a more direct hand in its decision making. Corrective Action is designed to substantially increase the likelihood that all students enrolled in the campus will meet or exceed the State's proficiency levels of achievement. Read the information regarding entering Stage Three of the School Improvement Program and complete the indicated information.

Once you have completed this form, please keep a copy for your records and send an electronic copy to the School Improvement Resource Center (SIRC) by November 20, 2009. Depending upon the Corrective Action selected by the LEA, additional information may be required. Please refer to the instructions for each Corrective Action choice and, if requested, include required information with the completed document as an attachment.

***Please email an electronic copy to: lee.courville@esc13.txed.net
Subject: Stage 3 Form_Campus Name_Region Number***

STEPS FOR COMPLETING STAGE 3 CORRECTIVE ACTION FORM

(Check each requirement below only when it has been completed)

- Previous Stage Requirements**
- Notify parents of School Improvement status, School Choice options, and Supplemental Educational Services (*The TEA website has the required letters for parent notification of School Choice and SES.*)
 - Offer School Choice and transportation to school of choice
 - Technical assistance provided by LEA
 - LEA offers Supplemental Educational Services (SES)
 - Revise the Campus Improvement Plan
- Create a Corrective Action team** responsible for making decisions regarding selection and implementation of corrective action for the campus. It is recommended that your team consist of 6-8 members. District involvement on the team is required, as well as the Technical Assistance Provider (TAP). It is highly recommended that someone from the campus level be a part of the team. Other members could include individuals such as campus principal/administration, Site Based Decision Making team member, teacher leader, parent, student, community member, district personnel (title I representative), and/or superintendent. This team is to work together to complete the following steps to determine which corrective action option is best for the campus and how it will be implemented.
- Collect data**, including longitudinal data on student performance (assessments, rubrics, TAKS- required; AYP results-required; campus climate; needs assessments; content area surveys; teacher focus group conversations; interviews with parents, teachers, and administrators. (*See PPG on Benchmarks/Assessments*)
- Review and analyze data** to help determine areas of strength and areas in need of improvement. Examine the link between alignment and student achievement and the effectiveness of your curriculum, instruction, and assessment. Also consider whether adequate resources have been allocated to support alignment. Include questions such as: Why are we still in school improvement? What is keeping us from meeting AYP? What things have we already tried to this point? What strategies/programs have or have not been successful for our students? How are we evaluating each intervention? Are we failing all subgroups in all areas/specific groups/areas? Have there been successes that we can build upon? etc. (*See Strategies to Consider for Stage 3 document for additional questions to address.*)
- Establish problem statement(s) and goals** based on areas of need as determined by campus data. Review the Corrective Action options to determine which option best meets the needs of your campus.
- Select a Corrective Action option** that best meets the needs of the campus.
- Design a comprehensive plan for implementing the Corrective Action option.** Establish a focus for content, individuals who will be involved, timelines, persons responsible for varying areas, etc.

- Determine a method for monitoring** the implementation and progress of the Corrective Action option chosen.
- Set a timeline** for measurements and evaluation of progress.
- Parent and public notification of Corrective Action.** The LEA must publish and disseminate information regarding any corrective action to the public and the parents of each student enrolled in the school identified for corrective action in an understandable and uniform format and in a language that parents can understand. The information can be shared through such means as the Internet, the media, and public agencies. Any communication to public and parents must be submitted as an attachment along with the Corrective Action Plan.
- Complete Corrective Action form and submit to SIRC office by November 20, 2009.**

DOCUMENTATION OF STEPS FOR COMPLETING STAGE 3 FORM

Corrective Action Team

List the name and position of the restructuring team leader and the method of selecting the team leader.

Name:	Position:	Method of selecting leader:
Jaime Castaneda	Principal	vote by team members

List the name and position of the LEA representative team member.

Name:	Position:	Method of selecting member:
Tonya Miller	Content Specialist	Required

List the name of the Technical Assistance Provider.

Name:	Position:	Method of selecting member:
Kimberly Caldwell	TAP	Required

List the names, positions/or group represented (such as teachers, students, parents, community members, outside experts, etc) and their role on the Corrective Action Team:

Name:	Position:	Role on Corrective Action Team:
Maren Haenicke	Math Dept. Chair/teacher	Teacher representative (math)
Mollie Milliet	ESL English teacher	Teacher Representative (ESL English)
Astrid Brandt	ESL math teacher	Teacher Representative (ESL math)
Ruth Kravetz	Academic Dean	Manages instructional and data issues
Trenee Seward	Special Education Coordinator	Manages Special Education instruction and program implementation
Rebecca Wells	Literacy Coach/Credit Recovery Coordinator	Guides PLC implementation and delivers literacy staff development
Clemencia Seale	LEP Coordinator/Counselor	Monitors LEP program implementation
Amira Zaghmouth	Assistant Principal	Assistant Principal for Title 1 issues

List any other stakeholders who will have input in the recommendation of a corrective action strategy and the method of input (i.e. public forums, public meetings, private meetings, surveys, etc.) in addition to how input is obtained:

Stakeholder(s):	Method of input:	How and when input is obtained:
Parents & students	PTO meetings & website	quarterly
Faculty & staff	meetings	monthly
Tanya Mackey	PTO and Parent Connection meetings	monthly

How will stakeholders be kept informed of corrective action decisions and progress, by what methods, and how often?

Stakeholder(s):	Method of keeping stakeholder(s) informed:	How often:
Parents & Students	PTO meetings & website	quarterly
Faculty & Staff	meetings	monthly

Corrective Action Team Meetings

Indicate your planned meeting dates, agenda, and goals for each meeting. Meeting dates should be planned through the end of the school year.

Tentative Corrective Action Team Meeting Dates	Tentative Agenda Items	Tentative Purpose/Goal for Meeting
October 22, 2009	Review last year's Corrective action option, reorganize team, and discuss how staffing changes have impacted ESL instruction	Revise Corrective Action Plan
November 12, 2009	Discuss the state of Davis in regards to AYP and goals/targets for 2009-2010, including LEP and Special Education student population groups	Present revised Corrective Action Plan and make revisions and first steps for implementation as needed
December 10, 2009	Discuss student achievement based on tutorial program, credit recovery, schedules, restructuring implementation and review campus needs in relation to SIRC visit.	Revise student placements, restructuring plans and reach out to parents as needed

January 14, 2010	Review accommodations and policies implemented to ensure that all students are scheduled to take appropriate test.	Modify and recommend changes necessary prior to test administration.
February 11, 2010	Review monitoring efforts necessary to increase attendance in school and in tutorials and pullouts, final TAKS test preparation and PLC implementation	Increase student participation on TAKS and in classes, targeting special education & LEP student populations
April 8, 2010	Discuss the state of Davis as it relates to goals/targets set in the fall semester	Review and revise corrective action measures as needed
May 20, 2010	Evaluate student success based on preliminary TAKS results and projected graduation rate and develop/revise summer 2010 graduation rate and targeted student population TAKS strategies	Review targeted populations TAKS and graduation plans; revise summer 2010 strategies as needed

Data Analysis

Indicate the data used as it relates to the AYP performance measures and the results of the analysis to identify strengths and issues for your campus, contributing factors as well as priorities. Be sure to include longitudinal data to see progress over the last several years and to provide more reliable information on what areas are in greater need. Analysis of multiple forms of data sources is encouraged. AYP and AEIS Data are required. You may also include evaluation of programs, staffing records, student enrollment, attendance, surveys, observations, student data, focus group discussions, etc.

Data Source	Analysis Results – What did you find? <i>(The results should be objective based on the findings of the data. Use this information to create your problem statements and goals)</i>
AYP	Of the 10 th grade LEP population, 37% met standard without TPM and 52% with TPM factored in, revealing that additional work must be done to target required performance improvement.
CINA	SIRC site visit team recommends higher levels of questioning in the content areas
AEIS	Increases across all grade levels and content areas
TAP Reports	Teachers are committed and student discipline is relatively low in comparison to past years resulting in more time on task and creative scheduling (double-blocking of math and ELA courses.) Initial restructuring efforts are on target, including major focus on the ESL cluster.

Teacher Surveys	High morale, satisfaction with direction of the school
Attendance and Intervention data	Attendance data indicates longitudinal improvement compared to prior years. Intervention data shows that LEP and Sp Ed group size is predicted to be less than 50 for 2009-10. Preliminary student performance data indicate that these student groups are achieving at a higher academic level than in years past.
Cohort 05-06 data analysis	Preliminary 09 graduation rate data indicates that school will meet graduation rate standard on 2010 AYP report as occurred for 2009 AYP and will, as such, exit AYP sanctions for this indicator

Establish Problem Statement(s) and Goals

After analyzing above data, identify problem statements, goals to improve each, and the plan to achieve them. Be sure to include the indicators identified as not meeting AYP and address progress towards meeting standards in these areas.

Problem Statement	Goal
10 th grade LEP population fell below performance standard in math with and without TPM factored in.	10 th grade LEP population will make required improvement or will meet standard for math performance 2009-2010.
10 th grade Special Education student population is in a "watch" pattern due to coding errors	Coding errors will be resolved through district and campus level training for all staff involved with targeted populations during test administration.
Graduation rate was met in 2008-09 but the school is in a "watch" pattern to ensure that the graduation rate standard is met two years consecutively as required by AYP standards.	Graduation rate needs to be met two years in a row. Met in 2008-09. Goal is to meet graduation rate requirement in 2009-10 also.

Corrective Action Option

The LEA *must take at least one* of the following corrective actions. Please indicate the Corrective Action selected by the LEA. Each choice requires additional information detailed on the pages indicated.

<input type="checkbox"/>	1. Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on Scientifically Based Research and offers substantial promise of improving educational achievement for low-achieving students and enabling the campus to make AYP.	See page 7 & 13
<input type="checkbox"/>	2. Extend the length of the school year or school day.	See page 8 & 13
<input type="checkbox"/>	3. Replace the campus staff that are deemed relevant to the campus not making adequate progress.	See page 9 & 13
<input type="checkbox"/>	4. Significantly decrease management authority at the campus level.	See page 10 & 13
<input checked="" type="checkbox"/>	5. Restructure the internal organization of the campus.	See page 11 & 13
<input type="checkbox"/>	6. Appoint one or more outside experts to advise the campus (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the campus' continued inability to make AYP. This expert must be in addition to the required TAP or if using the TAP as this corrective action an additional corrective action must be implemented in addition to the required TAP.	See page 12 & 13

Corrective Action Notification (for each item indicated, there must be an electronic attachment submitted to SIRC at the time of submitting the Corrective Action Plan)

<i>The LEA publishes and disseminates to the public and parents via the internet, media, and public agencies all information regarding any Corrective Action.</i>	
Method of sharing information regarding Corrective Action (please select all that apply):	
<input type="checkbox"/> letter	<input checked="" type="checkbox"/> internet/website
<input checked="" type="checkbox"/> public meeting	<input type="checkbox"/> newsletter
<input type="checkbox"/> media	<input type="checkbox"/> flyer/poster
<input type="checkbox"/> parent conference	<input type="checkbox"/> other (please specify):
<input type="checkbox"/> <u>A copy of the dissemination to public and parents regarding Corrective Action is attached and submitted along with this form. The notification was disseminated on (date): 11/5/2009</u>	

****Once you have completed the above information, please follow the page number indicated by the Corrective Action option(s) you have selected and complete the appropriate section(s).**

****Only complete this section if you have selected *OPTION 1* as your Corrective Action****

- 1. Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on Scientifically Based Research and offers substantial promise of improving educational achievement for low-achieving students and enabling the campus to make AYP.**

<p>What curriculum is currently in use as it relates to area in need of improvement/AYP? Include both successful and unsuccessful components.</p>
<p>What is the proposed curriculum as it relates to areas in need of improvement? How is it different from the curriculum currently in use? Provide evidence of scientific research based.</p>
<p>How will the new curriculum be shared with teachers? What professional development trainings will be held for the upcoming school year for this new curriculum? Describe the means for follow-up training and support for this new curriculum.</p>
<p>Please provide a timeline with dates throughout the year set for planning, implementing, monitoring, evaluating, and possibly even revamping your Corrective Action.</p>
<p>How will you monitor the implementation and effectiveness of your professional development choice? Who will be responsible for monitoring?</p>

****Only complete this section if you have selected *OPTION 2* as your Corrective Action****

2. Extend the length of the school year or school day.

We have chosen to extend the length of the school year day.

<p>What is the extended time used for? How is it different from what has been done in the past?</p>
<p>Who is working with students during this time? What students are benefiting from the extended time? How do you determine what is being taught and who is being served?</p>
<p>Please provide a timeline with dates throughout the year set for planning, implementing, monitoring, evaluating, and possibly even revamping your Corrective Action.</p>
<p>How will you monitor the implementation and effectiveness of your Corrective Action choice? Who will be responsible for monitoring?</p>

****Only complete this section if you have selected *OPTION 3* as your Corrective Action****

3. Replace the campus staff who are deemed relevant to the campus not making adequate progress.

Number of staff replaced:

Position Replaced / Subject area	Number of years in position / Experience	Justification for replacement*

* Please attach relevant data to show justification for replacement (including at least two years of disaggregated data of replaced staff's students). Please do not include PDAS or confidential teacher records. **Do not include staff name.

Replacement position / Subject area	Number of years experience	Qualifications as related to AYP**

** Please attach qualifications for each replacement staff person.

<p>Please provide a timeline with dates throughout the year set for planning, implementing, monitoring, evaluating, and possibly even revamping your Corrective Action.</p>
<p>How will you monitor the implementation and effectiveness of your Corrective Action choice? Who will be responsible for monitoring?</p>

*****Only complete this section if you have selected **OPTION 4** as your Corrective Action*****

4. Significantly decrease management authority at the campus level.

<p>What management issues are in need of assistance and need to be addressed at the campus level?</p>
<p>How will the new management authority address the areas in need of improvement listed above? Who will be assisting in the management of the campus? What is their position (include name and contact information)? What are the qualifications of this individual or individuals? (Please attach qualifications)</p>
<p>Will the role of the principal be altered? What will the role of the campus principal be? How will the new management authority communicate with the principal and what will be the process for decision making?</p>
<p>Please provide a timeline with dates throughout the year set for planning, implementing, monitoring, evaluating, and possibly even revamping your Corrective Action.</p>
<p>How will you monitor the implementation and effectiveness of your Corrective Action choice? Who will be responsible for monitoring?</p>

****Only complete this section if you have selected *OPTION 5* as your Corrective Action****

5. Restructure the internal organization of the campus.

Describe the previous internal organization of the campus.

Campus leadership team consisted of principal, four assistant principals, department chairpersons and piloted team leaders. There was no one person responsible for monitoring and supporting the implementation of the curriculum and overall instruction. In addition, there were no clearly defined roles amongst team leaders and department chairpersons. Piloted PLC concept at basic level in 2007-08 without full implementation across all grade levels and all content areas until 2008-09, the first year of corrective action.

The administration hired content-certified teachers without a targeted focus on ESL certification. One of the few newly hired ESL certified teachers was certified to teach math and she was a first year teacher. The experienced ESL teachers taught "mixed" ESL courses that contained all language acquisition levels simultaneously (beginning through transitional).

How will you restructure the internal organization of the campus? How does the restructuring relate to the areas in need of improvement? Who is responsible for facilitating the restructuring?

An academic dean, literacy coach, and an academic coach have been added and redefined to fit campus needs. Also, well-defined roles and responsibilities of team leaders and department chairpersons and grade level team leaders (APs) will be instituted on campus. Since the graduation rate was not met in 2007-08, the restructuring ensures that there are point persons in all academic areas to assist with evaluating and monitoring needs of students who are not earning required credits or not completing high school in the required four years. This restructuring led to the graduation rate being met in 2008-09, the first year of the restructuring implementation.

In addition, all teachers will be a member of at least one PLC (department, content team, GT cluster and grade level teams). An Advocacy Team has been created and will work to increase personalization through creating advocacy lesson plans. The Credit Recovery Team has been formed to increase the availability of campus-based student access to PLATO and other credit recovery computer programs. The assistant principals are now the instructional leaders of their respective grade level team of teachers. The grade level teams work as a community to address student academic, behavioral and attendance needs utilizing the newly implemented mandatory study hall concept and various community-building activities.

The above restructuring of our internal organization relates to our areas in need of improvement through improved instruction, increased personalization, increased focus on credit recovery, increased personalization, increased focus on credit recovery, increased manpower to oversee campus data and professional development and an increased focus on instructional best practices.

The academic dean with assistance from the literacy coach will be responsible for monitoring and supporting the implementation of the curriculum and overall instruction. The restructuring process will be led by the campus principal. The restructuring process is on-going.

Regarding the 2009 area in need of improvement (LEP math performance), the ESL cluster will be restructured, including changes to the courses available to the LEP student population, by way of altering the master schedule. Every content area will be taught by experienced, ESL certified teachers. Each ESL course offered to the LEP population will have separate targeted language acquisition levels by offering a "pure" ESL content area course and a "mixed" ESL content area course. The "pure" ESL courses will target LEP students who are new-comers, beginning level, and, in some cases, intermediate level. The "mixed" ESL courses will target higher functioning intermediate, advanced, transitional and regular education students, all of whom are TAKS testers.

The need for restructuring this way has been determined by the LEP student population missing the math standard for performance even with the TPM factored in.

The principal, academic dean and administrator responsible for the LEP population are responsible for facilitating the restructuring.

Describe in detail the planning and implementation of the campus restructuring you have selected.

Formal PLC meeting times have been created for the entire school calendar. Additionally, PLC leaders and members will be involved in ongoing professional development in both instructional practices and professional practices.

The Advocacy Team will provide weekly lesson plans to advocacy teachers to increase personalization.

The Credit Recovery team will target appropriate students to assess and address needs to help them meet graduation requirements, such as extending library hours to host credit recovery students.

The Dean of Instruction and the Literacy Coach will work with each other and with staff to improve quality of instruction, campus climate, and student learning.

Assistant Principals will meet weekly with their team of teachers to address student needs regarding instruction, attendance, and academic progress.

The academic coach will target the academic, attendance and graduation needs of all student athletes on campus. This will include targeted weekly tutorials, personalized interventions and community-building between the sports and the academic programs at Davis HS.

The hiring committee replaced a first year, ESL math teacher with an experienced (20-year veteran), ESL certified teacher for ESL Algebra I this past summer. The ESL cluster has been restructured to include experienced, ESL certified teachers in all content areas (ESL Algebra I , ESL Geometry and ESL Math, ESL Biology, ESL World Geography, ESL World History, ESL English, ESL Reading, Transitional English 2, and ESL Technical Writing, and Transitional English 1, 2 & 3, ESL Reading).

<p>Please provide a timeline with dates throughout the year set for planning, implementing, monitoring, evaluating, and possibly even revamping your Corrective Action.</p>
<p>Planning- June- August 2008 (Graduation rate implementation) and June- August 2009 (LEP-related restructuring) Implementation- August 2008 - June 2010 Monitoring- On-going October 2008 - April 2010 Evaluating- May 2009 & May 2010 Possible Revamping if needed- March 2010</p>
<p>How will you monitor the implementation and effectiveness of your Corrective Action choice? Who will be responsible for monitoring?</p>
<p>The corrective action team will meet monthly to monitor the implementation and effectiveness of the internal restructuring by reviewing performance data to include grade reports, TAKS performance and attendance that grade level teams generate.</p>

Please include attachments of qualifications, schedules, timelines, flow charts, professional development descriptions, etc. as related to your option.

*****Only complete this section if you have selected **OPTION 6** as your Corrective Action*****

- 6. Appoint one or more outside experts to advise the campus (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the campus' continued inability to make AYP. This expert must be in addition to the required TAP or if using the TAP as this corrective action an additional corrective action must be implemented in addition to the required TAP.**

<p>Name of expert chosen by the LEA to advise the campus:</p>
<p>Areas of expertise of this expert as it relates to school improvement in the area not meeting Adequate Yearly Progress and identified goals in the Campus Improvement Plan:</p>

Evidence of the expert's prior effectiveness:
Who will this expert work with and in what capacity?
How will you monitor the implementation and effectiveness of your Corrective Action choice? Who is responsible for monitoring and establishing agreed upon content for the expert? What method will be used for evaluating the success of the outside expert and the content to be covered?
Please provide a timeline with dates throughout the year set for planning, implementing, monitoring, evaluating, and possibly even revamping your Corrective Action.

Please attach the following information:

- Resume of expert assigned by the LEA
- Timeline/Calendar of assistance by outside expert
- Number of days outside expert will spend on campus: _____

Stage 3: Corrective Action Plan

School Name: Jeff Davis HS

LEA: Houston ISD

Corrective Action Option Selected: 5

GOALS THAT ADDRESS THE CA OPTION SELECTED	ACTIVITIES/STRATEGIES	MEASURABLE EVIDENCE OF PROGRESS	TIMELINES	RESOURCES
<i>(Goals that address each identified area in need of corrective action under the option selected)</i>	<i>(Activities / strategies planned to achieve the established goals)</i>	<i>(Methods of measuring program improvement and/or student performance)</i>	<i>(Timelines for activities / strategies)</i>	<i>(Resources needed to implement activities)</i>
<ul style="list-style-type: none"> ▪ Train staff to utilize ESL methodologies. 	<ul style="list-style-type: none"> ▪ SIP Academy ▪ Professional Development Wednesdays ▪ Model facilitating by Literacy Coach ▪ Professional book/ article studies 	<ul style="list-style-type: none"> ▪ Surveys ▪ Grades ▪ Attendance ▪ Observations ▪ EVAS ▪ 	<ul style="list-style-type: none"> ▪ SIP Academy ▪ January 2010 ▪ ongoing 	<ul style="list-style-type: none"> ▪ Financial ▪ Supplies and/or materials ▪ Personnel ▪ Dean of Instruction ▪ Stage III funds ▪ SIP grant ▪ Literacy Coach ▪ money for facilities, food, materials
<ul style="list-style-type: none"> ▪ Increase number of experienced, ESL certified content area teaching staff. 	<ul style="list-style-type: none"> ▪ rain appropriate staff on ESL methodologies ▪ encourage interested staff to obtain ESL certification ▪ hire experienced, ESL teacher to replace first year Algebra I teacher 	<ul style="list-style-type: none"> ▪ Observations ▪ Surveys 	<ul style="list-style-type: none"> ▪ ongoing 	<ul style="list-style-type: none"> ▪ Title 2 funds ▪ ▪
<ul style="list-style-type: none"> ▪ Increase personalization 	<ul style="list-style-type: none"> ▪ advocacy lessons that address students' academic needs in high school and beyond 	<ul style="list-style-type: none"> ▪ Grades ▪ Attendance 	<ul style="list-style-type: none"> ▪ ongoing 	<ul style="list-style-type: none"> ▪ Advocacy Team ▪ Advocacy teachers ▪ Instructional

<ul style="list-style-type: none"> ▪ Increase number of ESL courses available to students who need them 	<ul style="list-style-type: none"> ▪ train advocacy teachers in best practices ▪ revamp master schedule ▪ incorporate two different levels of ESL courses per content area 	<ul style="list-style-type: none"> ▪ Graduation Rat ▪ Surveys ▪ Course selection guidelines ▪ TELPAS 	<ul style="list-style-type: none"> ▪ Summer 2009 	<ul style="list-style-type: none"> ▪ leaders ▪ SIP Gran ▪ Master Schedule team ▪ Instructional Council ▪ Supervising administrator
<ul style="list-style-type: none"> ▪ Train PLC leaders and members to be more effective through goal setting, professional development, instructional strategies, sharing of best practices and personalization 	<ul style="list-style-type: none"> ▪ PLC Leadership retreat ▪ SIP Academy ▪ Professional Development Wednesdays ▪ Model facilitating by Literacy Coach ▪ Professional book/ article studies 	<ul style="list-style-type: none"> ▪ Surveys ▪ Grades ▪ Attendance ▪ Observations ▪ EVAS ▪ PDAS ▪ TAKS scale scores 	<ul style="list-style-type: none"> ▪ SIP Academy ▪ January 2010 ▪ On-going 	<ul style="list-style-type: none"> ▪ money for facilities, food, materials ▪ Literacy Coach ▪ Dean of Instruction ▪ Stage III funds ▪ SIP grant
<ul style="list-style-type: none"> ▪ Increase number of Smaller Learning Communities on campus 	<ul style="list-style-type: none"> ▪ train appropriate staff on PLC structures and practices ▪ meet weekly to address PLC needs ▪ create PLC identities ▪ communicate SLC/PLC vision with Davis community 	<ul style="list-style-type: none"> ▪ Observations ▪ Surveys 	<ul style="list-style-type: none"> ▪ On-going 	<ul style="list-style-type: none"> ▪ SLC grant ▪ SLC grant coordinator ▪ PLC leaders/ APs ▪ SIP grant
<ul style="list-style-type: none"> ▪ Increase number of students who recover credit 	<ul style="list-style-type: none"> ▪ extend library hours 1.5 hours after school M-Thur with a teacher present to assist credit recovery students ▪ host Saturday credit recovery hours 	<ul style="list-style-type: none"> ▪ attendance ▪ recovered credits 	<ul style="list-style-type: none"> ▪ November 2009-May 2010 	<ul style="list-style-type: none"> ▪ extra duty pay ▪ Credit Recovery Team ▪ Supervising teachers

