



University City High School

Improvement/Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School or Charter	Name of LEA: School District of University City Name of School or Charter: University City High School	Check if appropriate <input checked="" type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input type="checkbox"/> At-Risk <input type="checkbox"/> Other
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
<p>One plan may meet the needs of a number of different programs. Please check all that apply.</p> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input checked="" type="checkbox"/> Title III.A Language Instruction for English Learners and Immigrant Children <input checked="" type="checkbox"/> Title IV 21 st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act		

Rehabilitation Act of 1973

Carl D. Perkins Career and Technical Education Act

Workforce Innovation and Opportunities Act

Head Start Act

McKinney Vento Homeless Assistance Act

Adult Education and Family Literacy Act

MSIP

- Other State and Local Requirements/Needs _____

What staff/stakeholders have been involved in the needs assessment and development of this plan?

Dr. Sharonica Hardin - Superintendent
Dr. Deborah Holmes - Administrative Coach, Transformation Leadership Initiative
Mr. Michael Peoples - Principal
Ms. Christina Sneed - Teacher, English Language Arts
Ms. Emily Knight - Teacher, Mathematics, Computer Science
Dr. Samuel Martin - Dean of Students
Ms. Heather Fullerton - Consultant, Wyman Wrap Around Services Building Director
Ms. Kimberly Austin - Assistant Principal
Mr. T-Herbert Jeffrey - Assistant Principal
Ms. Kimberly Merrill - Guidance Counselor
Ms. Susan Hill - Director of College and Career Readiness
Dr. Ian Buchanan - Assistant Superintendent for Curriculum and Instruction
Ms. Elizabeth Gardner - Director of Instruction
Mr. Mark Basi - Data, Assessment, and Instructional Support Coordinator
Dr. Tracy Hinds - Coordinator of Communication Arts & Social Studies
Ms. Beverly Velloff - Coordinator of Mathematics and Science
Ms. Rebecca Soriano - Coordinator of State and Federal Programs
Dr. Robert Dillon - Director of Innovative Learning
Dr. Natalie Parks - Consultant, Pulse Business Strategies

<p>What are the key issues identified from the needs assessment?</p>	<p>1. Students are not consistently receiving access to college and career-ready teaching and learning. Attuned Site Review Feedback: -Lack of adult understanding of grade level standards and college and career readiness expectations. -Gap in expectations and standard alignment between AP and non-AP courses. -Few planned tasks and objectives align to the rigor of the standards and/or college and career readiness expectation. -Lessons in text-centered subjects are not planned to be text-centered, nor are teachers consistently observed asking text-dependent questions. As a result, lessons are not aligned with the standard’s demands around regular practice with complex text as well as writing and speaking grounded in evidence from text.</p> <p>-Gap in expectations and standards alignment between AP and non-AP courses. -Both parents and students identify a “school within a school” model as it relates to AP and non-AP course sequences -Lack of student of color in AP courses -Discrepancy in student vs. teacher-centered instructional methods and depth-of-knowledge questions -According to parent and students, students in non-AP courses are not prepared for the rigors of college</p> <p>2. Teachers are not consistently being observed and/or receiving meaningful or timely feedback about instructional practices. Attuned Site Review Feedback: -Lack of evidence of systems and structures to develop adult capacity. -Current PLC structure does not consistently result in high-quality lesson and/or re-teach plans aligned to standards -Limited classroom observations, feedback, and instructional coaching provided to teachers -Lack of follow up with teachers to monitor implementation of PD; lack of accountability for implementing practices learned in PD -Teacher confusion over the process and expectations for PLC time- -Not yet evidence of a clear and consistent system around data collection or analysis.</p> <p>3. Lack of evidence of adults holding high academic expectations for students.</p>
<p>What are the prioritized needs for the LEA or building based on a root cause analysis?</p>	<p>1. English Language Arts data indicate a need for professional development around high-yield instructional strategies, grade level appropriate materials and common assessments.</p> <p>2. Mathematics data indicate a need for professional development around high-yield instructional strategies, grade level appropriate materials and common assessments.</p>

	<p>3. Data indicate a need for close monitoring and instructional/counseling supports for ninth grade students to be on track for graduation.</p>
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	<p>4. Data indicate a need for teachers to be consistently observed and given timely, repeated and constructive feedback to improve instruction in the classroom.</p>
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The Goals and the Plan

(Choose no more than 3 goals to focus on with your improvement plan)

Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:

Leadership

Collaborative Climate and Culture

Effective Teaching and Learning

Data-Based Decision Making

Alignment of Standards and Curriculum

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1

SDUC Strategic Goal:

Creating rigorous, relevant and modern learning experiences

Leadership SMART Goal:

During the 2019-20 school year, UCHS will increase staff access to growth opportunities through job-embedded and external professional development.

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

There is little to no evidence of teacher collaboration prior to the 2019-2020 school year.

As it relates to teaching and instruction, data indicate low skill/will.

Staff culture is diverse thus resulting in resistance to new ideas, innovation and improved instructional practices.

There is evidence of staff apathy and a refusal to acknowledge deficiencies resulting in little value on professional growth.

Evidence-Based Strategies for Improvement

- Job-embedded professional growth opportunities through our existing PLC structure. (please see attachment SY 19-20 PLC/PD calendar)
- Skill/Will mapping to tailor supports to the needs of teaching staff.
- Professional development needs assessment survey at least two times per year.
- Collegial learning walks conducted at least once per month.
- Weekly data-team meetings.
- Quarterly Galileo assessment benchmark data analysis.

- Transformational Learning Institute (TLI) team meetings and leadership work.
- Mathematics and ELA part-time instructional coaches.
- Implementation of School District of University City (SDUC) teacher evaluation program.

Funding Source(s): Comprehensive School Budget (per Department of Elementary and Secondary Education), Title I, General Operating Budget (GOB)

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 Days</p> <p>1. Adoption and use of a Unit Plan Protocol that will be submitted to instructional coaches for feedback</p> <p>2. Admin. team will skill/will map staff in first 30 days of school.</p> <p>3. Weekly data team meetings and use of mastery tracker in subject groups for progress monitoring.</p> <p>4. Monthly TLI meetings.</p>	<p>July 2019</p> <p>August 2019</p> <p>August/September 2019</p> <p>August/September 2019</p>	<p>UCHS Administrative Team</p> <p>SDUC Curriculum and Instruction Team</p> <p>UCHS Teaching Staff</p> <p>UCHS Admin Team</p>	<p>Kick Up</p> <p>Mastery Calendar</p> <p>Feedback and coaching protocol (Jim Knight)</p>	<ul style="list-style-type: none"> • September 2019
<p>60 Days</p> <p>1. Jim Knight Instructional Coaching Training Institute(Lawrence, KS)</p>	<p>October 2019</p>	<p>UCHS Administrative Team, ELA and Math Coaches, & Other Teacher Leaders</p>	<p>Feedback and coaching protocol (Jim Knight)</p>	<ul style="list-style-type: none"> • October 2019

<p>2. Teachers will/skill will map their students within first 60 days of school.</p> <p>3. All teachers will have received at least one 1:1 session of feedback and coaching from an admin or coach</p> <p>4. Use of common formative/summative assessments by subject group</p>	<p>August-October 2019</p> <p>August -October 2019</p> <p>August - October 2019</p>	<p>SDUC Curriculum and Instruction Team UCHS Teaching Staff</p> <p>UCHS Admin Team, ELA and Math Coaches</p> <p>UCHS Teaching Staff</p>	<p>Kick Up</p> <p>Video Feedback (Software)</p>	
<p>90 Days</p> <p>1. Data team presentations</p> <p>2. Common Summative Assessments by subject group</p> <p>3. Students will complete at least one Learning Walk</p>	<p>December 2019</p> <p>December 2019</p> <p>October-November 2019</p>	<p>UCHS Admin Team</p> <p>SDUC Curriculum and Instruction Team UCHS Teaching Staff</p> <p>UCHS Teaching Staff UCHS Students</p>	<p>Feedback and coaching protocol (Jim Knight)</p>	<ul style="list-style-type: none"> December 2019
<p>Long Range</p> <p>1. Each teacher will receive feedback via monthly Learning Walks</p>	<p>January 2020 -May 2020</p>	<p>UCHS Admin Team</p>	<p>Kick Up SIS Galileo Schoolzilla</p>	<ul style="list-style-type: none"> January 2020-May 2020

<p>2.5% of all students will complete at least one Learning Walk per year</p> <p>3.The students outcomes identified above will be maintained throughout a school year.</p>		<p>SDUC Curriculum and Instruction Team</p> <p>UCHS Admin Team</p>		
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Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2				
<p>SDUC Strategic Goal: Rigorous, relevant, modern learning experiences and Well-being and joy</p> <p>Collaborative Climate and Culture SMART Goal: During the 2019-20 school year, UCHS will foster a culture of collaboration by implementing weekly 90-minute Professional Learning Community meetings and monthly 75-minute Data Teams during which teachers will collaborate, discuss best practices, and use literacy assessment data to drive instructional decisions.</p>				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
<p>The 2018-19 school year presented teachers with the opportunity to meet as PLC teams. However, PLCs were limited to 70 minutes per week of collaborative time. This time was often interrupted due to field trips, district PD and special events.</p> <p>25% of the class of 2019 is graduating from the Lieberman Learning Center due to credit deficiency. This demonstrates a need for teacher collaboration to identify tiered supports for struggling students.</p> <p>Panorama Data (Fall 2018 for Grit, Growth Mindset, and Self-Efficacy) Class of 2023</p>				

59% of rising 9th graders feel they are able to persevere through setbacks to achieve important long-term goals. (40th percentile nationally)
 52% of rising 9th graders feel they can succeed in achieving academic outcomes. (80th percentile nationally)
 59% of rising 9th graders feel they have potential to change those factors that are central to their performance in school. (80th percentile nationally)

Class of 2022

52% of current 9th graders feel they are able to persevere through setbacks to achieve important long-term goals. (30th percentile nationally)
 45% of current 9th graders feel they can succeed in achieving academic outcomes. (50th percentile nationally)
 55% of current 9th graders feel they have potential to change those factors that are central to their performance in school. (60th percentile nationally)

Evidence-Based Strategies for Improvement

The school schedule is being redesigned to allow students more instructional time and to allow teachers more time to collaborate in PLCs. During the 2019-20 school year, teachers will have an additional 20 minutes per week in PLCs. Teachers will also have an additional 75 minutes per month to analyze student data during Data Team meetings as an after-school contracted commitment. This equates to over 2.5 hours of additional collaborative time per month for teachers.

Collaborate with academic and social emotional learning based community service providers such as Man of Valor, Inc., Determined Strong Women, UMSL Bridge, and College Bound to provide wrap around services that support students with academic performance and social skills.

Counselors and administrators will establish a 9th grade transition team with 8th grade and 9th grade staff, which will use data to implement transition supports for rising 9th graders and communicate pertinent 9th grade data to the 9th grade data team.

Leverage WorkKeys assessment to ensure students who are below traditional college readiness benchmarks are aware and have access to realistic and relevant post-secondary opportunities. (KeyTrain software to prepare students for WorkKeys Test)

The district’s partnership with Homeworks will be used to allow teachers, administrators, and counselors to be paid to visit students’ homes. All 9th graders will receive a home visit by the end of the 1st semester.

Uchs instructors will use Cultural and Linguistic Responsiveness (CLR) practices in the classroom. Mandatory district relationship professional development will support this expectation.

Uchs instructors will contact parents within one week when a student has a D or F in their gradebook. Both email and phone communication will be used to contact parents.

Funding Source(s): Comprehensive School Budget (per Department of Elementary and Secondary Education), Title I, General Operating Budget (GOB)

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
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<p>30 Days</p> <p>1. Convene vertical transition team</p> <p>2. Draft plan for implementation of KeyTrain for students targeted for WorkKeys assessment</p> <p>3. Initial collaboration with service providers to ensure student success</p>	<p>Summer 2019</p> <p>July 2019</p> <p>June 2019</p>	<p>BWMS and HS Counselors</p> <p>Director of CCR, UCHS Admin Team, UCHS Counselors</p> <p>Wrap Around Services Director</p>	<p>Data trends for class of '23</p> <p>KeyTrain (ACT WorkKeys Curriculum platform)</p>	<p>July 2019</p> <p>August 2019</p> <p>August 2019</p>
<p>60 Days</p> <p>1. Relationship and Culturally Responsive Teacher Professional Development</p> <p>2. Develop schedule to monitor and provide feedback around CLR Practices</p> <p>3. Teachers will use practices learned at relationship PD, including CLR practices, daily</p> <p>4. Teachers undergo Homeworks home visit training and implement</p>	<p>August 2019</p> <p>August 2019</p> <p>August 2019, Ongoing</p> <p>August/September 2019, Ongoing</p>	<p>Wrap Around Services, SDUC Curriculum and Instruction Team</p> <p>UCHS Administrative Team</p> <p>UCHS Teachers</p> <p>Homeworks Liaison</p>	<p>CLR (culturally responsive) practices, Wyman, Sharokie Hollie</p> <p>Professional Development, CLR book and handouts, ongoing PD</p> <p>Homeworks Curriculum</p>	<p>Quarterly professional development throughout the school year</p> <p>August 2019</p> <p>Daily through the end of the school year</p> <p>Ongoing through the end of the school year</p>

home visits. 5. Provide training for classroom teachers who will be implementing KeyTrain study materials	September 2019	UCHS Counselors	Coordinator of State and Federal Programs, Director of CCR, KeyTrain Materials (ACT WorkKeys Curriculum)	August 2019
90 Days 1. 9th Grade Data Team will meet monthly and respond to metrics 2. Teachers will receive regular feedback around CLR Practices 3. Counselors will create a schedule to meet with students to review transcript/grades after first term grades are uploaded 4. Instructors will contact parents when students have a D or an F in their course 5. Evaluate implementation of KeyTrain study materials and adjust list of targeted students as needed.	September 2019, monthly September 2019, ongoing September 2019 September 2019, ongoing October 2019	Dean of Students and Data Team UCHS Admin Team, UCHS Teachers UCHS Counseling Team UCHS Teachers Director of CCR, UCHS Admin Team, UCHS Counselors	Metric updates- Schoolzilla, SISk12 TalentEd, Kick Up, SDUC Curriculum and Instruction Team	Monthly to end of school year, 2020 Weekly to end of school year, 2020 October 31st, 2019 October 2019, ongoing November 2019

Long Range 1. Research benefit of AVID partnership and year of planning 2. Counselors will meet with students for a second transcript audit during course selection time	January 2020	Director of College and Career readiness, UCHS Counseling Team and UCHS Leadership Team	AVID contact, resources	March 2020
	February 2020	UCHS Counseling Team		March 2020

Goal #3 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3				
SDUC Strategic Goal: Creating Rigorous, Relevant and Modern Learning Experiences Effective Teaching and Learning SMART Goal: UCHS will focus on building literacy skills to increase student achievement on the Algebra I and English II End of Course exams (EOCs) and will decrease the number of students in the bottom two performance categories (Below Basic and Basic) by 50% over the next two school years. To ensure success, we will monitor students' achievement, effort and growth using the following indicators: Mastery Connect, Galileo, RI, ALEKS, Panorama, and common formative and summative curriculum assessments.				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
The 2017-2018 Algebra I End of Course (EOC) exam revealed that 122 students (60%) scored in the below basic category. The 2017-2018 Literature and Composition II End of Course (EOC) exam revealed that 68 students (33%) scored in the below basic category.				

During the 2018-2019 school year, 86 students were assigned to 2nd semester repeater courses in math (Algebra I, Algebra II, and Geometry) as a result of earning a failing grade in semester 1.

During the 2018-2019 school year, one-hundred six (106) 9th and 10th grade students were assigned to Academic Literacy (remediation) as a result of Fountas and Pinnell reading assessment results. Additionally, students who failed the first semester of Literature and Composition I or II were placed in 2nd semester repeater courses or given credit recovery interventions during seminar.

UCHS average ACT score 2017-2018 school year was 16.7, 22.9% of students taking the ACT earned 21 or better.

Current AP Enrollment is 128 Students (19.9% total school)

- 5 Asian (3.9% of AP)
- 68 African American (53.1% of AP)
- 6 Hispanic (4.7% of AP)
- 2 American Indian (1.6 % of AP)
- 44 White (34.3% of AP)

Evidence-Based Strategies for Improvement

- Add Instructional Coaches for core content area support
 - to assist in strengthening PLC work and teachers' unit and lesson planning;
 - to increase accountability through increased classroom monitoring with the provision of timely, regular and relevant feedback;
 - to assist in providing professional development efforts surrounding Assessment for Learning and Alfred Tatum's literacy work
- Utilize the Swivl, a robotic mount for an Ipad, camera, or smartphone that is designed to track and record videos of teachers during instruction to identify areas of strength and growth in order to promote self-reflection and goal setting to further teacher growth and development.
- Implemented Math (ALEKS) and ELA (writing prompt and RI score) intervention screeners for incoming 9th graders to better identify students in need of remediation in order to restructure support systems for students requiring remedial math and reading services (e.g. new math lab and Comprehensive Literacy course). Students in need of remediation will have math and English classes each day.
 - All students scoring below grade level on math assessments will be placed in an Algebra I Lab

- Implementation of Language Live program to support struggling readers (Framework for Comprehensive Literacy course)
 - Utilize iPads for the Language Live program
- Implementation of Algebra I math lab to serve as an embedded support for students.
 - Utilize Chromebook cart for ALEKS program
- Implementation of HMH Reading Inventory (formerly SRI) as a tool to measure reading levels for students in grades 8-11. Students identified as reading below the 7th grade level (lexile score ranging from 850-899) will undergo further testing to identify specific areas of concern. The second round of testing will utilize the Fountas and Pinnell Benchmark Assessment System and will be administered by reading specialist or trained staff.
- Utilize existing district assessments/progress monitoring tools (eg. Galileo and ALEKS) for ongoing assessment collection)
- Implement new literacy assessment/progress monitoring tools (eg. RI)
- School-wide Literacy focus will encourage teachers to implement instructional strategies and practices that require students to read, write, and reason through exercising speaking and listening skills across content areas, and in all classes throughout UCHS. UCHS will shift the building culture to better support literacy needs by embedding instructional practices that encourage kids to read, write, speak and listen, and reason in every class, on a daily basis. The building literacy work will be anchored by a two-year collaboration with Dr. Alfred Tatum.
- Collaboration with Elena Aguilar for administrators and coaches to impact culture and climate, teacher quality, leadership capacity, collaborative culture and structure and the connection between student progress and growth.
- Collaboration with Attuned Partners to provide professional development around utilizing resources and standards effectively, aligning instructional practices to standards as well as utilizing assessment to drive instruction.
- Plan to implement Assessment Literacy framework and train all staff to use practices to improve understanding of the fundamental role of assessment, as well as concepts and procedures.
- Plan to implement discourse as a focus for teaching and learning in math classes through the use of Mathematics Problem of Practice: Discourse professional development. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments
- Use Panorama results to identify behavior traits to develop intervention plans and for goal setting in Math Lab and Comprehensive Literacy.

- Develop ACT Prep Plan to train teachers to create a system to better prepare students for the assessment

Funding Source(s): Comprehensive School Budget (per Department of Elementary and Secondary Education), Title I, General Operating Budget (GOB)

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
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<p>30 Days</p> <ol style="list-style-type: none"> 1. Administer assessments to collect baseline data (Galileo, RI, ALEKS pre-test) 2. Analyze data in PLCs to develop intervention plans. 3. Partner with counseling team to create intervention plans to ensure a plan for academic supports 4. Professional development on ELA programs and practices (Assessment Literacy, Language Live, ELA Curriculum, Literacy Work) 5. Professional development on transformational coaching - changing the culture and climate to improve teacher quality 6. Instructional Mondays will be designated for Department Data Teams 	<p>August 2019</p> <p>August 2019</p> <p>August 2019</p> <p>June 2019</p> <p>August 2019</p>	<p>UCHS Teaching Staff, UCHS Admin Team</p> <p>UCHS Admin Team</p> <p>UCHS Counselors</p> <p>Attuned Partners Dr. Alfred Tatum</p> <p>Elena Aguilar, UCHS Admin Team, UCHS Coaches</p> <p>SDUC Curriculum and Instruction Team</p>	<p>HMH Reading Intervention, Galileo ALEKS</p> <p>HMH Reading Intervention, Language Live, Alfred Tatum, Attuned Partners, SDUC Curriculum and Instruction Team</p>	<ul style="list-style-type: none"> • August/September 2019
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<p>60 Days</p> <p>1. Continued training on ELA programs and practices (Assessment Literacy, Language Live, ELA Curriculum, Literacy Work)</p> <p>2. Progress monitoring through data review (Galileo Benchmark #1, Reading Inventory, Language Live, common formative and summative assessments, ALEKS)</p> <p>3. Apply Assessment Literacy to implement student goal-setting and feedback</p>	<p>October 2019</p> <p>October 2019</p> <p>October 2019</p>	<p>-</p> <p>UCHS Teaching Staff, UCHS Admin Team</p> <p>UCHS Teaching Staff, UCHS Admin Team</p> <p>UCHS Teaching Staff, UCHS Admin Team</p>	<p>HMH Reading Intervention, Language Live, Alfred Tatum, Attuned Partners, SDUC Curriculum and Instruction Team</p> <p>Galileo, Reading Inventory, ALEKS, Panorama</p>	<ul style="list-style-type: none"> October 2019
<p>90 Days</p> <p>1. Continued training on ELA programs and practices (Assessment Literacy, Language Live, ELA Curriculum, Literacy Work)</p> <p>2. Use Swivl for teachers to record instruction, reflect on practices, and</p>	<p>November 2019</p> <p>November 2019</p>	<p>UCHS Teaching Staff, UCHS Admin Team</p> <p>UCHS Teaching Staff, UCHS Admin Team</p>	<p>HMH Reading Intervention, Language Live, Alfred Tatum, Attuned Partners, SDUC Curriculum and Instruction Team</p>	<ul style="list-style-type: none"> November 2019

set goals for improvement to inform the development of Professional Growth Plans				
<p>Long Range</p> <p>1. Continued training on ELA programs and practices (Assessment Literacy, Language Live, ELA Curriculum, Literacy Work)</p> <p>2. Accountability check of unit and lesson plans to ensure alignment with standards and the implementation and <i>Creation of Rigorous, Relevant and Modern Learning Experiences</i></p> <p>3. Use Swivl for teachers to record instruction, reflect on practices, and set goals for improvement to inform the development of Professional Growth Plans</p> <p>4. Continued professional development on transformational coaching - changing the</p>	<p>December 2019</p> <p>December 2019</p> <p>December 2019</p> <p>December 2019</p>	<p>UCHS Teaching Staff, UCHS Admin Team</p> <p>UCHS Teaching Staff, UCHS Admin Team</p> <p>UCHS Teaching Staff, UCHS Admin Team</p> <p>Elena Aguilar, UCHS Admin Team, UCHS Coaches</p>	<p>HMH Reading Intervention, Language Live, Alfred Tatum, Attuned Partners, SDUC Curriculum and Instruction Team</p>	<ul style="list-style-type: none"> December 2019- May 2020

culture and climate to improve teacher quality				
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Superintendent

Date

State Supervisor, School Improvement

Date