

# School Performance Plan

School Name	
Sunrise Mountain HS	
Address (City, State, Zip Code, Telephone):	
2575 N Los Feliz St Las Vegas, NV 89156, 7027997207	
Superintendent/Region Superintendent:	Jesus Jara /
For Implementation During The Following Years:	2019-2020

## The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	High School
Classification:	3 Star
NCCAT-S:	Initial

**\*1 and 2 Star Schools Only:**Please ensure that the following  
documents will be available upon request☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
John Causey	Parent	Julia Llapur	Principal
Danny Price	Teacher	Jennifer Hill-Sanderson	Staff
Michael Carter	Teacher		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
NA	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: Graduation rates	Other: Graduation rates	Other: Graduation rates
Other: Class schedule	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Sunrise Mountain High School is a comprehensive high school located in the northeast Las Vegas valley. Cohort analysis shows that 52% of the 2018-2021 students are on track to graduate. The class of 2018 has 39% on track, class of 2019 has 33% on track, class of 2020 has 2.6% on track and class of 2021 has 99% on track. On track status by ethnicity shows that in the entire school 47% of the black students are on track, 52% of the Caucasians are on track, 53% of the Hispanics are on track and 50% of the multi-racial students are on track. For this years graduating class 36% of the black students are on track, 33% of the Caucasians are on track, 41% of the Hispanics are on track and 41% of the multi-racial students are on track to graduate. Of the IEP students 26% are on track which is much lower than the 40% for non IEP students. This data indicates the need for credit retrieval classes.

Currently there are 749 or 29% of the students enrolled in Advanced Placement classes. This compares favorably with the district average of 18% participation in AP classes. Hispanics are slightly over-represented in AP classes comprising 76.5% of the total students and 79% of the AP students. This is better than the district average of Hispanics comprising 37% of the AP students. Blacks are slightly underrepresented in AP classes comprising 12% of the total population and 11% of the AP students. Caucasians are slightly over-represented comprising 7% of the total population and 9% of the AP students. Across the district Caucasians consistently are over-represented in AP classes.

The following highlights listed below represent data utilized to develop the School Improvement Plan:

- Increased the graduation rate from 91% to 94%
- Maintained the 4 x 4 block schedule which allows students to earn additional credits necessary for graduation, academic interventions, and enrichment.
- Provided a double-block intervention for 9th grade students in ELA and 9th and in math as well as credit deficient 10th grade students in ELA.
- Enrolled 11th and 12th graders in virtual lab (APEX) for credit retrieval options during and after school.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> AM In/Ak Native	
<input type="checkbox"/> Asian	
<input type="checkbox"/> Black	
<input type="checkbox"/> Hispanic	
<input type="checkbox"/> Two or More Races	
<input type="checkbox"/> Pacific Islander	
<input type="checkbox"/> White	
<input type="checkbox"/> FRL	
<input type="checkbox"/> IEP	
<input type="checkbox"/> ELL	

NOTES:

## HOPE 2 Intervention

**Focus of Intervention:**

In house suspension and STEP supervisors will keep students in school to increase their academic time and achievement.

**Monitoring Plan:**

Infinite Campus behavior data is monitored monthly. Weekly email is sent to entire staff on discipline data.

**Evaluation Plan:**

Teacher surveys, referral rates, suspension rate

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 1:**

Increase the percent of students graduating from 80.9% to 85% by 2019 as measured by the 4-year adjusted cohort graduation rate.

**Root Causes:**

Students were not consistently provided with aligned instruction and adequate time in core subjects.

**Measurable Objective 1:**

Increase 9th grade overall sufficiency in math by 5%.

**Measurable Objective 2:**

Increase 9th grade overall sufficiency in ELA by 5%.

**Measurable Objective 3:**
**Monitoring Status**

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitor Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
1. Provide 9th grade Algebra I teachers professional development. 2. Involve 9th grade Algebra I teachers in weekly PLCs. 3. Provide instructional coaches in core subjects to ensure best practices through observation and feedback. 4. ELL master plan	Flex budget: Substitute teachers for our teachers to attend PD; Teacher time for PLC; District staff and 2 Student Support Advocates.	Professional development agendas, sign in sheets, evaluations, and coaching logs	PD provided quarterly and as needed. Admin, coaches, tech support, and ECS provide PD and follow-up.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitor Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Monthly PAC meetings are held to inform parents of school's goals, pass rates and other information. Wrap-around services are provided to students and families through Communities in Schools representatives.	Title I set aside funds Communities in Schools; refreshments and laptops for parent events; attendance incentives; tutoring; caps/gowns	PAC meeting agendas, parent event sign in sheets, wrap-around services documentation	Admin facilitates PAC meetings on the second Thursday of each month. CIS (admin)	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>
1. Enroll credit deficient 10th grade students in repeat math classes. 2. Enroll credit deficient 11th/12th grade students in repeat science classes. 3. Enroll credit deficient 11th/12th grade students in repeat social studies classes. 4. Enroll credit deficient 10th/11th/12th grade students in repeat English classes. 5. Provide credit retrieval virtual classes for credit deficient 11th/12th grade students. 6. Utilize block schedule to increase opportunities to earn credit. 7. Provide support instruction for all IEP and ELL population. 8. Identify and remove unsuccessful transfers. 9. Utilize IXL for student data for department level collaboration 10. ELL after school tutoring with highly qualified ELA and math instructors	Flex Budget: Staffing for block schedule Title I budget: 11.25 classroom teachers for staffing Title III funds: after school tutoring and Achieve 3000 SB-178 funds: Prep buy-outs for repeat classes and after school credit retrieval class, IXL, and 7 classroom teachers for staffing	Graduation rate data, unsuccessful transfer list, credit retrieval data, IXL progress monitoring data, ELL tutoring attendance sheets, Achieve 3000 progress data	Graduation rate data, unsuccessful transfer list, credit retrieval data, IXL and Achieve 3000 progress monitoring data by Admin

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
		N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 2:**

Increase the Average Composite Score of 14.25 to 17 by 2020 as measured by the ACT exam.

**Root Causes:**

Previous composite scores for the ACT have prevented many students from being accepted into colleges and universities.

**Measurable Objective 1:**

Sunrise Mountain High School will increase the number of AP classes offered for the 2019-20 school year.

**Measurable Objective 2:**

Sunrise Mountain High School will increase ACT readiness and preparation classes for the 2019-20 school year.

<b>Monitoring Status</b>
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N/A
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ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitor Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
1. Provide a school-based instructional coach to assist with implementation and sustainability of the curriculum. 2. Provide instructional coaches in core subjects to ensure best practices through observation and feedback. 3. Teachers attend the Silver State AP institute.	Flex budget: prep buy out for instructional coaches substitute teachers Saturday and after school ACT prep classes with ACT prep materials	Professional development agendas, sign in sheets, and evaluations, coaching logs	PD provided quarterly at the district level. Admin and coaches provide PD and follow-up.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitor Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
All 9th grade English Honors students are placed in an AP Human Geography course. Parents were invited to a meeting to learn about the new AP Human Geography course and why students are placed in the course. We hold an annual college night to invite parents and students to learn about what they need to do to attend and apply for college.	Title I: Communities in Schools; refreshments and laptops for parent events, ACT prep materials - 200 booklets for parents	Semester exam data, parent meeting agendas and sign in sheets, AP course grades, ACT data	Admin, counselors, and teachers place students in appropriate courses and monitor progress and grades	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
1. Ensure students will read, write, listen, and speak in every classroom, every day. 2. Implement the College Board curriculum in every ELA classroom. 3. Realign the curriculum and eliminate Honors classes in Social Studies to push students to enroll in AP courses. 4. All English Honors 9th grade students are enrolled in an AP Human Geography course. 5. All students are eligible to enroll in AP courses. 6. All students are eligible to enroll in the ACT readiness classes. 7. Practice ACT test for students to expose them to the rigor of what is needed to be successful.	Flex budget: staffing for ACT readiness classes Title I: ACT prep materials	Classroom observations, course catalog, AP enrollment data, ACT composite score data, semester grade distribution	Admin conducts classroom observations weekly; Semester grades are reviewed by admin, teachers, and coaches.	

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 3:**  
Increase the percentage of school-based personnel trained in cultural competency.

**Root Causes:**  
There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data.

**Measurable Objective 1:**  
100% of staff will participate in a mandatory cultural competency professional development session during the 2018-2019 school year as measured by sign-in sheets.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	Training materials from Equity and Diversity Education Department Equity and Diversity Education Department Liaison	Sign-in sheets, agendas, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during the 2018-2019 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the staff.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
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3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
				N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless Education, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Hope 2	68,000.00	This amount is already included in the strategic budget. It will be utilized for our in house supervisor and our STEP supervisor. This initiative is an effort to keep students in school to maintain their academic achievement.	Goals 1 and 2
Strategic Budget	11,864,271.95	The bulk of the budget was utilized for staffing. In order to operate on a block schedule, additional staffing is needed. Our block schedule provides interventions for struggling students. In addition to core requirements, all 9th graders receive double instruction in ELA and in Math. In addition, credit deficient juniors and seniors are also provided with repeat required classes in to addition to required core classes.	Goals 1 and 2
SB 178	583,200.00	This amount was used for the staffing of 7 teachers in the areas of math and 9th grade ELA double instruction. In addition, for interventions and remediation, the purchase of the program IXL with five chrome book carts as well as two late buses. Also, we purchased a prep buy out for after school credit retrieval via APEX.	Goals 1 and 2
Title I	842,590.32	The Title I budget was used to add 11.25 teachers to our existing staff. These teachers were also added to provide interventions, remediation, and credit retrieval. Also, we purchased ACT prep materials (200 booklets) for parents.	Goals 1 and 2

## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

### **1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**

Sunrise Mountain High School successfully exited the Turnaround Zone two years ago. After the past seven years, we have experienced many successes. The culture and climate has changed dramatically and so has the perception of SMHS. This shift has not only attracted new and highly qualified teachers but has also aided in the retention of staff.

### **2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.**

Parents are able to access information regarding student grades and attendance through the Infinite Campus Parent Portal as well as our school website. Teachers are encouraged to give students printed progress reports regularly. We continue to offer adult ELL classes every week to help our parents learn the language. We offer monthly parent nights to help educate our parents about college, FAFSA, graduation, earning credits and transcripts, and Infinite Campus support in both English and Spanish.

### **3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).**

Sunrise Mountain is continuing the articulation process with our main feeder schools, Bailey Middle School and Hickey Elementary School. Each of the principals meet to share ideas and have held joint PAC meetings, inviting parents from all schools to Sunrise Mountain. Athletic coaches make regular visits to the feeder school to encourage participation. The performing arts teachers also articulate regularly. Our English classes and student-athletes have gone to both Bailey Middle and Hickey Elementary to read to students to provide support for events such as Nevada Reading week. Our Robotics students have gone down to Bailey Middle to do STEAM activities to showcase our robotics and aviation programs. Our guidance classes in partnership with Community and Schools do weekly visits to Hickey to foster a sense of community and mentoring. Counselors will be visiting each feeder middle school to offer guidance on course selection for their upcoming freshman year, encouraging enrollment in college and career path courses.

### **4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**

Sunrise Mountain High School utilizes teachers in decision making at various levels. Each department has a department chairperson who works closely with members of each department to share ideas/suggestions to the administration at monthly meetings. There is also the school governance committee called the Innovative School Team (IST) that has a representative from each department, support staff, parents, and administration to help guide the decision making process regarding the school's climate and culture. PLC teams bring their printed IXL data to their weekly meetings for collaboration regarding data analysis and instructional strategies.

### **5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**

Sunrise Mountain is committed to following all state, federal, and local guidelines as they relate to meeting the needs of all students. Title I funds are used appropriately and have had a direct impact on student achievement. Funds have been used for PD, staffing, technology support, curricular materials, tutoring, prep buy-outs, and substitute pay. The district has provided oversight on all Title funding and district personnel have provided guidance as needed to assure funds are allocated correctly.

APPENDIX A - Professional Development Plan

1.1

1. Provide 9th grade Algebra I teachers professional development. 2. Involve 9th grade Algebra I teachers in weekly PLCs. 3. Provide instructional coaches in core subjects to ensure best practices through observation and feedback. 4. ELL master plan

Goal 1 Additional PD Action Step (Optional)

2.1

1. Provide a school-based instructional coach to assist with implementation and sustainability of the curriculum. 2. Provide instructional coaches in core subjects to ensure best practices through observation and feedback. 3. Teachers attend the Silver State AP institute.

Goal 2 Additional PD Action Step (Optional)

3.1

The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.

Goal 3 Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

### 1.2

Monthly PAC meetings are held to inform parents of school's goals, pass rates and other information. Wrap-around services are provided to students and families through Communities in Schools representatives.

#### Goal 1 Additional Family Engagement Action Step (Optional)

### 2.2

All 9th grade English Honors students are placed in an AP Human Geography course. Parents were invited to a meeting to learn about the new AP Human Geography course and why students were placed in the course. We hold an annual college night to invite parents and students to learn about what they need to do to attend and apply for college.

#### Goal 2 Additional Family Engagement Action Step (Optional)

### 3.2

#### Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percent of students graduating from 80.9% to 85% by 2019 as measured by the 4-year adjusted cohort graduation rate.

Measurable Objective(s):

- Increase 9th grade overall sufficiency in math by 5%.
- Increase 9th grade overall sufficiency in ELA by 5%.
- 

Status
N/A

Comments:

- 1.1 Professional Development:  
1.2 Family Engagement:  
1.3 Curriculum/Instruction/Assessment:  
1.4 Other:

	Mid-Year	End-of-Year
1.1	1. Provide 9th grade Algebra I teachers professional development. 2. Involve 9th grade Algebra I teachers in weekly PLCs. 3. Provide instructional coaches in core subjects to ensure best practices through observation and feedback. 4. ELL master plan	N/A
Progress		
Barriers		
Next Steps		
1.2	Monthly PAC meetings are held to inform parents of school's goals, pass rates and other information. Wrap-around services are provided to students and families through Communities in Schools representatives.	N/A
Progress		

Barriers		
Next Steps		
1.3	1. Enroll credit deficient 10th grade students in repeat math classes. 2. Enroll credit deficient 11th/12th grade students in repeat science classes. 3. Enroll credit deficient 11th/12th grade students in repeat social studies classes. 4. Enroll credit deficient 10th/11th/12th grade students in repeat English classes. 5. Provide credit retrieval virtual classes for credit deficient 11th/12th grade students. 6. Utilize block schedule to increase opportunities to earn credit. 7. Provide support instruction for all IEP and ELL population. 8. Identify and remove unsuccessful transfers. 9. Utilize IXL for student data for department level collaboration 10. ELL after school tutoring with highly qualified ELA and math instructors	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation  
Priority Need/Goal 2

**Priority Need/Goal 2:**  
Increase the Average Composite Score of 14.25 to 17 by 2020 as measured by the ACT exam.

- Measurable Objective(s):**
- Sunrise Mountain High School will increase the number of AP classes offered for the 2019-20 school year.
  - Sunrise Mountain High School will increase ACT readiness and preparation classes for the 2019-20 school year.

Status
N/A

**Comments:**

- 2.1 Professional Development:**  
**2.2 Family Engagement:**  
**2.3 Curriculum/Instruction/Assessment:**  
**2.4 Other:**

	Mid-Year	End-of-Year
2.1	1. Provide a school-based instructional coach to assist with implementation and sustainability of the curriculum. 2. Provide instructional coaches in core subjects to ensure best practices through observation and feedback. 3. Teachers attend the Silver State AP institute.	N/A
Progress		
Barriers		
Next Steps		
2.2	All 9th grade English Honors students are placed in an AP Human Geography course. Parents were invited to a meeting to learn about the new AP Human Geography course and why students are placed in the course. We hold an annual college night to invite parents and students to learn about what they need to do to attend and apply for college.	N/A
Progress		

Barriers		
Next Steps		
2.3	1. Ensure students will read, write, listen, and speak in every classroom, every day. 2. Implement the College Board curriculum in every ELA classroom. 3. Realign the curriculum and eliminate Honors classes in Social Studies to push students to enroll in AP courses. 4. All English Honors 9th grade students are enrolled in an AP Human Geography course. 5. All students are eligible to enroll in AP courses. 6. All students are eligible to enroll in the ACT readiness classes. 7. Practice ACT test for students to expose them to the rigor of what is needed to be successful.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

**Priority Need/Goal 3:**  
Increase the percentage of school-based personnel trained in cultural competency.

- Measurable Objective(s):**
- 100% of staff will participate in a mandatory cultural competency professional development session during the 2018-2019 school year as measured by sign-in sheets.

Status
N/A

**Comments:**

- 3.1 Professional Development:**  
**3.2 Family Engagement:**  
**3.3 Curriculum/Instruction/Assessment:**  
**3.4 Other:**

	Mid-Year	End-of-Year
3.1	The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		