

## **CRITICAL ACADEMIC NEED #2 – ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS**

### **RATIONALE-CRITICAL LEARNER NEEDS**

South East High School's Self-Study findings and DATA from the School Profile revealed that SEHS must focus on the need to improve **Academic Support and Proficiency for ALL Students**. Especially those students in specific groups such as: English Language Learners, Long Term English Language Learners, Special Education Students, and students with disabilities.

Shareholders also identified the need for further increased parental involvement to support students' academic literacy and proficiency for all students.

### **GROWTH TARGETS/GOALS:**

- SEHS will increase the four year-cohort graduation rate to 70% by June 2016.
- 44% of students in grades 9-11 will score proficient or advanced on the Common Core ELA Exam for the 2016-17 school year.
- The percentage of students passing the CAHSEE will increase from 81% to 86% by Spring 2016.
- The percentage of students making annual growth on the CELDT will be 60% by 2016.
- Smarter Balanced Assessment/growth
- SEHS will increase the percentage of parent engagement based on the School Experience Survey, to 65% by June 2016 from 57.8% last school year.

### **P.R.I.D.E. (SLO) ADDRESSED:**

Problem Solvers  
Independent, Resilient, Individuals  
Disciplined Learners  
Effective Communicators

<b>ACTIONS STEPS &amp; RELATED TASKS</b>	<b>WAYS OF ASSESSING STUDENT ACHIEVEMENT</b>	<b>RESPONSIBLE SHAREHOLDERS</b>	<b>MEANS OF MONITORING &amp; EVALUATING</b>	<b>TIMELINE</b>
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			<b>PROGRESS;</b>	
<b>1. Professional Development (PD) To support:</b> <ul style="list-style-type: none"> <li>• Common Core Implementation</li> <li>• Lesson Study</li> <li>• Reading &amp; Writing Across the Curriculum (RWAC)</li> <li>• Cognitive Coaching</li> <li>• Data Analysis</li> <li>• Project/Problem Based Instruction</li> <li>• Research Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Rates</li> <li>• Common/Formative Assessments</li> <li>• Classroom Observations</li> <li>• Student Presentations</li> <li>• Service Learning Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• PD Planning Team</li> <li>• PD Sub-Committee</li> <li>• PLCs</li> <li>• Department Chairs</li> <li>• Lead Teachers</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• PD topics</li> <li>• smartjaguar.com</li> <li>• Agendas/Sign-ins</li> <li>• Teacher led PD</li> </ul>	<ul style="list-style-type: none"> <li>• 08/2014-06/2015</li> <li>• Continuous</li> </ul>
<b>ACTIONS STEPS &amp; RELATED TASKS</b>	<b>WAYS OF ASSESSING STUDENT ACHIEVEMENT</b>	<b>RESPONSIBLE SHAREHOLDERS</b>	<b>MEANS OF MONITORING &amp; EVALUATING PROGRESS;</b>	<b>TIMELINE</b>
<b>2. Professional Learning Communities (PLCs):/</b> <ul style="list-style-type: none"> <li>• Review and revise the course scope and sequence</li> <li>• Design lessons</li> <li>• Develop common formative and summative assessments</li> <li>• Look at student work</li> <li>• Share best practices</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Common/Formative/Summative Assessments</li> <li>• Student Presentations</li> <li>• Classroom observations</li> <li>• Lessons with Common Best Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Dept Chairs</li> <li>• PLC Facilitators</li> <li>• Teachers</li> <li>• PD Planning Team</li> <li>• Assistant Principals</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• PLC Cycle</li> <li>• PLC Pullouts</li> <li>• PLC Evidence</li> <li>• smartjaguar.com</li> <li>• Lesson Observations</li> <li>• Peer Observations</li> </ul>	<ul style="list-style-type: none"> <li>• 08/ 2014- 06/ 2015</li> <li>• Year-round</li> <li>• Bi-Yearly</li> </ul>
<b>ACTIONS STEPS &amp; RELATED TASKS</b>	<b>WAYS OF ASSESSING STUDENT ACHIEVEMENT</b>	<b>RESPONSIBLE SHAREHOLDERS</b>	<b>MEANS OF MONITORING &amp; EVALUATING PROGRESS;</b>	<b>TIMELINE</b>
<b>3. Improve the effectiveness of the special education collaborative model by</b> <ul style="list-style-type: none"> <li>• Providing professional development to increase awareness and accountability of mandates.</li> </ul>	<ul style="list-style-type: none"> <li>• IEP student goals</li> <li>• IEP student passports</li> <li>• PLC Meeting Agendas</li> <li>• General Education and Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Dept Chairs</li> <li>• PLC Facilitators</li> <li>• PD Planning Team</li> <li>• Assistant Principals</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• PLC Cycle</li> <li>• PLC Pullouts</li> <li>• IEPs</li> <li>• Gen Ed/Sp Ed Schedules</li> </ul>	<ul style="list-style-type: none"> <li>• 08/2014-06/2015</li> <li>• Year-round</li> <li>• Bi-Yearly</li> </ul>

<ul style="list-style-type: none"> <li>● Creating a general education/special education teacher schedule of co-teaching collaboration where student progress is discussed.</li> <li>● Addressing the special education sub-groups in PLC lesson plans</li> <li>● Creating a specific timeline for Special Education teachers to communicate the IEP needs of students on their caseload to General Education teachers.</li> <li>● Maintaining student passports on an electronic, secured network where the general education and special education teachers have access.</li> <li>● Special Education and General Education teachers alternate development of lessons and lesson delivery</li> </ul>	<p>Collaboration</p> <ul style="list-style-type: none"> <li>● Professional development</li> <li>● Master scheduling</li> <li>● PLC SMART goals</li> <li>● SST development</li> <li>● COST</li> </ul>	<ul style="list-style-type: none"> <li>● Special Education Teachers</li> <li>● General Education Teachers</li> <li>● Intervention Coordinator</li> <li>● Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>● smartjaguar.com</li> </ul>	
<b>ACTIONS STEPS &amp; RELATED TASKS</b>	<b>WAYS OF ASSESSING STUDENT ACHIEVEMENT</b>	<b>RESPONSIBLE SHAREHOLDERS</b>	<b>MEANS OF MONITORING &amp; EVALUATING PROGRESS;</b>	<b>TIMELINE</b>
<p>4. Implement Reading and Writing Across the Curriculum in all classes in order to increase reading levels and establish a culture of reading.</p> <ul style="list-style-type: none"> <li>● Increase opportunities for all English classes to utilize Accelerated Reader Program</li> <li>● Professional development for non-English teachers on reading and writing strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● Accelerated Reader Logs</li> <li>● Reading Logs</li> <li>● PLC Updates</li> </ul>	<ul style="list-style-type: none"> <li>● Dept Chairs</li> <li>● PLC Facilitators</li> <li>● PD Planning Team</li> <li>● Assistant Principals</li> <li>● Principal</li> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● PLC Cycle</li> <li>● PLC Progress Check</li> <li>● PLC Evidence</li> </ul>	<ul style="list-style-type: none"> <li>● 08/2014 06/2016</li> </ul>
<b>ACTIONS STEPS &amp; RELATED TASKS</b>	<b>WAYS OF ASSESSING STUDENT ACHIEVEMENT</b>	<b>RESPONSIBLE SHAREHOLDERS</b>	<b>MEANS OF MONITORING &amp; EVALUATING PROGRESS;</b>	<b>TIMELINE</b>
<p>5. Implement intervention programs and tactics</p>	<ul style="list-style-type: none"> <li>● Master Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>● Dept Chairs</li> </ul>	<ul style="list-style-type: none"> <li>● PLC Cycle</li> </ul>	<ul style="list-style-type: none"> <li>● Aug. 2014-</li> </ul>

<p>within the regular school day and beyond the bell that specifically target underperforming students not making adequate progress in core subjects</p> <ul style="list-style-type: none"> <li>● Targeted Professional Development for strategies to increase student's access to the curriculum (SDAIE, Accommodations, and/or Thinking Maps, CREE)</li> <li>● Continue double periods in English and math for underperforming students based on multiple measures</li> <li>● PLC time to research, create, and develop intervention strategies to increase student achievement</li> <li>● CAHSEE Saturday and Boot Camp to prepare students for success on the high school exit examination</li> <li>● Additional professional development, assistance, and planning time for teachers who worked with our targeted student populations (LTEL, Homeless Youth, Foster Youth, and Special Education)</li> <li>● Small School select their "Top 30" underperforming students to provide additional academic monitoring, resources and intervention.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development (Banked and PD Pull-Outs)</li> <li>● Intervention Program: LTEL, ELL, CAHSEE, Tutoring, EL., etc</li> <li>● PLC Cycle</li> <li>● PLC Updates</li> <li>● Semester Grades</li> </ul>	<ul style="list-style-type: none"> <li>● PLC Facilitators</li> <li>● PD Planning Team</li> <li>● Assistant Principals</li> <li>● Principal</li> <li>● Teachers</li> <li>● Coordinators</li> <li>● Lead Teachers</li> </ul>	<p>MiSiS MyData</p> <ul style="list-style-type: none"> <li>● Writing Rubric</li> <li>● Critical Friends Protocol</li> <li>● PLC Agendas</li> <li>● Department Agendas</li> <li>● PD Agendas</li> <li>● smartjaguar.com</li> </ul>	<p>June 2016</p>
<p><b>ACTIONS STEPS &amp; RELATED TASKS</b></p>	<p><b>WAYS OF ASSESSING STUDENT ACHIEVEMENT</b></p>	<p><b>RESPONSIBLE SHAREHOLDERS</b></p>	<p><b>MEANS OF MONITORING &amp; EVALUATING PROGRESS;</b></p>	<p><b>TIMELINE</b></p>
<p>6. Increase parent awareness and participation in supporting student needs</p> <ul style="list-style-type: none"> <li>● Expand parent visitation of classrooms</li> <li>● Have a Family Night at the beginning of the year to help increase parent capacity and support at home.</li> <li>● Increase parent workshops that focus on increasing support for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Sign-ins</li> <li>● Parent Calendar</li> <li>● Coordinator Workshops</li> </ul>	<ul style="list-style-type: none"> <li>● Dept Chairs</li> <li>● PLC Facilitators</li> <li>● PD Planning Team</li> <li>● Assistant Principals</li> <li>● Principal</li> <li>● Teachers</li> <li>● Coordinators</li> </ul>	<p>Parent Calendar ConnectEd Misis Mydata</p>	<ul style="list-style-type: none"> <li>● Aug. 2014- June 2016</li> </ul>

<ul style="list-style-type: none"> <li>● Send a daily Parent Tip of the Day using Twitter</li> <li>● Continue parent conference week once a semester to increase parent access to student progress</li> <li>● Increase opportunities for parents to meet with counselors and support staff. Add a Parent-Counselor Conference Week once per semester.</li> </ul>				
<b>ACTIONS STEPS &amp; RELATED TASKS</b>	<b>WAYS OF ASSESSING STUDENT ACHIEVEMENT</b>	<b>RESPONSIBLE SHAREHOLDERS</b>	<b>MEANS OF MONITORING &amp; EVALUATING PROGRESS;</b>	<b>TIMELINE</b>
<p>7. Provide faculty with training and support in the use of process 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> <ul style="list-style-type: none"> <li>● Faculty will continue analyzing data in the 7th step (looking at student work - LASW) of the PLC process</li> <li>● 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.</li> <li>● Advanced Placement and Honors Teachers will meet to analyze data through a Dialogue Around Data process</li> <li>● Small SchoolsI will continue to look at data to inform instructional commitments for student achievement</li> <li>● Professional development and/or PLC lesson study to create common rubrics and anchor papers will be added to the assessment component of the PLC-cycle.</li> </ul>	<ul style="list-style-type: none"> <li>● Data Collection</li> <li>● Boris</li> <li>● Professional Development (Banked and PD Pull-Outs)</li> <li>● Looking at data: <ol style="list-style-type: none"> <li>1. Small School Meetings &amp; Department Meetings</li> <li>2. PLC 9-Step Cycle: common assessments</li> <li>3. Revision of Scope &amp; Sequence</li> <li>4. Critical Friend's</li> <li>5. Group Training</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● Dept Chairs</li> <li>● PLC Facilitators</li> <li>● PD Planning Team</li> <li>● Assistant Principals</li> <li>● Principal</li> <li>● Teachers</li> <li>● Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>● PLC Cycle</li> <li>● Writing Rubric</li> <li>● Critical Friends Protocol</li> <li>● PLC Agendas</li> <li>● Department Agendas</li> <li>● PD Agendas</li> <li>● smartjaguar.com</li> <li>● Misis</li> <li>● Mydata</li> </ul>	<ul style="list-style-type: none"> <li>● Aug. 2014- June 2016</li> </ul>

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<p>8. Continue to support learning through the professional development of new teachers and long-term substitutes</p> <ul style="list-style-type: none"> <li>● Long-term substitute teachers will be provided with the Scope &amp; Sequence and will be required to meet with the Department Chairperson regarding curricular pacing and assistance needs</li> <li>● Continue New Teacher Institute and provide mentor support for teachers new to South East</li> </ul>	<ul style="list-style-type: none"> <li>● PD Calendar</li> <li>● Department Agenda</li> <li>● Scope and Sequence</li> <li>● PLC Updates</li> <li>● PLC Meetings</li> <li>● Monthly meetings Teachers New to South East</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Dept Chairs</li> <li>● PLC Facilitators</li> <li>● PD Planning Team</li> <li>● Assistant Principals</li> <li>● Principal</li> <li>● New Teacher Institute facilitators</li> </ul>	<ul style="list-style-type: none"> <li>● PLC Cycle</li> <li>● PLC Agendas</li> <li>● Department Agendas</li> <li>● PD Agendas</li> <li>● smartjaguar.com</li> <li>● New Teacher Institute</li> <li>● New Teacher monthly meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Aug. 2014- June 2016</li> </ul>