

**WASC Focus Group Meeting #2 – Area of Follow Up Feedback – October 27, 2016**

**1. SEHS needs to use checking for understanding strategies and techniques as a formative assessment tool to ensure student mastery of the lesson content.**

BIL – Assessment Data	HSE - Instruction	JLS – School Culture	TMM - Curriculum	VAPA - Organization	Aux/NCC
<p>Checking for understanding</p> <p>Teachers: pair-share, we ask questions, Plan for misconceptions, use different strategies to check for understanding</p> <p>Students: work in groups, have checkpoints, breaking down the concept</p> <p>Parents: report cards, talk to students</p> <p>PRIDE: Effective communicators, Problem solvers, Disciplined learners</p>	<p>Daily, ensure students have mastered the content before moving on</p> <p>Exit tickets, Kahoot (review game), teach in multiple ways, thumbs up &amp; down, warm-ups on previous days, small groups peer-to-peer</p> <p>Quizzes, exams, and assessments (common)</p> <p>Students master content, and feel involved in the class</p> <p>PRIDE: Problem solvers, Effective Communicators</p> <p>HOM: Persisting, Thinking Flexibly, Apply past knowledge to new situations</p>	<p>Written essays and reflections</p> <p>Verbal class / group discussions</p> <p>All quizzes and tests requiring written response component</p> <p>Pride: Effective Communicators</p> <p>HOM: Thinking and communicating with clarity and precision</p>	<p>Stakeholders need a way to check for understanding</p> <p>Common formative assessments: exit slips, quizzes, reflections, cumulative assessments, end of lesson activity/project</p> <p>Without checking for understanding it is hard to accomplish PRIDE, HOM, and Instructional Plan</p> <p>HOM: Striving for accuracy, Metacognition , Thinking and communicating with clarity and precision,</p>	<p>How do teachers monitor for understanding</p> <p>Kagan engagement structures (randomizer)</p> <p>Close proximity roaming</p> <p>Ask students to explain to student B</p> <p>Connect to the interests of the students</p> <p>PRIDE: all elements</p> <p>HOM: Remaining open to continuous learning</p>	<p>Teachers should use a variety of strategies to assess standards understanding</p> <p>Thumbs up/down, think / pair / share, high five partner, student(s) repeat instructions, gallery walk, KWL charts</p> <p>Helps students become disciplined learner by collaborating as well as gain mastery of content</p> <p>Strive for self accountability</p> <p>PRIDE: Disciplined Learners</p> <p>HOM: Empathy, Thinking Flexibly, Accuracy, Apply past knowledge to new situations, Thinking Interdependently</p>

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**2. SEHS needs to ensure that the Severe SWD (Students With Disabilities) population is actively engaged in the daily lessons while in attendance in their general education courses.**

BIL – Assessment Data	HSE - Instruction	JLS – School Culture	TMM - Curriculum	VAPA - Organization	Aux/NCC
<p>Students with severe disabilities will be full participants in general education classes</p> <p>Students supported by paraprofessionals and teachers</p> <p>Students integrated in general advisory</p> <p>Differentiated instruction</p> <p>Direct communication with teachers</p> <p>All students get the opportunity to practice social communication skills irrespective of any disability</p> <p>PRIDE: Responsible citizens</p> <p>HOM: Thinking interdependently</p>	<p>Accommodate, in school, students with (SWD) instructional needs</p> <p>Co-teach, Coplan between General education and Special education teachers, passports scaffolding, teacher’s assistances</p> <p>Discuss, understand , hear</p> <p>PRIDE: Respect diversity and self, Contribute to the community</p> <p>HOM: Finding Humor, Managing Impulsivity</p>	<p>Integration Specialists meet w/GE elective teacher to involve SWD in class</p> <p>SPED teacher collaborate /GE to address student needs</p> <p>SWD also need/want to be independent, resilient individuals</p> <p>HOM: Thinking Interdependently</p>	<p>Provide effective modification, differentiation, and transition strategies to ensure equal access to curriculum</p> <p>PRIDE: Responsible citizens, Effective communicators</p> <p>HOM: Thinking Interdependently</p>	<p>Students with Disabilities need to be engaged in the general education classes</p> <p>Differentiation and Scaffolding so they can access the grade level material</p> <p>The students should have the 1) Same expectations, 2) Socially helpful, 3) Preparation for the real world, increase their exposure / have similar expectations as our other students</p> <p>PRIDE: Independent and Resilient Individuals</p> <p>HOM: Taking responsible risks Thinking interdependently, Listening with understanding and empathy</p>	<p>Accommodations in general education courses</p> <p>“Grouping” students in order to strategically address their diverse learning needs</p> <p>PRIDE: Disciplined Learners showing initiative in assignment, collaborating with each other, being self-accountable and mastery of the lesson objective.</p> <p>HOM: Thinking interdependently within their groups</p> <p>Circle of Friends</p>

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**3. SEHS needs to develop CTE (Career and Technology Education) pathways to meet the needs of all students as identified by the Common Core Standards.**

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<p>Students need to be aware of tools and resources for career exploration</p> <p>LAUSD pays for the 1<sup>st</sup> year of Junior College</p> <p>Please understand me II personality quiz</p> <p>Career fair</p> <p>Advisory period curriculum geared towards career and life skills</p> <p>Make it fun and interesting</p> <p>Emphasis on HOM and PRIDE as life skills</p> <p>PRIDE: Disciplined learners</p> <p>HOM: Remaining open to continuous learning</p>	<p>Curriculum that prepare our students to be college, career, and tech ready</p> <p>Small-school pathways, ROP and CTE classes, Career fair, Internships</p> <p>REED as HOM, WASC as PRIDECore and SPSA</p> <p>PRIDE: Responsible citizens, Effective communicators</p> <p>HOM: Persisting, Creating, imagining, and Innovating, Remaining open to continuous Learning</p>	<p>Objective unchanging, students ready to university and a career after that, regardless of the path – CAHSEE, Jane Schaffer, CCSS, Kaplan</p> <p>Computer lab as a part of every class</p> <p>Career professionals, culture, as part of class instruction to help pick a path</p> <p>HOM: Persistence</p>	<p>SEHS still needs more career-oriented courses</p> <p>In existence are Architecture / CAD, ROP certification -computer, Word, Excel, exploring computer science, digital imaging, Film (Woodcraft Rangers)</p> <p>We need to offer advanced courses of those we have – Journalism / Page design. Students need more choices: internships through the college center</p> <p>Our students will become prepared for the work force by becoming more tech-savvy</p> <p>PRIDE: Problem solvers, Disciplined learners</p> <p>HOM: Creating, imagining, and Innovating, Remaining open to continuous Learning</p>	<p>SEHS needs career &amp; tech pathways</p> <p>ALL students must be exposed to Word, Excel, Power Point, and making presentations using the most current technology</p> <p>Increase electives that prepare students for a career pathways</p> <p>Increase guest speakers to explain skills needed for a particular career</p> <p>Field trips to businesses / conferences, aligned to career pathways</p> <p>Design/create internships that are career related</p> <p>PRIDE : Utilize effective strategies</p> <p>HOM : Thinking and communicating with clarity and precision</p>	<p>SEHS already has 15 industry sectors and associated pathways. Students are currently learning content aligned with CCSS and Career Technical Education path</p> <p>Teaching and learning framework, differentiating / modifying curriculum for Special Needs population, provide reading / writing across curriculum, provide leadership roles / co-curricular, provide latest technology for 21<sup>st</sup> century learning school-wide, building relationships .Help students increase DOK, Depth OF Knowledge</p> <p>Group collaboration to increase student engagement through learning.</p> <p>PRIDE: Disciplined Learners</p> <p>HOM: Thinking Interdep.</p>

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**4. SEHS needs to develop a school-wide instructional differentiation plan that promotes universal access to a rigorous and relevant curriculum.**

BIL – Assessment Data	HSE - Instruction	JLS – School Culture	TMM - Curriculum	VAPA - Organization	Aux/NCC
<p>Plan differentiation within PLC's</p> <p>Use Projects to provide an opportunity to show academic growth.</p> <p>PRIDE: Disciplined learners</p> <p>HOM: Thinking flexibly, Gather data through all the senses, Thinking Interdependently</p>	<p>Create a rigorous and relevant school-wide curriculum plan that fosters purposeful engagement</p> <p>SEHS committed to following instructional strategies: Purposeful and collaborative groupings, Student peer review of student work, Reading and writing across the curriculum</p> <p>PRIDE: Disciplined learners, Effective communicators</p> <p>HOM: Thinking and communicating with clarity and precision, Thinking interdependently</p>	<p>Differentiated text based upon reading level</p> <p>Heterogeneous groups w/accountable talk</p> <p>Assessment based upon improvement not achievement</p> <p>Pride: Disciplined Learner/Effective Communicators</p> <p>HOM: Thinking and communicating clearly</p>	<p>We have yet to develop a universal plan of action that encourages real world connections, with high standards for all learners</p> <p>Increased emphasis upon common lesson plans, project based learning, observations as a feedback tool, and student “purposeful” groups</p> <p>PLC cycle to drive instructional plan and rigorous lessons</p> <p>Pride: Problem solvers; Effective communicators</p> <p>HOM: Thinking interdependently</p>	<p>Include in our Lesson Plans &amp; Strategies the ability to reach/Teach students at all levels.</p> <p>During PD's use the collaboration that goes on w/our PLC to come up w/strategies, based upon each teacher's data, to reach all students : Differentiation / ELD &amp; SPED, Gifted</p> <p>We need to be implementing Habits Of Mind &amp; PRIDE in our strategies.</p> <p>PRIDE: Effective Communicators</p> <p>HOM: Thinking and communicating with clarity and precision, Thinking interdependently</p>	<p>SEHS needs to develop a school-wide instructional differentiation plan to provide access to <u>rigorous curriculum</u>.</p> <p>Group work, project based learning, Technology (when available) component, accelerated reader program, implemented to help students access the curriculum</p> <p>We need to address the <u>rigor</u> of the curriculum if we are to prepare students for college and work.</p> <p>PRIDE: Problem solvers</p> <p>HOM: Thinking and communicating with clarity and precision, Thinking interdependently</p>

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**5. SEHS needs to analyze student achievement data** to make informed decisions that pertain to curriculum, instruction and assessments to improve student mastery of the course content.

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<p>Use assessments to best place / serve student academic needs</p> <p>Use CELDT, SST (IEP), grades and teacher evaluations to place students appropriately</p> <p>Students have more opportunity to succeed when placed in correct environment</p> <p>PRIDE: Effective communicators, effective readers / writers, and effective speakers</p> <p>HOM: Persist – with more accessible curriculum Applying past knowledge to new situations – setting foundation for new situations</p>	<p>Breakdown and Interpret student data to make decisions / take actions toward improvement</p> <p>Actions to be within and between content areas</p> <p>Common formative assessments: SBAC, LAUSD, IAB, Math ELA</p> <p>Formal / informal student feedback: exit tickets, reflections, Self-assessments</p> <p>PRIDE: Analyze &amp; Interpret data, Contribute to the community</p> <p>HOM: Gather data through all senses, Persisting</p>	<p>PLC, focus group, peer observations will be used to analyze student achievement data</p> <p>Pride: Problem solvers – how will we analyze data? Thinking flexibly: Interdependently working as a group</p> <p>HOM: Questioning &amp; posing problems / using strategies</p>	<p>PLC’s meet to plan instruction that will maximize student achievement.</p> <p>SEHS implement credit recovery program</p> <p>Data used to plan instruction &amp; recovery is CELDT, IAB, and PSAT</p> <p>Pride: Problem solvers</p> <p>HOM: Applying past knowledge to new situations</p>	<p>Looking at data is very important and all stakeholders should be informed participants</p> <p>Look at student achievement data such as PSAT, SAT, CFA, CSA to improve classroom instruction and accountability</p> <p>Looking at data correctly helps (us) make informed decisions</p> <p>PRIDE: Problem Solvers, Disciplined Learners, Independent Learners</p> <p>HOM: Thinking Flexibly, Thinking interdependently</p>	<p>SEHS need sto analyze student achievement data to make informed decisions that pertain to curriculum, instruction and assessment, to improve student mastery of the course content</p> <p>PLC’s analyze school data. Individual teaches analyze class data.</p> <p>We need training on how to access data on “MyData” and “MISIS”</p> <p>PRIDE: Analyze and interpret information</p> <p>HOM: Apply past knowledge to new situations.</p> <p>IAB data will be analyzed to inform instruction</p>