

## **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 targeted groups such as English Language Learners, Long Term English Language Learners, Special Education Students, and students with disabilities. All shareholders also identified the need for further increased parental involvement to support students' academic literacy and proficiency for all students.

#### **SUPPORTING DATA & GROWTH TARGETS:**

2012-2013:

- Cohort graduation rate, 79.9% (<http://dq.cde.ca.gov>)
- CELDT Intermediate proficiency, 40% (SEHS EL Coordinator)

2013-2014:

- Cohort graduation rate, 76.8% (LAUSD Preliminary Rate)
- CELDT Intermediate proficiency, 37% (SEHS EL Coordinator)
- College going rate, 85% (College Center DATA)
- 57.8% of parent responses on the School Experience Survey "agree that teachers inform them about their child's progress." (2014-2015 SPSA GOAL Matrix)

2014-2015:

- College going rate will increase by 5% (College Center Goal)

2015- 2016

- SEHS will increase % of parents responding to School Experience Survey response to 65% by June 2016 (2014-2015 SPSA GOAL Matrix)
- 44% of students in grades 9-11 will score proficient or advanced on the Common Core ELA Exam for the 2016-17 school year (2014-2015 SPSA GOAL Matrix)
- The percentage of students making annual growth on the CELDT will be 60% by 2016 (2014-2015 SPSA GOAL Matrix)
- SEHS will increase the cohort graduation rate to 70% by June 2016 (2014-2015 SPSA GOAL Matrix)
- In 2016-2017, 44% of 9-11th grade students will score proficient or advanced on Smarter Balanced (SBAC) Exam on ELA (2014-2015 SPSA GOAL Matrix)

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

Problem Solvers  
Responsible Citizens  
Independent, Resilient, Individuals  
Disciplined Learners  
Effective Communicators

ACTIONS STEPS & RELATED TASKS	WAYS OF ASSESSING STUDENT ACHIEVEMENT	RESPONSIBLE SHAREHOLDERS	MEANS OF MONITORING & EVALUATING PROGRESS	TIMELINE
<p><b>1. Professional Development (PD) support:</b></p> <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>• Peer-to-peer observations</li><li>• Data Analysis</li><li>• Project/Problem Based Instruction</li><li>• Teaching and Learning Research</li><li>• Co-teaching modeling/training</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>• Professional Development Planning Team</li><li>• PD Sub-Committee</li><li>• PLCs</li><li>• PLC Leads</li><li>• Department Chairs</li><li>• Departments</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><li>• PLC Updates</li></ul>	<p>08/2014- 06/2015</p> <ul style="list-style-type: none"><li>-Yearly</li><li>-Bi-Yearly</li><li>-Monthly</li></ul>

ACTIONS STEPS & RELATED TASKS	WAYS OF ASSESSING STUDENT ACHIEVEMENT	RESPONSIBLE SHAREHOLDERS	MEANS OF MONITORING & EVALUATING PROGRESS	TIMELINE
<p><b>2. Professional Learning Communities (PLCs):</b></p> <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>● Analyze student work</li> <li>● Share best practices</li> <li>● Interim Assessments</li> <li>● Common conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Common Formative/Summative Assessments</li> <li>● Student Presentations</li> <li>● Classroom observations</li> <li>● Lessons including common best practices</li> <li>● Lessons aligned to CCSS and Smarter Balanced</li> </ul>	<ul style="list-style-type: none"> <li>● Dept Chairs</li> <li>● PLC Leads</li> <li>● Teachers</li> <li>● PD Planning Team</li> <li>● Assistant Principals</li> <li>● Principal</li> <li>● SLC Leads</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>	<p>08/ 2014- 06/ 2015          -Year-round          -Bi-Yearly</p>

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<p><b>3. Improve the effectiveness of the special education collaborative model by:</b></p> <ul style="list-style-type: none"> <li>● Providing professional development to increase awareness and accountability of mandates</li> <li>● Creating a general education/special education teacher schedule of co-teaching collaboration where student progress is discussed</li> <li>● Addressing the special education subgroups in PLC lesson plans</li> <li>● Creating a specific timeline for Special Education teachers to communicate 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> <li>● Co-teaching models</li> <li>● Parents part of the IEP process.</li> <li>● Collaboration time for General Ed and Special Ed teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Individual Education Plan (IEP) student goals</li> <li>● IEP student passports</li> <li>● PLC Meeting Agendas</li> <li>● General Education and Special Education Collaboration</li> <li>● Professional development</li> <li>● Master scheduling</li> <li>● PLC SMART goals</li> <li>● SST development</li> <li>● Coordination of Services Team (COST)</li> </ul>	<ul style="list-style-type: none"> <li>● Dept Chairs</li> <li>● PLC Leads</li> <li>● PD Planning Team</li> <li>● Assistant Principals</li> <li>● Principal</li> <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>● PLC Cycle</li> <li>● PLC Pullouts</li> <li>● IEPs</li> <li>● Gen Ed/Sp Ed Schedules</li> <li>● smartjaguar.com</li> </ul>	<p>08/ 2014 - 06/2015 -Year-round -Bi-Yearly</p>

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<p><b>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.</b></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> <li>● Collaboration between English Dept with other departments</li> </ul>	<ul style="list-style-type: none"> <li>● Accelerated Reader (AR) Logs</li> <li>● Top AR Reader Contests</li> <li>● Reading Logs</li> <li>● PLC Updates</li> <li>● Interim Assessments</li> <li>● Smarter Balanced Testing</li> <li>● Formative/Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Dept Chairs</li> <li>● PLC Facilitators</li> <li>● Departments</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>	<p>08/ 2014- 06/ 2016</p>

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<p><b>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</b></p> <ul style="list-style-type: none"> <li>● Targeted Professional Development for strategies to increase students' access to the curriculum: (Specially Designed Academic Instruction in English (SDAIE) accommodations</li> <li>● Continue double periods for 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 Boot Camp to prepare students for success on the CAHSEE exam</li> <li>● 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)</li> <li>● Small Schools select their 30 underperforming students to provide academic monitoring, resources and intervention.</li> <li>● SAT intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Master Scheduling</li> <li>● Professional Development (Banked and PD Pull-Outs)</li> <li>● Intervention Program: LTEL, ELL, CAHSEE, Tutoring, EL., etc</li> <li>● Electives</li> <li>● PLC Cycle</li> <li>● PLC Updates</li> <li>● Semester Grades</li> <li>● CAHSEE</li> <li>● CAHSEE Bootcamp</li> </ul>	<ul style="list-style-type: none"> <li>● Dept Chairs</li> <li>● PLC Leads</li> <li>● PD Planning Team</li> <li>● Assistant Principals</li> <li>● Principal</li> <li>● Teachers</li> <li>● Targeted Student Population Coord. (TSP)</li> <li>● Coordinators</li> <li>● Lead Teachers</li> <li>● Small Schools</li> </ul>	<ul style="list-style-type: none"> <li>● PLC Cycle</li> <li>● MiSiS MyData</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> </ul>	<p>08/2014- 06/ 2016</p>

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<p><b>6. Increase parent awareness and participation in supporting academic student needs:</b></p> <ul style="list-style-type: none"> <li>● Continue parent visitation of classrooms</li> <li>● Have a "Family Night" at the beginning of the year to help increase parent capacity and academic support at home</li> <li>● Increase parent workshops that focus on providing support for student achievement</li> <li>● Send a daily Parent Tip of the Day using Twitter/Instagram/Facebook</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 academic counselors</li> <li>● Add a Parent-Counselor Conference Week once per semester</li> <li>● Increase opportunities for parents to meet or have workshops with the college counselor</li> <li>● Parent involvement in student service learning and community service</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Workshops</li> <li>● Student service community service</li> </ul>	<ul style="list-style-type: none"> <li>● Dept Chairs</li> <li>● Departments</li> <li>● PLC Leads</li> <li>● PD Planning Team</li> <li>● Assistant Principals</li> <li>● Principal</li> <li>● Teachers</li> <li>● Coordinators</li> <li>● Students</li> <li>● Parents</li> <li>● Parent Volunteers</li> <li>● Parent Community Rep</li> <li>● Academic counselors</li> <li>● College counselor</li> <li>● Digital Media Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Calendar</li> <li>● ConnectEd</li> <li>● Misis</li> <li>● Mydata</li> <li>● Social media</li> <li>● Parent Sign-ins</li> <li>● Parent Calendar</li> <li>● Parent Conference Week</li> </ul>	<p>08/2014-06/2016</p>

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<p><b>7. Provide 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.</b></p> <ul style="list-style-type: none"> <li>● Faculty will continue analyzing data in the 6th 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 Schools 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>● Professional Development (Banked and PD Pull-Outs)</li> <li>● Looking at data:</li> <li>● Buy Back Days</li> <li>● Small School Meetings &amp; Department Meetings</li> <li>● PLC 9-Step Cycle: common assessments</li> <li>● Revision of Scope &amp; Sequence</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>● PLC Agendas</li> <li>● Department Agendas</li> <li>● PD Agendas</li> <li>● smartjaguar.com</li> <li>● Misi</li> <li>● Mydata</li> </ul>	<p>08/ 2014-06/2016</p>



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<p><b>8. Continue to support learning through the professional development for new teachers and long -term substitutes.</b></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 and PLC regarding curricular pacing</li> <li>● Continue New Teacher Institute and provide mentor support for teachers new to South East</li> <li>● REED Mentor Teachers</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>● Peer Observations</li> </ul>	<ul style="list-style-type: none"> <li>● Dept Chairs</li> <li>● PLC Leads</li> <li>● PD Planning Team</li> <li>● Assistant Principals</li> <li>● Principal</li> <li>● New Teacher Institute facilitators</li> <li>● Coordinators</li> <li>● Instructional Coach</li> <li>● REED Mentor teachers</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> <li>● Mentor teacher logs</li> </ul>	<p>08/ 2014-06/ 2016</p>