

SEHS Areas of Strength/Growth

In individual GROUPS (3): Review this Chart and label the areas of GROWTH that belong to your SPECIFIC CAN

(Please Label as either CAN #1, CAN #2 and CAN #3

CANs

- 21st Century STUDENT ENGAGEMENT & LEARNING FOR ALL STUDENTS
 - ACADEMIC SUPPORT and PROFIECIENCY FOR ALL STUDENTS
 - PERSONALIZATION AND SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS
- (Parent participation will be embedded into all CANs)**

STRENGTHS	GROWTHS
Organization	Organization
<ul style="list-style-type: none"> • We have already begun the discussion of Common Core in professional development and department meetings, and we are beginning to become more familiar with the changes associated with the shift to Common Core. • 8 week Saturday intervention for CAHSEE has steadily contributed to increase graduation rate and API scores. • Faculty and staff assisted in developing more concise and meaningful mission and vision statements and SLOs to address student needs. • Facilities/environment 	<ul style="list-style-type: none"> • South East High School has become aware that the size of the parent center is not conducive to large groups of parents coming in on a daily basis and becoming active participants in their student's learning needs. South East High Schools' leadership team will proceed by holding informational meetings with parent leaders as to what additional steps are necessary to alleviate all obstacles and ensure additional parental involvement. • South East High School has become aware that academic intervention at core subjects is a critical area of need if students are to continue improving their performance in state standardized tests and be college ready or career ready by the time they graduate. South East High School has been considering an after school- tutoring schedule. Better monitoring the effectiveness of at risk students' progress. • South East High School has also been informed that we need to continue looking at data such as graduation rates, grade promotion rates, quality of grades and the effectiveness of a seven day period schedule vs. an alternating six period day year long schedule similar to South Gate High School and other schools in Whittier Unified School District. • 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 • Technology Improvements (band-width, computers, software)

STRENGTHS	GROWTHS
Curriculum	Curriculum
<ul style="list-style-type: none"> • Common Core Professional Development supported by the District • Departments follow Common Core Standards • Departmental congruence with curriculum, SLOs, and standards. • Articulation with feeder Elementary and Middle Schools by small schools • Opportunities for students to double up on courses due to seven period schedule • Support courses offered throughout the year in a variety of subject areas • Credit Recovery • Active College and Career Center • CAHSEE/SAT Saturday school • Many Clubs 	<ul style="list-style-type: none"> • Professional Learning Communities - additional opportunities to meet to develop CCSS lessons • Partnerships - with local community industries that reflect each small school • Professional Development - to meet the needs of ALL students; especially Special Education and English Language Development

STRENGTHS	GROWTHS
<p data-bbox="94 248 1035 284">Instruction</p> <ul data-bbox="157 292 987 649" style="list-style-type: none"> • High enrollment in Honors and AP classes with rigorous instruction is increasing AP exam passing rates • Double-blocking of classes for long-term English learner intervention; general education tutorial; AP core subject and seminar enrichment • Teachers are benefitting from the peer observation process • Teachers are achieving at cultivating student independence and facilitating student self-directedness 	<p data-bbox="1035 248 1990 284">Instruction</p> <ul data-bbox="1092 292 1953 828" style="list-style-type: none"> • Increase expression and development of SLC themes by creating elective course curriculum and instruction, such as AVID program, combined with developing the Career Center. • Provide increased guidance and academic support for demoted students to meet graduation requirements. • Create more opportunities than Service Learning in 12th grade for students to gain skills and knowledge with research-based, real-world projects. • Opportunity for the inclusion of special education teacher with the general education teacher on Co-teaching. • Add more clubs with real-world experience; example to follow: MESA
<p data-bbox="94 933 1035 969">STRENGTHS</p> <p data-bbox="94 969 1035 1005">Assessment and Accountability</p> <ul data-bbox="157 1013 997 1412" style="list-style-type: none"> • One of our strengths is reviewing standard test data in order to identify areas of growth. • Encourage parents to be involved and accountable for overseeing their child's progress through the use of our highly active parent center. • PLC planning time and meetings to train and encourage teachers to be accountable for benchmarks and student learning. • Common formative and summative assessments created by the PLCs that are standards-based and data driven. • PLCs work together to analyze and assess student work. 	<p data-bbox="1035 933 1990 969">GROWTHS</p> <p data-bbox="1035 969 1990 1005">Assessment and Accountability</p> <ul data-bbox="1092 1013 1974 1453" style="list-style-type: none"> • Percentage of parents involved in workshops and conferences could be higher. • PLCs need additional time to review student work together. • Teacher turn-over has had a negative impact on the PLCs structure which can hinder trust and consistency within the PLC and department members. • Create more opportunities for students to give feedback to their teachers. • Small schools have limited time to analyze our own SLC students and data.

STRENGTHS	GROWTHS
<p data-bbox="107 253 296 277">School Culture</p> <ul style="list-style-type: none"> <li data-bbox="159 289 1020 412">• Safety - Our school has fewer fights than other LAUSD schools, requiring only one dean. SEHS maintains a clean campus. Hallways and bathrooms are cleaned daily and routinely. Graffiti is not as apparent as on other campuses. <li data-bbox="159 451 1020 574">• Parental and Community Involvement - The Parent Center is a strong liaison on our campus. Parent/Community and Student Achievement. Every year SEHS is improving facilities, trainings of staff and faculty, and student academic support. <li data-bbox="159 613 1020 672">• Trust - Parents cooperate with staff and students feel confident to seek support services <li data-bbox="159 711 1020 834">• Student Involvement in Curriculum/Co-Curricular Activities – Athletic team offerings and school club opportunities, driven by the need and desires of the students, has resulted in a high student involvement percentage <li data-bbox="159 873 1020 932">• Adequate Personalized Support – individualized learning plans are a priority for counseling personnel, staff and teachers. 	<p data-bbox="1052 253 1241 277">School Culture</p> <ul style="list-style-type: none"> <li data-bbox="1104 298 1944 454">• Parental and Community Involvement - Parents need to be more active participants in their child(ren)'s education. Evaluation of benchmark support, such as the "Remind Application" and other email communication methods might improve accessibility and involvement. <li data-bbox="1104 493 1978 649">• Citizenship and Ethical Behavior - SEHS can improve the practice of integrity by our students by offering them more opportunities to practice ethical behaviors. Student ownership of campus and classroom safety and cleanliness needs to be improved and supported. <li data-bbox="1104 688 1944 824">• Higher Expectations - Improvement of student performance data would positively impact our school culture. Viable credit recovery summer school funded, implemented and student recognized. <li data-bbox="1104 863 1944 961">• Monitoring Student Progress - All shareholders need to participate in the monitoring of academic achievement and behavioral infractions. <li data-bbox="1104 1000 1965 1266">• Equal Access to Curriculum and Support – counselors' ability to direct student with student self-promoting, including other than the college career path. On-line instruction - SEHS course catalog enhancement that lists all of the classes offered as well as other pertinent information to guide all students to achievement. Implementation of iPad for every student, to become a reality, and integrated into traditional and on-line remedial course offerings.