



University City High School

Improvement/Accountability Plan Template

Improvement/Accountability Plan	
<p>Focus of Plan (check the appropriate box): LEA School or Charter</p>	<p>Name of LEA: School District of University City</p> <p>Name of School or Charter: University City High School</p> <p style="text-align: right;">Check if appropriate</p> <p style="text-align: right;">Comprehensive School ***Requires a Regional School Improvement Team</p> <p style="text-align: right;">Targeted School</p> <p style="text-align: right;">At-Risk</p> <p style="text-align: right;">Other</p>
<p>Date:</p>	
<p>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.

Title I.A School Improvement

Title I.C Education of Migratory Children

Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or

At-Risk Title II.A Language Instruction for English Learners and Immigrant Children

Title IV 21st Century Schools

Title V Flexibility and Accountability

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. Michael Peoples - High School Principal/Director of Secondary Education
Dr. Samuel Martin - Coordinator of Student Transition and Strategic Partnerships
Mr. David Lewis - Safety and Security Supervisor
Mr. Lawndale Thomas - Dean of Students
Ms. Kimberly Austin - Associate Principal
Ms. Kimberly Merrill - School Counselor
Ms. Susan Hill - Director of College and Career Readiness
Ms. Elizabeth Gardner - Curriculum Coordinator of Science
Mr. Mark Basi - Director of Technology
Ms. Beverly Velloff - Coordinator of Mathematics
Ms. Rebecca Soriano - Coordinator of State and Federal Programs
Dr. Natalie Parks - Consultant, Pulse Business Strategies
Ms. Ada Ibe - Instructional Coach, University City High School
Mrs. Brea Hieke - Instructional Coach, University City High School
Mr. Ernest Carter - Assistant Principal, University City High School
Mrs. Christina Sneed - Curriculum Coordinator of English Language Arts and Social Studies

--	--

--	--

What are the key issues identified from the needs assessment?

- 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.

 - 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 students 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

- 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.

- 3. Lack of evidence of adults holding high academic expectations for students.**

<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 support for ninth grade students to be on track for graduation.</p> <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>
--	--

<p>The Goals and the Plan (Choose no more than 3 goals to focus on with your improvement plan)</p>			
<p>Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:</p>			
<p>Leadership</p>	<p>Collaborative Climate and Culture</p>	<p>Effective Teaching and Learning</p>	<p>Data-Based Decision Making</p> <p>Alignment of Standards and Curriculum</p>
<p>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1</p>			

SDUC Strategic Goal:

Creating rigorous, relevant and modern learning experiences

Leadership SMART Goal:

During the 2022-23 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 was 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 22-23 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 the 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 2022 UCHS Administrative Team Kick Up</p> <p>August 2022 SDUC Curriculum and Instruction Team Mastery Calendar</p> <p>August/September 2022 UCHS Teaching Staff Feedback and coaching protocol (Jim Knight)</p> <p>August/September 2022 UCHS Admin Team</p>	<p>• September 2022</p>
<p>60 Days</p> <p>1. Jim Knight Instructional Coaching Training Institute (Lawrence, KS)</p>	<p>October 2022 UCHS Administrative Team, ELA and Math Coaches, & Other Teacher Leaders Feedback and coaching protocol (Jim Knight)</p>	<p>• October 2022</p>

<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>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>August-October 2022</p> <p>SDUC Curriculum and Instruction Team UCHS Teaching Staff</p> <p>Kick Up</p> <p>August -October 2022</p> <p>UCHS Admin Team, ELA and Math Coaches</p> <p>Video Feedback (Software)</p> <p>August - October 2022</p> <p>UCHS Teaching Staff</p> <p>December 2022</p> <p>UCHS Admin Team</p> <p>Feedback and coaching protocol (Jim Knight)</p> <p>December 2021</p> <p>SDUC Curriculum and Instruction Team UCHS Teaching Staff</p> <p>October-November 2022</p> <p>UCHS Teaching Staff UCHS Students</p>	<p>• December 2022</p>
---	---	------------------------

<p>Long Range</p> <p>1. Each teacher will receive feedback via monthly Learning Walks</p>	<p>January 2022 -May 2022 UCHS Admin Team Kick Up SIS Galileo Schoolzilla</p>	<p>• January 2023-May 2023</p>
--	---	--------------------------------

<p>2.5% of all students will complete at least one Learning Walk per year</p> <p>3. The student outcomes identified above will be maintained throughout a school year.</p>	<p>SDUC Curriculum and Instruction Team</p> <p>UCHS Admin Team</p>	
--	--	--

<p>Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:</p>				
<p>Leadership</p>	<p>Collaborative Climate and Culture</p>	<p>Effective Teaching and Learning</p>	<p>Data-Based Decision Making</p>	<p>Alignment of Standards and Curriculum</p>
<p>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2</p>				

SDUC Strategic Goal:

Rigorous, relevant, modern learning experiences and Well-being and joy

Collaborative Climate and Culture SMART Goal:

During the 2022-23 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.

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

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.

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.

Panorama Data (Fall 2018 for Grit, Growth Mindset, and Self-Efficacy)Class of 2023

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 2022-23 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 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 and 10th grade transition team, which will use data to implement transition supports for rising 9th graders and 10th graders and communicate pertinent 9th/10th grade data to the 9th/10th 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 the WorkKeys Test)

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 use the tenets of Cultural Proficiency to create equity-based systems and structures.

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
30 Days		

<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 2022</p> <p>July 2022</p> <p>June 2021</p> <p>BWMS and HS Counselors</p> <p>Director of CCR, UCHS</p> <p>Admin Team, UCHS</p> <p>Counselors</p> <p>Wrap Around Services Director</p>	<p>July 2022</p> <p>August 2022</p> <p>August 2022</p> <p>Data trends for class of '24</p> <p>KeyTrain (ACT WorkKeys Curriculum platform)</p>
---	--	---

<p>90 Days</p> <p>1.9th Grade Data Team will meet monthly and respond to metrics</p> <p>2.Teachers will receive regular feedback around CLR Practices</p> <p>3.Counselors will create a schedule to meet with students to review transcript/grades after first term grades are uploaded</p> <p>4.Instructors will contact parents when students have a D or an F in their</p>	<p>September 2022, monthly</p> <p>Dean of Students and Data Team</p> <p>September 2022, ongoing</p> <p>UChS Admin Team, UChS Teachers</p> <p>September 2022, ongoing</p> <p>UChS Counseling Team</p> <p>September 2022, ongoing</p> <p>UChS Teachers</p>	<p>Metric updates-Schoolzilla, SISk12</p> <p>TalentEd, Kick Up, SDUC Curriculum and Instruction Team</p> <p>October 31st, 2022</p> <p>October 2022, ongoing</p> <p>Monthly to end of school year, 2023</p> <p>Weekly to end of school year, 2023</p>
--	--	--

<p>course</p> <p>5.Evaluate implementation of KeyTrain study materials and adjust list of targeted students as needed.</p>	<p>October 2022</p> <p>Director of CCR, UChS Admin Team, UChS Counselors</p>	<p>November 2022</p>
--	--	----------------------

Long Range

1. Research benefit of AVID time Team 2022 March 2023
 partnership and year of January 2023 February 2023
 planning UCHS Counseling Team
 AVID contact, resources March

2. Counselors will meet with students for a second transcript audit during course selection
 Director of College and Career readiness, UCHS Counseling Team and UCHS Leadership

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				
<p>SDUC Strategic Goal: Creating Rigorous, Relevant and Modern Learning Experiences</p> <p>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</p>				

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

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 specialists 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 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 the 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

<p>30 Days</p> <p>1. Administer assessments to collect baseline data (Galileo, RI, ALEKS pre-test)</p> <p>2. Analyze data in PLCs to develop intervention plans.</p> <p>3. Partner with counseling team to create intervention plans to ensure a plan for academic supports</p> <p>4. Professional development on ELA programs and practices (Assessment Literacy, Language Live, ELA Curriculum, Literacy Work)</p> <p>5. Professional development on transformational coaching - changing the culture and climate to improve</p>	<table border="0"> <tr> <td data-bbox="508 126 840 393">August 2022</td> <td data-bbox="840 126 1155 393"> UCHS Teaching Staff, UCHS Admin Team </td> <td data-bbox="1155 126 1524 393"> HMH Reading Intervention, Galileo ALEKS </td> </tr> <tr> <td data-bbox="508 393 840 568">August 2022</td> <td data-bbox="840 393 1155 568">UCHS Admin Team</td> <td data-bbox="1155 393 1524 568"></td> </tr> <tr> <td data-bbox="508 568 840 828">August 2022</td> <td data-bbox="840 568 1155 828">UCHS Counselors</td> <td data-bbox="1155 568 1524 828"></td> </tr> <tr> <td data-bbox="508 828 840 1218">June 2022</td> <td data-bbox="840 828 1155 1218"> Attuned Partners Dr. Alfred Tatum </td> <td data-bbox="1155 828 1524 1218"> HMH Reading Intervention, Language Live, Alfred Tatum, Attuned Partners, SDUC Curriculum and Instruction Team </td> </tr> <tr> <td data-bbox="508 1218 840 1448">August 2022</td> <td data-bbox="840 1218 1155 1448"> Jaime Welborn, Dolores Lindsay, UCHS Admin Team, UCHS </td> <td data-bbox="1155 1218 1524 1448"></td> </tr> </table>	August 2022	UCHS Teaching Staff, UCHS Admin Team	HMH Reading Intervention, Galileo ALEKS	August 2022	UCHS Admin Team		August 2022	UCHS Counselors		June 2022	Attuned Partners Dr. Alfred Tatum	HMH Reading Intervention, Language Live, Alfred Tatum, Attuned Partners, SDUC Curriculum and Instruction Team	August 2022	Jaime Welborn, Dolores Lindsay, UCHS Admin Team, UCHS		<p>• August/September 2023</p>
August 2022	UCHS Teaching Staff, UCHS Admin Team	HMH Reading Intervention, Galileo ALEKS															
August 2022	UCHS Admin Team																
August 2022	UCHS Counselors																
June 2022	Attuned Partners Dr. Alfred Tatum	HMH Reading Intervention, Language Live, Alfred Tatum, Attuned Partners, SDUC Curriculum and Instruction Team															
August 2022	Jaime Welborn, Dolores Lindsay, UCHS Admin Team, UCHS																

<p>teacher quality</p> <p>6. Instructional Mondays will be designated for Department Data Teams</p>	<p>Coaches</p> <p>SDUC Curriculum and Instruction Team</p>	
---	--	--

<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>90 Days</p> <p>1. Continued training on ELA programs and practices (Assessment Literacy, Language Live, ELA</p>	<p>October 2022</p> <p>October 2022</p> <p>October 2022</p> <p>November 2022</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>UCHS Teaching Staff, UCHS Admin Team</p>	<p>HMH Reading</p> <p>Intervention, Language Live, Alfred Tatum, Attuned Partners, SDUC Curriculum and Instruction Team</p> <p>Galileo, Reading Inventory, ALEKS, Panorama</p> <p>HMH Reading</p>	<p>• October 2022</p> <p>• November 2022</p>
--	--	--	---	--

<p>Curriculum, Literacy Work)</p> <p>2. Use Swivl for teachers to record instruction, reflect on practices, and</p>	<p>November 2022</p> <p>UHS Teaching Staff, UHS Admin Team</p>	<p>Intervention, Language Live, Alfred Tatum, Attuned Partners, SDUC Curriculum and Instruction Team</p>
---	--	--

<p>set goals for improvement to inform the development of Professional Growth Plans</p>		
---	--	--

<p>Long Range</p> <ol style="list-style-type: none">Continued training on ELA programs and practices (Assessment Literacy, Language Live, ELA Curriculum, Literacy Work)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>Use Swivl for teachers to record instruction, reflect on practices, and set goals for improvement to inform the development of Professional Growth PlansContinued professional development on	<p>December 2022</p> <p>UCHS Teaching Staff, UCHS Admin Team</p> <p>December 2022</p> <p>UCHS Teaching Staff, UCHS Admin Team</p> <p>December 2022</p> <p>UCHS Teaching Staff, UCHS Admin Team</p> <p>December 2022</p> <p>Elena Aguilar, UCHS Admin Team, UCHS Coaches</p>	<ul style="list-style-type: none">December 2022-May 2023 <p>HMH Reading</p> <p>Intervention, Language Live, Alfred Tatum, Attuned Partners, SDUC Curriculum and Instruction Team</p>
--	---	--

transformational coaching - changing the		
---	--	--

culture and climate to improve teacher quality		
--	--	--

Superintendent Date

State Supervisor, School Improvement Date