

CRITICAL AREA OF NEED #2

ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS

ACTIONS STEPS & RELATED TASKS	IMPLEMENTING (I) PARTIALLY IMPLEMENTING (PI) NOT IMPLEMENTING (NI)	WAYS OF ASSESSING STUDENT ACHIEVEMENT	LIST ADDITIONAL EVIDENCE TO SUPPORT THE ACTION STEPS AND RELATED TASKS
<p>1. Professional Development (PD) support:</p> <ul style="list-style-type: none"> A. Common Core Implementation B. Lesson Study C. Reading & Writing Across the Curriculum (RWAC) D. Cognitive Coaching E. Peer-to-peer observations F. Data Analysis G. Project/Problem Based Instruction H. Teaching and Learning Research I. Co-teaching modeling/training J. PD on inclusion and universal access strategies for students with disabilities, emphasizing moderate to severe students 	<ul style="list-style-type: none"> A. _____ B. _____ C. _____ D. _____ E. _____ F. _____ G. _____ H. _____ I. _____ J. _____ 	<ul style="list-style-type: none"> • Graduation Rates • Common/Formative Assessments • Classroom Observations • Student Presentations • Problem-based projects • Service Learning Projects • CAHSEE Pass Rates 	

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<p>2. Professional Learning Communities (PLCs): PD</p> <ul style="list-style-type: none"> A. Review and revise the course scope and sequence B. Design rigorous lessons that take into account the needs of all learners including subgroups with an emphasis on SWDs and ELs C. Develop common formative and summative assessments D. Analyze student work E. Share best practices F. Interim Assessments G. Adopt school-wide universal access strategies to a rigorous curriculum (graphic organizers, SDAIE strategies, Culturally Relevant and Responsive Education, etc.) 	<ul style="list-style-type: none"> A. _____ B. _____ C. _____ D. _____ E. _____ F. _____ G. _____ 	<ul style="list-style-type: none"> • Common Formative/Summative Assessments • Student Presentations • Classroom observations • Lessons including common best practices • Lessons aligned to CCSS and Smarter Balanced • PLC Projects 	

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<p>3. Improve the effectiveness of the special education collaborative model by:</p> <p>A. Providing professional development to increase awareness and accountability of mandates</p> <p>B. Creating a general education/special education teacher schedule of co-teaching collaboration where student progress is discussed</p> <p>C. Addressing the special education subgroups in PLC lesson plans</p> <p>D. Creating a specific timeline for Special Education teachers to communicate IEP needs of students on their caseload to General Education teachers</p> <p>E. Maintaining student passports on an electronic, secured network where the general education and special education teachers have access</p> <p>F. Special Education and General Education teachers alternate development of lessons and lesson delivery.</p>	<p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p>D. _____</p> <p>E. _____</p> <p>F. _____</p> <p>Do not forget to review G, H, and I. on the back</p>	<ul style="list-style-type: none"> ● Individual Education Plan (IEP) student goals ● IEP student passports ● PLC Meeting Agendas ● General Education and Special Education Collaboration ● Professional development ● Master scheduling ● PLC SMART goals ● SST development ● Coordination of Services Team (COST) SSPT (Student Support Progress Team) 	

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<p>G. Co-teaching models H. Parent's part of the IEP process. I. Collaboration time for General Ed and Special Ed teachers</p>	<p>G. _____ H. _____ I. _____</p>		
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<p>4. Implement Reading and Writing Across the Curriculum (RWAC) in all classes in order to increase reading levels and establish a culture of reading and writing. (PD)</p> <p>A. Increase opportunities for all English classes to utilize Accelerated Reader Program</p> <p>B. Professional development for non-English teachers on reading and writing strategies.</p> <p>C. Collaboration between English Department with other departments</p> <p>D. Introduce Silent Sustained Reading (SSR) information through advisory</p>	<p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p>D. _____</p>	<ul style="list-style-type: none"> ● Accelerated Reader (AR) Logs ● Top AR Reader Contests ● Reading Logs ● PLC Updates ● Interim Assessments ● Smarter Balanced Testing ● Formative/Summative Assessments 	

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<p>5. Implement intervention programs within the regular school day and beyond the bell that specifically target underperforming students not making adequate progress in core subjects</p> <p>A. Targeted Professional Development for strategies to increase students' access to the curriculum: (Specially Designed Academic Instruction in English (SDAIE) accommodations</p> <p>B. Continue double periods for English and math for underperforming students based on multiple measures</p> <p>C. PLC time to research, create, and develop intervention strategies to increase student achievement</p> <p>D. CAHSEE Saturday Boot Camp to prepare students for success on the CAHSEE exam</p> <p>E. Professional development, assistance, and planning time for teachers who work with targeted student populations (Long Term English Learners (LTEL), Homeless Youth, Foster Youth, and Special Education)</p>	<p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p>D. _____</p> <p>E. _____</p> <p>Do not forget to review F and G on the back</p>	<ul style="list-style-type: none"> ● Master Scheduling ● Professional Development (Banked and PD Pull-Outs) ● Intervention Program: LTEL, ELL, CAHSEE, Tutoring, EL., etc. ● Electives ● PLC Cycle ● PLC Updates ● Semester Grades ● CAHSEE ● CAHSEE Bootcamp 	

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<p>F. Small Schools select their 30 underperforming students to provide academic monitoring, resources and intervention.</p> <p>G. SAT intervention</p>	<p>F. _____</p> <p>G. _____</p>		
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<p>6. Continue providing faculty with training and support in the use of processes and tools for examining quantitative data (i.e., interim and other assessment data) and qualitative data (i.e., student work and classroom practice) as a means to improve instructional practice to address the needs of diverse learners and improve learning opportunities for all students.</p> <p>A. Faculty will continue analyzing data in the 6th step (Looking At Student Work -LASW) of the PLC process</p> <p>B. Data explanation training for parents will be held and informational letters sent home regarding student performance data to help parents and students interpret scores for maximum student benefit</p> <p>C. Advanced Placement and Honors teachers will meet to analyze data through a Dialogue Around Data process</p> <p>D. Small Schools will continue to look at data to inform instructional commitments for student achievement.</p>	<p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p>D. _____</p> <p>Do not forget to review E and F on the back</p>	<ul style="list-style-type: none"> • Data Collection • Professional Development (Banked and PD Pull-Outs) • Looking at data: • Buy Back Days • Small School Meetings & Department Meetings • PLC 9-Step Cycle: PLC Lesson Design Cycle: common assessments • Revision of Scope & Sequence • SBAC 	

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<p>E. Professional development and/or PLC lesson study to create common rubrics and anchor papers will be added to the assessment component of the PLC-Lesson Design Cycle.</p> <p>F. Evaluate SBAC student performance data to identify student needs to inform instructional practices.</p>	<p>E. _____</p> <p>F. _____</p>		
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<p>7. Continue to support learning through the professional development for new teachers and long-term substitutes.</p> <p>A. Long-term substitute teachers will be provided with the Scope & Sequence and will be required to meet with the Department Chairperson and PLC regarding curricular pacing</p> <p>B. Continue New Teacher Institute and provide mentor support for teachers new to South East</p> <p>C. REED Mentor Teachers</p>	<p>A. _____</p> <p>B. _____</p> <p>C. _____</p>	<ul style="list-style-type: none"> ● PD Calendar ● Department Agenda ● Scope and Sequence ● PLC Updates ● PLC Meetings ● Monthly meetings Teachers New to South East ● Peer Observations 	