

# ACTION STEP FEEDBACK FROM FOCUS AND HOME GROUPS

-Please choose a Critical Area of Need that your group will comment on	What is ONE action step needed to address your chosen Critical Area of Need?	What are ways of assessing student achievement for your suggested action step?	Who are the responsible shareholders for your suggested action step?	What are the means of monitoring and evaluating the progress of your suggested action step?	When should your suggested action step be completed? What's the timeline?
21st Century STUDENT ENGAGEMENT/LEARNING					
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Citizenship and Ethical Behavior	-Classroom checks for cleanliness  -Monitor number of students out of class through periodic head checks  -Student surveys that ask about issues with restroom/tardiness etc.	Students, teachers, admin, custodial staff		
21st Century STUDENT ENGAGEMENT/LEARNING	Writing across the curriculum Common core implementation Cognitive coaching	Common writing prompts	PLCs		
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Organization:academic intervention for at risk students	Grades IEPs Teacher recommendations Discipline reports	COST PSW Counselors	Classroom observations Student grades Student shadowing Grades Counselor reports Daily	Continuous
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Equal access to curriculum and support	Class schedules IEPs IGPs	Counselor School staff	Grades IEPs Meeting agendas Materials from outside professional development	Continuous

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				Professional development	
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21st Century STUDENT ENGAGEMENT/LEARNING	South east high school has also identified promoting the student learning objectives and PRIDE to all students as a critical area of needs. It is of vital importance for all stakeholders to recognize that active participation at all levels is important to the overall success of SEHS	Common/formative assessments Classroom observations Group work Speeches Presentations	Teachers Students Parents Administrators		
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	South East high school has become aware that academic intervention at core subjects is a "CAN" If students are to continue improving their performance in state standardized tests and be college ready or career ready by the time they graduate. SEHS has been considered an after school tutoring schedule. Better monitoring the effectiveness of at risk students progress.	Interim cores subject assessment, 5 week grades Attendance of school program	Classroom teacher Counselor Teacher provides tutoring		
21st Century STUDENT ENGAGEMENT/LEARNING	Add more clubs with real-world experience; example to follow: MESA	Assessments are based on competition results & # of clubs created, club membership, activity requests, sponsors,	teachers, students, principal, vp, out of classroom personnel, counselors	PD topics, agendas, sign ins , teacher buy ins, student work collected.	continuous

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ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Prioritize PLC meeting time. Make PLC planning time a priority.	Teacher in PLCs will look at student work and use common formative assessments. Look at and analyze student data.	Teachers and administrators.	Looking at data. Dialogue around data. Sign-in sheets and attendance records.	The suggested action steps should be completed by Spring of 2015.
21st Century STUDENT ENGAGEMENT/LEARNING	Student Learning Objectives and PRIDE will be incorporated in all classes, including Advisory.	Classroom Observation Assignments and Projects Student Discussions and Presentations	Principal Assistant Principals LEAD Teachers Department Chairs Teachers Student Leadership	PLC Cycle PLC Progress Checks PD Agendas and Minutes Evidence of Student Work Individual Graduation Plan (IGP)	August 2014 Continuos
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	CAN 3 1. Citizenship & ethical behavior. Continue to develop R in our PRIDE acronym At school wide level, define characteristics of citizenship and ethical behavior and reward through Bucks incentive	Collect data on tardy and truancy rate Deans office referral data	Teachers - modeling and promoting behaviors Counselors- provide counseling in small groups		
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Create more opportunities for real world experience. Gain skills and knowledge with research based real world projects.	Project based learning. Service learning activities in all grade levels. Community service.	Principal Teachers Administrators Out of classroom personnel Community	Parent surveys Workshops	August 2014 Continuous

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			representatives		
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SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Provide a larger space or area for the Parent Center	A larger space will allow for more workshops or training to be offered simultaneously. Parents will be provided additional opportunities to learn about SEHS' code of conduct and how PRIDE can help develop responsible citizens. Parenting work shops will also provide parents with additional parenting skills	All shareholders. Admin. needs to secure a larger location Categorical Coordinator needs to work with Parents and out of Classroom personnel to create workshops for parents and increase communication and provide it in a more timely manner		
21st Century STUDENT ENGAGEMENT/LEARNING	Vertical teaming, analyzing data, student recognition	Student projects, cooperative grouping, peer editing	Teachers, students		
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Identifying which students are in need of support and connecting with tutoring opportunities.	Higher grades, higher graduation numbers, fewer demos, already demoted students have ample opportunity to make up credits.	District, ESC South, School Administrators, Parents, Staff	Teachers are more enthusiastic about weekly PD sessions. Teachers report positive outcomes of implementing pd in their classes.	Fall 2016 or Spring 2017

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SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	<p>Citizenship and ethical behavior                      We need a consistent policy that transcends from year to year to deal with tardiness.                      We need to not be afraid to hold students accountable for their actions even if it means suspension rates go up.</p>	<p>Attendance in class, assess if we see decline in tardiness                      Analyze grades, do we see that as a result of a decrease in tardiness grades have gone up.                      Increase supervision while classes are in session as well as during passing periods.                      Tardy sweeps need to be more consistent and more frequent.                      Do not announce when these will take place, do them RANDOMLY</p>	<p>Out of classroom personal for tardy sweeps.                      Parent volunteers</p>	<p>Grade checks (progress reports)</p>	<p>Ongoing</p>
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	<p>Academic interventions</p>	<p>Saturday. Cahsee                      Reinstitute tutoring after school                      Math and English tutorials (double block)</p>	<p>Title 1 coordinator                      mr duarte &amp; APs                      Paid tutoring position funded from academic improvement categories                      6 periods in place of current 7 for 2015/2016 will require auxiliary assignments to achieve</p>	<p>Demo number reduction                      Higher graduation rates                      Percent of seniors on track to graduate</p>	<p>December 2015 for successful results in June 2016</p>

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SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	1. What is ONE action step needed to address your chosen Critical Area of Need?	Increased scores on Smarter Balanced tests, increased observable evidence of student participation in class discussions or in Socratic seminar, leading class discussions, quality of Service Learning projects,	Teachers, counselors, parents,	Teachers can observe and appropriately reprimand students wearing buds or using their cell phones. Out of classroom staff can observe the cleanliness of the campus.	On-going with a positive change observed within the first semester.
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS		Every semester recognition of student achievement in transitioning out of jeopardy of not graduating Fund summer school and partial funding of adult school Scholarship fund created perhaps partially funded from sport and club sales	Ap's regommend mrs Flores and councilors Club teacher, coaches, recycle jaguar bucks	Graduation rates Quality of grades with removal of D grade GPA	End of every half school year
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Citizenship and Ethical Behavior	Social/emotional support: Referral data, suspension rates, opportunity transfer rates, referrals to the PSW, participation in school club, attendance rate, counselor logs,	teachers, counselors, dean, administrators, academic coaches, PSW, school psychologist, staff	Assessment of grades, attendance/ membership growth over time, student retention in clubs via attendance logs,	fluid continuous process, monitoring yearly

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		Academic support: grades, state assessment data, graduation rates, drop-out rate monitoring		attendance of performances, performances,	
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ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Writing across the curriculum Common core implementation Cognitive coaching	Progress reports Teacher referrals 11th grade CC assessments	Students Teachers Counselors Administration. Parents	Teacher surveys. Student surveys. Admin observations	6/20/15
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Organization:academic intervention for at risk students	2. What are ways of assessing student achievement for your suggested action step?	General ed teachers Special ed teachers Students Admin Special ed coordinators	Student and participation Progress reports	06/2015
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Equal access to curriculum and support		3. Who are the responsible shareholders for your suggested action step?		
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	South east high school has also identified promoting the student learning objectives and PRIDE to all students as a critical area of needs. It is of vital importance for all stakeholders to recognize that active participation at all levels is important to the overall success of SEHS	-Classroom checks for cleanliness  -Monitor number of students out of class through periodic head checks  -Student surveys that ask about issues with restroom/tardness			

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ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	South East high school has become aware that academic intervention at core subjects is a "CAN" If students are to continue improving their performance in state standardized tests and be college ready or career ready by the time they graduate. SEHS has been considered an after school tutoring schedule. Better monitoring the effectiveness of at risk students progress.	Common writing prompts	Students, teachers, admin, custodial staff		
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Add more clubs with real-world experience; example to follow: MESA	Grades IEPs Teacher recommendations Discipline reports	PLCs		
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Prioritize PLC meeting time. Make PLC planning time a priority.	Class schedules IEPs IGPs	COST PSW Counselors	see item 4 above for parent and community involvement	see item 5 above for parent and community involvement
21st Century STUDENT ENGAGEMENT/LEARNING	Student Learning Objectives and PRIDE will be incorporated in all classes, including Advisory.	Common/formative assessments Classroom observations Group work Speeches Presentations	Counselor School staff		

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				-Following up with and charting assessment data -Campus sweeps	Ongoing, but progress should be checked and assessed monthly.
				Share possible changes if teaching similar lessons	Ongoing throughout the school year
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Opportunities for special education teacher with general education teacher to co-teaching	IEPs Master schedule	Counselors Special education teachers General education teacher Students	SLC mtgs and data analysis	Continuous
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Professional Development	IEPs Celdt testing results	ELD coordinator Special education teacher General education teacher	Grades Assessments/smarter balance	Continuous
				Plc common assessments Counselor	98/2914-06/2015 Continuous
				5 week grades Check for improvement Check attendance rate End of course mark	8/20/14-6/20/15 Continuous
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Professional Learning Communities - additional opportunities to develop and implement ccss lessons.	common formative assessments, lessons generated, student work samples, student grades	teachers, assistant principal, principal, out of classroom personnel, dept. chairs, lead teachers,	club formation, participation & attendance	continuous
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	After school tutoring schedule available to all students. Better monitoring effectiveness of at-ris student progress.	Monitoring progress grades and credit accumulation towards graduation rates. CAHSEE pass rates and proficiency rates. EAP/SAT results.	Teachers, parents, counselor, and administration.	PLC updates, communication, agendas, and discussion.	The suggested action step should be completed by Spring 2015

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21st Century STUDENT ENGAGEMENT/LEARNING	Additional Professional Development time will be provided to PLCs to develop rigorous Common Core Lessons that meet the needs of all students including targeted student populations such as students with special needs and English Learners.	Interim Assessment Data Project Based Learning Smarter Balanced Assessments Student Presentations Course Pass Rates Graduation Rates	Principal Assistant Principals Coordinators Counselors LEAD Teachers Department Chairs Teachers Student Leadership	Student surveys Evaluation of student work Classroom Observation Feedback PD Agendas	August 2014 Continuous
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	CAN 3 Students need to be encouraged to exhibit Pride in their school and campus cleanliness			Collect data on tardy, truancies, suspensions, dean referrals	On going but data but contious assessments or data points to evaluate the effectiveness of the step can be assessed every semester
21st Century STUDENT ENGAGEMENT/LEARNING	Parental community involvement to improve student academic success.	Parent observations of classrooms with feedback. Parent workshops.	Parents Principal Teachers Title 1 coordinators	Agendas PD planning PLC's Advisory curriculum	August 2014 Ongoing
				We will monitor participation though Parent Center sign in logs Workshop participation and sign in sheets Increase in parent involvement and decrease in discipline referrals	A larger Parent Center needs to become available at the start of the 2015-2016 school year
				Grades, vertical team discussions about expectations	Ongoing throughout the school year
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Create professional development to meet the needs of all students	Grades, test scores, higher level of student involvement on a daily basis. Periodic student surveys in which students	Administrators need to work with teaching staff to create meaningful, practical PD that can be immediately	Periodic Grade Checks, Collecting data on numbers of demoted students taking advantage of auxiliary	Fall 2016 and ongoing

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		provide feedback on teacher effectiveness.	implemented in the classroom.	opportunities to make up credits.	
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SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Increased guidance and academic support Need alternative strategies for raising awareness on why students (demotes) need to succeed. Need more SST or perhaps COST sessions with these students. Advisory teachers raise awareness, helping students understand the consequences of not passing classes.	Monitor the percent of students that are demotes and compare to assess if alternate strategies have helped. Teachers in Small schools who share struggling student develop strategies to help student(s) succeed.	Counselors, advisory teachers	Students carry IDs at all times and must show upon request Look for iPad app that can be used to scan IDs to monitor	Ongoing throughout the school year
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Increased guidance and academic support for demoted students	Number of students attending summer school Number if students passing summer school Adult school enrollment and trackingg On- campus offerings of adult school for higher participation	Counselors A's on campus for summer school Counselors for sign up of summer school students Teachers as adult school teachers	Time card reporting and validation GPA for students at risk, new smarter balance Assessments	On-going continuous - beginning august 2015, semester end evaluations , and August 2016 kickoff using prior full year academic performance
21st Century STUDENT ENGAGEMENT/LEARNING	PD allocation to PLC planning time for teachers to plan and review student work. Possibilities include, PD outside of school time, common conference/planning periods, etc.	Results will be evident in student performance and work.	Teachers, students, administrators, departments as a group collectively	Needs assessment review and PLC involvement	Ongoing

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SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	All administrators, teachers and parents need the make the effort to enforce existing school rules, for example, the prohibition of cell phones in class and picking up trash.	Cell phones or buds are not seen in classrooms and the campus is clean, especially after lunch.	All shareholders: the principal, administrators, teachers, counselors, students, parents	Club sponsors, college counselor, teachers, lead teachers, parents	It will begin fall, 2015, starting with all grades and it will be on-going throughout high school.
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Continue looking at data and possible impacts of returning to 6 periods each year	Girls grab guys and go 7 period vs 6 period promotion rates Class of 2017 graduation mandate confirmed ( no D, less credit to graduate) Grade quality confirmed	Principal Lower graduation credit curriculum (210 credits) lausd PLC intervention	Number of students taking advantage of credit recovery Grade checks/progress reports	December 2015 progress check and prioritization of next steps Fix MISIS progress by parents Graduation rate for the students that were in jeopardy at the end of the first half. December 2015
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Add more clubs with real-world experience; examples LGBT, Alateen, support group club.	Assessment of grades, attendance/ membership growth over time, student retention in clubs via attendance logs, attendance of performances, performances,	sponsor of the clubs, student officers, parent participants	Analyze data mentioned above.	Through progress reports every 5 weeks. Analyzing of data should be ongoing, fluid process.
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	PLC's Implement lesson design by ISCA-UTLA Schoolwide.	Progress reports CC Assessments Formative assessments Summative assessments	Administration Teachers	Tutoring attendance. Progress reports Teacher feedback regarding student progress.	Continuous.
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Using MISIS to inform parents of current student progress	Grade book Parent log of when students and parents look at the grades	LAUSD	IEP meetings Formative assessment	Continues
				Common prompts, assignments, and tests that can be evaluated by the PLC. A common rubric could be an	On going.

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				example that would be used for this evaluation.	
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				Looking at progress report and dailies Homeroom A-G monitoring	Ongoing
				-Data reports (graduation rate and trends) -document findings indicating grade level status for student cohorts. -Query report through MiSIS identifying 1 or more D and/or F per reporting periods. -Core subject PLC discussions based on Smarter balance data and align it to instruction.	-08/2014-06/2015 Continuous
				Records of interventions, test scores, student surveys,	Continuous
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Create more opportunities other than Service Learning in 12th grade for real-world experiences throughout all grade levels:  * job shadowing in local community * schedule Seniors for volunteering at SE Middle School rather than issuing "home" free periods for P6 and P7 * schedule Seniors for	evidence: * student self-surveys Refer to item 2 above for parent and community involvement	see item 3 above for parent and community involvement	similar to step 2 for assessment...monitoring and evaluating uses same tools	Suggest that implementation begin with incoming Freshmen Fall 2015 for pilot run; completion Spring 2016; intention to have program continue each year.u

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	work or internship experience * peer mentoring: 12th with 9th and 10th * teacher-department responsibility to assign grades and or monitor				
				Grades, vertical team discussions about expectations	Ongoing throughout the school year

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ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	-Meeting time during the school day for inclusion teachers to collaborate on student minutes, performance, and progress	-More appropriate differentiation of instruction in general education settings  -professional development for inclusion model	All school staff and students	-Work samples, progress reports, IEP bechmarks reached, and standardized testing	3 to 6 months
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Citizenship and ethical behavior Recycling bin Jaguar bucks Attendance recognition	Recycling bins in classroom Jaguar bucks Attendance recognition Students confident in communicating concerns and issues Interact	Teachers and all stakeholders Club chairperson PSA councilors	Recycling record of pounds / recording keeping Attendance tracker, and number of students qualified for the award	Ongoing and continuous.....08/2014 to 06/2015
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Parent and community involvement. Increase communication between teachers and parents.	Increased homework completion. Improved assessments, Increased attendance. Reduced tardiness. Increased classroom student performance.	Parents/caretakers Students Teachers Counselors Administrators	Parent Attendance at open house and parent conferences. More frequent parent-teacher communication.	06/2015 Continuance

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21st Century STUDENT ENGAGEMENT/LEARNING	Opportunity for special education teacher with general ed teacher on co-teaching. * Both teachers need to be strong in content knowledge. *Summer institutes for all content refinement. *Both teachers ready to teach at the beginning of the bell to the end of the bell. * Sp. ed teacher should teach a minimum of 1 period out of 5 per week. *More transparent system of assigning sp. ed teacher to classes. *Both teachers should co-plan 1 hr per week (minimum)	*Both teachers grade assessments together. *collect data on sp. ed student' success *classroom observations done by admin for both co-teachers not just the ten ed teacher. (and give feedback)	* gen ed teachers *sped teachers *admin *madrigal	*Admin log of observations *PD/Planning sign-in's *Classroom sign in for Sp. ed teachers.	2014-2015 continuous
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Add parent signature, comments, positive and negative consequences to the daily.	Monitoring grades.	Parents, students, teachers.	Implement CSU mentor/high school planner to see if they are meeting their A-G requirements. Hold a parent conference.	Ongoing throughout the school year.
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Parental and Community Involvement	Parents need to be more active participants in their child(ren)'s education.  Examples: increasing parents' attendance rate for Back-to-School and Parent Conference, regular parent-teacher	teacher, parents, Parent Center and administrator in charge	Connect-Ed response from parents, attendance data with regards to Parent Conference and Back-to-School Night	Action is ongoing. We need to be consistent every semester to encourage parents to be more involved.

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21st Century STUDENT ENGAGEMENT/LEARNING	Replace current/outdated technology with current state of the art equipment, band-width and software.	communication What are ways of assessing student achievement for your suggested action step? 1. Easier access to on-line research and resources 2. Improved quality of research/information and data gathering or individual and group projects. 3. Online assessments to determine level of comprehension.	Title I Administration ESC South SDMC	1. Follow through with the action step with the responsible stakeholders.	Fall of the 2015-2016 school year.

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21st Century STUDENT ENGAGEMENT/LEARNING	-Better technology in the classroom.	-students complete online surveys, quizzes, interact with teachers via internet access	All school staff and students	-Identify and graph assessment results and collect usage reports from websites	3 to 6 months
SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS	Create opportunities for students to give feedback to their teachers	Classroom surveys Open forum Parent conferences and open house	Students parents teachers Parent center All SEHS stakeholders	Survey forms - teacher generated WASC Stull evaluation Teacher generated evaluation forms subject-teacher-chases review sessions	Year end Course end 08/14 to 06/15

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21st Century STUDENT ENGAGEMENT/LEARNING	PLC need additional time to review student work *Regularly allocated Paid time for reviewing student work. *Must be data driven *Intervention and enrichment must be addressed by members to provide students feedback and address academic needs. (based on data previously collected & shared best practices)	*proficiency rates *			
ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS	Additional time needed to discuss the strategies such as pull-outs PLC time or more time given to Tuesdays.	Post lesson discussions with PLC, collect agendas.	Teachers, Administrators	PLC reflection based on common CCSS, peer observations	Ongoing throughout the school year.
21st Century STUDENT ENGAGEMENT/LEARNING	Technology improvement	Students will have the opportunity to work with up-to-date technology. Students will gain skills and knowledge with research-based real-world projects.	Teachers, administrators, tech dept., students	When school provides new computers, labs, and software is up to date.	When the budget has been approved to improve our technology on campus, which will provide students opportunity to experience real-world projects.
	Collaborative Professional Development for general ed teachers, that also supports Special Ed and English Language Development teachers.	Improved CELDT scores More re-designated EIs.	Admin, Literacy Coaches, Special Ed Coordinator, Department Chairs	Feedback/Surveys from all the general ed teachers regarding relevance/effectiveness of PD's.	Spring 2016

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21 <sup>st</sup> Century Learners	What is ONE action step needed to address your chosen Critical Area of Need?	2. What are ways of assessing student achievement for your suggested action step?	3. Who are the responsible shareholders for your suggested action step?	4. What are the means of <b>monitoring and evaluating</b> the progress of your suggested action step?	5. When should <b>your suggested action step be completed</b> ? What's the timeline?
Parental and Community involvement: Parents need to be more active participants in their children's education. Evaluation of benchmark support, such as the "remind Application" and other communication methods might improve access and involvement.	Workshops for parents and teachers on the various forms of communication with teachers. Re-format of parent conferences.	Student progress will be seen through parent-teacher collaboration	-Parent -Teacher Liason -Teachers -Administration	Parent participation in Parent Conferences	Parent Conferences 2015-16
Partnership with local community industries that reflect each small school	Reach out and research about local businesses who would be willing to offer internships and volunteering for students at their facilities to gain real world experience	Service learning project for all grade levels <ul style="list-style-type: none"><li>o Sport teams reach out to community</li><li>o Fundraising</li><li>o Club/team promotions</li></ul>	<ul style="list-style-type: none"><li>o Teacher</li><li>o Administration</li><li>o Students</li><li>o Parents</li></ul>	<ul style="list-style-type: none"><li>o Rubric for SLP (Service learning Project)</li><li>o Setting a goal for partnering up with industries</li><li>o Student projects</li><li>o Service hours</li></ul>	Implement projects for all students fall 2015- Spring 2016
Create more opportunities than service Learning in 12 <sup>th</sup> grade for real students to gain skills and knowledge with research-based real world projects.	Offer internships Develop internships opportunities Afterschool activities Clubs with a focus Professional from background  Present skills	Students can share to knowledge administration gained through the internships/ career day/ afterschool club through a presentation an overall report	The responsible shareholders would be the parents professional and organizations involved	Students can share information within classes each school. Students can perform visually to demonstrate their understanding of the demonstrate their understanding of the aforementioned skill/ knowledge.	Suggested action step should be completed per semester
Technology Improvement	Allot monies for technology	<ul style="list-style-type: none"><li>o Improvement in student achievement in</li></ul>	Administration District	Frequent Inventory Check	Spring 2015

# ACTION STEP FEEDBACK FROM FOCUS AND HOME GROUPS

		<ul style="list-style-type: none"><li>technology</li><li>o Implement and improvement of technology based projects across curriculum.</li></ul>			
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