

PLC	Goal(s)	Specific. What will the goal accomplish? How and why will it be accomplished?	Measurable. How will you measure whether or not the goal has been reached (list at least two indicators)?	Achievable. Is it possible? Have others done it successfully? Will meeting the goal challenge you without defeating you?	Results-focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?	Time-bound. What is the established completion date and does that completion date create a practical sense of urgency?
Advanced Math and Precalculus	Students will be able to graph functions and to identify key characteristics of a function.	<p>Students will be able to determine when a function is increasing or decreasing. Students will be able to determine when a function is increasing or decreasing at a decreasing or increasing rate. Students will be able to identify the domain and range of a function. Students will be able to identify locations when a function does not exist such as breaks, holes, and vertical asymptotes. Students will be able to identify critical points such as relative maximums and minimums, and inflection points.</p>	<p>Students will be able to graph a function within a given domain. Students will be able to identify the key characteristics of a function within a given domain. Student work will include computations, graphs, and detailed explanations of their work. Students must be able to provide clear explanations verbally and in written explanations. Student work will include class work and informal and formal assessments.</p> <p>Students will provide graphs, computations, and corresponding written explanations in informal and formal assessments.</p>	<p>Teachers have modified lesson plans and assessments to accommodate current common core standards. Lesson planning will be refined as needed to meet the needs of the students and to address common core standards. PLC work meet on a regular basis to discuss issues and changes that will help student success.</p>	<p>Understanding functions is a key concept in the common core standards. Function concepts can be applied to graphs of linear functions, quadratic functions, and trigonometric functions. Providing a higher level understanding of function characteristics can be applied to prior knowledge and to make graphical connections to linear, quadratic, and trigonometric graphs.</p>	<p>Understanding functions is expected to be completed by the end of the first semester and will include linear, quadratic, and trigonometric functions.</p>

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Algebra 1	Our goal is for students to create and develop an interactive notebook that will be used not only to take notes, but also as a tool and an external mathematical resource as called out by our newly adopted CCSS Mathematical Practices.	Students will become self directed learners who can resourceful. This will be accomplished through the development and use of interactive notebooks which will include table of contents, organized notes structure, written reflections, and connections between algebraic, numerical, verbal and graphical representations of concepts learned.	Grading notebooks. (Monthly) Students will effectively use resources to complete an activity an activity based on their interactive notebook. (Weekly)	Yes, it is possible. Partially done so successfully. Meeting the goal will challenge us but not defeat us.	Students will be self-directed learners.	On going throughout year.

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AP Social Science/English PLC	Create and imbed strategies into our lessons that allow opportunities for students to improve academic skills, such as accountable talk, reasoning, writing skills, and close reading skills.	<p>The goal will allow a larger number of students to develop skills that will offer them encouragement to enroll and remain in AP courses.</p> <p>The goal will be accomplished by using various teaching strategies within each unit, such as: SDAIE strategies.</p>	Measure the number of students that remain and meet the requirements of AP and Honors classes.	<p>Yes.</p> <p>We don't know.</p> <p>No it will not defeat us, but it will challenge us.</p>	Increase the number of students that will be college and career ready.	End of the year.

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Biology	Students will understand how to accurately analyze data and improve their overall literacy within the context of biology.	<p>Students will gain valuable 21st century skills.</p> <ol style="list-style-type: none"> 1. Students will have an improved comfort level with science. 2. Students will be able to analyze and understand higher level open-ended questions. 3. Students will develop 	<p>Critical friends (PLC meetings)</p> <p>Common assessment across all Biology classes</p>	<p>We believe that this goal is achievable and possible. We don't know if any others have done this successfully. This goal is challenging and not over promising.</p>	<p>Accomplishing this goal will result in students who are excellent problem solvers and critical thinkers. These students will be career and college ready.</p>	<p>By the end of the first semester, students will show progress.</p>

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Chemistry	prepare students to actually do science, to engage fully in the scientific process	<p>-collaborate with peers</p> <p>gather and use real data they collected,</p> <p>present their data.</p> <p>These goals will enable them to become scientifically literate. We will scaffold and facilitate their use of data through common collaborative projects/labs, and require group presentations</p>	we will measure this goal based on the science fair projects, unit projects, student participation, and student grades,	<p>yes, we did a science fair last year. we just aim to improve it.</p> <p>Most of us already do some projects, now we will just coordinate them.</p>	so the students understand science and it's processes, which will make content easier to access and enable them to become scientifically literate.	science Fair will be May 29th. That is the ultimate deadline. We will be building up to the science fair using unit group projects.

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ELA (10)	Our goal is to have our individual student's reading ability improve by 20% over the course of the first semester.	The goal will be accomplished through practice, analysis of individual impediments and data, and application of reading strategies.	We will take a PSAT reading section each month to measure student improvement. The August exam will establish the baseline and the December exam will be the final exam.	Yes. We believe it is achievable.	The result is an improvement in the students' ability to read as measured by the PSAT.	The time line is the first semester.

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ELA (11)	Students will use problem-solving skills that demonstrate individual learning.	Students will have a better understanding of the Core Values at SEHS and our PRIDE. It will be accomplished through problem-based learning.	Students will produce a portfolio of work that addresses their problem-based learning. Students will write a reflective essay on their learning experience.	Yes. Yes. We will accomplish this without feeling defeated.	To establish student-centered learning.	TBD

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ELA (9)	<p>45% of our students will score a 3 or 4 on the Argumentative Periodic Assessment.</p> <p>55% of our students will score a 3 or 4 on the Literary Analysis Periodic Assessment.</p>	<p>Goal will show measurable success in the following CCSS:</p> <p>RI 9-10.1, .2, .4, .6, W 9-10.2, .4 SL 9-10.1</p>	<p>Teachers will individually score assessments using a common rubric. We will compile data to obtain overall results by grade level.</p>	<p>Our goal is achievable and we will not be defeated.</p>	<p>The goal is to establish a baseline for certain CCSS that will repeat in successive grades to accomplish vertical alignment. The result of the goal is to provide data reflecting our students' success in meeting the CCSS listed above.</p>	<p>The completion date for the argumentative assessment is December 12, 2014, which creates a practical sense of urgency.</p>

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Foreign Language	<p>Special Education students will pass the courses with a C.</p> <p>Class pass rate will increase with a C or better.</p>	<p>Students will be college and career ready by passing their A-G requirement with a C or higher while also, accumulating credits for HS graduation. Teacher will address the needs of special education students by aligning the curriculum to their IEP and maintaining close observation of their achievement by monitoring and providing feedback. Teacher and student relationship essential to continued working relationship.</p> <p>College and Career Readiness Anchor Standards: Speaking and Listening, Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and</p>	<p>Student progress will be monitored by their formative assessment achievement levels.</p> <p>Student participation and completion of assignments will be monitored to assure their needs are addressed and IEP goals are aligned.</p>	<p>Student- teacher collaboration is essential in addressing the needs of disengaged students. This will be challenging because many Sp. Ed students and low achieving students have acclimated into a culture of failure and struggle to connect to school/teacher.</p>	<p>Students will pass course and reach their IEP goal, high school graduation, credit recovery, elective units.</p> <p>Student engagement is essential in establishing the classroom climate and culture</p>	<p>2014-2015 school year. Addressing the needs of all students is a continual process throughout the year. We will revisit our journey at midterm grading and final grade period.</p>

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Geometry	Research peer reviewed writing PD and strategies that can become the basis for the geometry implementation of writing across the curriculum.	<p>The overriding goal is for all our students to benefit from the CCSS standards and math practices, relative to analyzing, applying and articulation their geometry solutions.</p> <p>We will extend the meta cognitive (SDAIE) strategies which allows our students to access prior knowledge and concepts to analyze geometry problems.</p>	<p>Our students will demonstrate (before /after comparison, class participation rate, journal entry and peer review) effective writing in geometry.</p> <p>Formative assessment writing progression; individual scaffolded writing to culminating collaborative project analysis.</p>	CCSS Nd writing across the curriculum have been successfully implemented, and making it specific to geometry has not been widely documented. We can be challenged yet not defeated.	Positive accomplishments are realized by our students in their appreciation, and enjoyment of geometry.	Completion dates are currently prescribed by the LAUSD math organization every ten(10) weeks consistent with the curriculum map and flow chart.

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Geometry	Developing appropriate questioning techniques. Create formative assessments to CCSS.	We expect students to be able to participate their own learning, justify their answers/solutions, write and explain their results. Build successful collaboration group work. Utilize effective strategies. We expect students to be active participants in their own learning, justify their answers and or solutions. In addition, students will be required to work collaboratively in groups and utilize strategies such as TIPS, compare and contrast, similarities and differences to enhance their learning.	Mini quizzes Projects Common Formative assessments.	Yes! Yes it have been done successfully! No because we will have support and collaboration from our colleagues. We think that it is achievable and possible. This is the first year that students will participate in common core assessments and it will be challenging for both students and teachers. However, with the support that we will receive from our Plc members we are confident that by working together we will not be defeated in achieving our goals.	Students will be able to use their critical thinking skills as they become successful in problem solving.	We have a tentative date of the week of October 15th as our first unit test. We believe that our selection date will keeps us focused with a practical sense of urgency.

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Gov/U.S. History	<p>Through differentiation, we will scaffold the writing process for special needs and ELD students. We will work with the ELD Coordinator and Special Ed Coordinator (as well as the specific carriers) to inform them of the differentiated deadlines for our special populations.</p> <p>Seniors will be required to complete the service learning project as a graduation requirement but the juniors will be piloting a modified service learning activity to prepare them for their senior year.</p>	<p>All students will be able to successfully complete the service learning project regardless of whether they have an IEP or considered ELD.</p> <p>HOW: See above</p> <p>Why: Service learning is a graduation requirement and as such must be completed by all graduating seniors.</p>	<p>Passing service learning</p> <p>70% of students will be able to use critical thinking to analyze and form arguments via historical and current events.</p>	<p>It will take a lot of courage, coffee, and chocolate. The 3 Cs.</p>	<p>We want students to be problem solvers and critical thinkers so that they can college and career ready.</p>	<p>June 2015</p>

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Physical Education	1.Using our CCSS goals we will incorporate the scope and sequence into our pre-determined journal/activity writing (determined in our department goals).	Our students, using the CCR anchor standard in writing (standard 7) will gain a better understanding of health, physical education, and fitness as young adults so that they become lifelong healthier individuals.	1.Journal/activity writing: Once a week. 2.Summative assessment: At the end of the unit.	It is possible. The primary issue will be how to accomplish the writing elements in the environment we are dealt.	To create a more well-rounded, healthier, physical education student. A greater interest in physical education.	On-going. Re-check in meetings, with semester completions.

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Technology	Creating Rigorous Lessons To Stimulate Participation Use Real Life Applications to Keep Students Engaged	The goal will accomplish students to initiate and participate effectively in a range of collaborative discussions, one on one, in groups or teacher directed. Students will have discussions prepares by researching, reading, and using evidence from research as reference.(SL 1a, 1d) Students will engage in Informative and explanatory and short writings that references to technology and it's use. Short questions will be answered through research allowing the student to solve problems and demonstrate knowledge of the source. (WHST 2A, 5, 6, 7)	The goal will be measured through a rubric giving students exact information of how their progress is being assessed	This goal is definitely possible, and we feel it will be a challenge bit through collaboration as a plc we should be able to achieve it.	The results is to engage students in interactive learning and create an assertive learner who can communicate effectively. He will be able to justify, analyze, and reason his explanations through research, text, and media evidence.	One full academic year

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VAPA-Arts Specific	1) to develop rubrics and criteria charts to guide the creation and evaluation of writing assignments that integrate and evaluate content presented in diverse media formats.	CCR #7: Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as words.	1) rubrics 2) criteria charts 3) periodic PLC meetings to evaluate successes and address problem-areas	Yes, it is possible and can be done successfully, if PD time is provided for PLC to create rubrics, evaluate progress and strategize.	1) Our students will move towards college-readiness by improving their literacy skills-- reading, writing and critical thinking.	Ongoing. We begin with whole- class instruction and highly structured work and move then to small heterogeneous group work, moving eventually towards highly individualized, independent writing assignments. A sense of urgency will be created because, as a PD, we will set dates for completion of specific steps, checking in to make sure we are on track with assigning writing, then collecting and evaluating it, and then collaborating to assess progress toward our goal.

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World History	We will include at least two lessons per unit that allow students to use their reasoning skills	By having the opportunity to practice their reasoning skills as much as possible students will become more effective critical thinkers and communicators.	We will look at the results for the end of unit summative assessment. We will exam student scores from the periodic assessments in December and May.	This goal is achievable because it is a continuation of work we have already been doing. We will simply imbed it into our lessons that we already have in our scope and sequence.	By having the opportunity to practice their reasoning skills as much as possible students will become more effective critical thinkers and communicators.	We will work on accomplishing this goal throughout the year, working on each unit before we roll it out. As stated, we will compare student work in December and May.