

## MORCS Academic Leadership Team: Meeting Minutes

### Team Members:

Kevin Myers: Site Lead Administrator, YPICS  
 Freddy Zepeda: Coordinator of Instruction, MORCS  
 Jose Castillo: Director of School Climate and Culture, MORCS  
 Paul Duran: SFA Facilitator, MORCS  
 Ryan Ballard: Resource Teacher  
 Lorenzo Garcia: Resource Paraprofessional, MORCS

### Meeting Dates:

Fall 2016	Spring 2017	Fall 2017
<a href="#"><u>August 19, 2016</u></a> <a href="#"><u>August 26, 2016</u></a> <a href="#"><u>September 9, 2016</u></a> <a href="#"><u>September 16, 2016</u></a> <a href="#"><u>September 23, 2016</u></a> <a href="#"><u>September 30, 2016</u></a> <a href="#"><u>October 7th, 2016</u></a> <a href="#"><u>October 14, 2016</u></a> <a href="#"><u>October 28, 2016</u></a> <a href="#"><u>November 4, 2016</u></a>	<a href="#"><u>January 13, 2017</u></a> <a href="#"><u>January 20, 2017</u></a> <a href="#"><u>January 27, 2017</u></a> <a href="#"><u>February 10, 2017</u></a> <a href="#"><u>February 17, 2017</u></a> <a href="#"><u>February 24, 2017</u></a> <a href="#"><u>March 3, 2017</u></a> <a href="#"><u>March 10, 2017</u></a>	<a href="#"><u>September 22, 2017</u></a>

- Discussion Points for Academic Meetings:
  - Update on SPED
  - Update on ELs
  - Data
  - Teacher Concerns/Celebrations
  - Upcoming PD
  - Upcoming Events
  - Quarterly GREATER coaching
  - [Professional Development Focus](#)

### October 13, 2017:

- Tutoring:
  - Rosters created
  - Another teacher needed:
    - Duran
    - Myers will put out a message to all teachers to see if they are interested.
  - Conflict with ALEKS lab?

- [Tutoring Letter](#)
- Engineering Night:
  - Ned will be working on the flyer
  - McKinzie is working on session descriptions
  - Notifying parents during parent conferences
- Academic Assembly
  - 11/3
    - Myers will request the auditorium
    - MAPs recognitions: awards and buttons
    - Myers will order more buttons

**September 22, 2017:**

- Team members:
  - Garcia
  - Castillo
  - Duran
  - Zepeda
  - Myers
  - McKinzie (if we need to discuss advisory)
    - Semester reflection, check in
- Professional development:
  - Committee Meetings - YouthTruth Survey Review
  - Time for 1 training
  - Culture Discussion Teachers:
    - Slack:
      - Admin/Aquino send a message to teachers if there is a student who needs to take breaks
        - Request from the teacher to go to Aquino, main office, or J100.
        - Should never be out and about on their own
      - J100 channel:
        - Teachers: "I sent out..."
        - Admin: "...is in J100"
    - Students who need a parent meeting:
      - Jason Martinez
      - Destany Bravo
      - Luis Maldonado
      - Juan Siordia
      -
    - Notification of ISS/when students are sent out

**May 19, 2017:**

- CASA day
- Testing security reminder
- Testing update
- MAP data for summer test
- Summer MAP testing plan
- PD Monday
- Keeping kids engaged in the last weeks

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### May 12, 2017:

- SBAC Interim Test:
  - MAP seems to be a strong predictor of SBAC outcomes
  - Teachers are learning how to use MAPs
  - Practice tests are available for SBAC
  - MAPs now has the student profiles
- Advisory 17-18 Planning
  - Summer planning
  - Teacher led
- Hiring update
  - Cameron Towne has done a demo lesson
  - 3 demo lessons next week
- PD Monday
  - Math SFA Discussion
  - ELA/SS/Science:
    - A3K and current programs
    - Testing
    - Materials
  - Committee Meetings
- Culmination requirements
- Academic and Summer Review
- Testing update
- Academics and parents:
  - Parents as tutors
  - Engineering night/NGSS Series
  - Math night
  - Writing Workshop Series
- Idea of no cohorts for 17-18

### May 5, 2017:

- [Hiring update](#)
- SFA planning update
  - Look into Summer PD planning to restructure the use of SFA PowerMath
  - Math department meeting dates: TBD, possible conference call between schools post-SBAC testing (after 2:00pm)
- Budget update: staffing
- [Summer PD update](#)
- Summer planning time
- Classroom book orders
- Monday PD:
  - Testing debrief
- Post testing PD:
  - [15-16](#)
  - Component meeting
  - SPED (1-2)
  - SFA Math (Program Feedback)

- CASA Prep/planning
- Benefits
- Testing update
- Proposal to shift structure of Resource Program.
  -

**April 28, 2017:**

- Monday PD:
  - SBAC
    - Video: how to set up testing sessions
    - Test security PPT presentation
    - Test Taking Strategies (Resource team)
  - Committee meetings

**April 21, 2017:**

- SFA visit summary:
  - Several classes showing video
    - 3 classes
  - No materials on tables in some classes
- Monday PD:
  - Class council meetings (follow up)
    - Rosenberg Presentation
      - Assigning class roles
  - SBAC:
    - Account login
  - [Movie policy](#)
  - CASA discussion
  - Committee meeting
- Testing update
  - CAASPP:
    - Training starting Monday
    - SPED going beyond
    - SBAC schedule:
      - Get feedback from teachers
  - NWEA:
    - Ready to go; program files are uploaded
    - Scheduled for Weds and Thurs
- [17-18 Interviews](#)
- CASA day/Presentations:
  - 6th Grade- Have lots of ideas, but off track.
  - 7th grade a bit ahead
  - Tuesday, June 6 for CASA night
- Culmination
- SPED staffing
  - Sanchez vacant position never filled
  - Garcia has been pulled to room 100:
    - One to one with Marvin

- How effective is this? Marvin frequently refuses to work.
  - Behavior, performance have taken a hit
  - Our students who came from an SDC class (6th grade) have not progressed academically.
  - Has an impact on morale
  - Parents have shared that students were disenrolled because their needs per the IEP have not been met.
- Parent Phone calls/ Parent Shadowing as a more common practice
  - Possible digital copy of ODR form (Google Doc, Form etc)

#### **April 7, 2017:**

- Applications and interviews
- Testing schedule:
  - SPED will begin on April 24th-June 2nd
  - Schedule for the day:
    - 15 min advisory
    - 45 min SFA
    - Testing/classes
- Post testing meetings:
  - NGSS curriculum and the integrated model
  - Culmination committee
  - Teacher/Staff Appreciation
  - Evals
  - Committee meetings
- Summer:
  - Tutoring/Intervention
  - Testing
  - ESY for students with special needs
- CASA event

#### **March 10, 2017:**

- LAPN for MORCS
  - Issues at BCCS
  - INTENTIONALITY
  - Wrap around services all working for the same goals
    - Summer data review and goal setting
    - Parent involvement plan
    - PD plan
    - Data efforts and push
    - Culture and PBIS
    - Resources
  - Results based leadership
    - Everyone is a leader
- Data plan for next MAPs test
  - Push [RIT Growth](#), continue to post goals.
  - Assembly
  - Pins
  - Discussions in class

- Parent and leadership promotion

**Data Timeline:**

March 13-17	March 20-24	March 27-31	April 3-7	April 18-21	April 24-28
Data and instruction feedback	<p><b>Monday, 23:</b> Discuss incentives and data growth with academic committee: Student Leadership to help with promotion of NWEA test</p>	<p><b>Wed Mar 29:</b> Data Assembly (Present NWEA Incentives)</p>	<p>TPD (April 3)</p> <p>Split up by department.</p> <p>teachers share what they do leading up to, during, and after the test to push students to meet their goals.</p> <p>Train teachers to be specific with goals (e.g. instead of telling kids, "You're low in Geometry" give them specific items to practice un-mastered skills).</p> <p><b>Learning Continuum/ NWEA Student profile and ALEKS data will guide decisions.</b></p>	<p>Teachers continue to work with kids to prepare for the test and to discuss incentives.</p>	<p>Summer NWEA Test</p>
				<p>Resource testing begins</p>	

- Update and teacher meetings and recording:
  - Going well
  - Video quality is great with new equipment
  - Suggestion: record a class that is being co-taught
- 8th grade eligibility
  - [Policy](#)
  - Policy has been updated:
    - GPA not counted in weeks 1-5 because of standards based grading
    - 1 OSS or 3 ISS may cause a student to be ineligible
  - Letters will be sent out Monday/Tuesday
- Retention:
  - [Policy](#)
- PD Monday:
  - SFA data and hotlist identification
  - Committee Time
- Read and respond incentive

### March 3, 2017:

- [MAPs results](#) :
  - Need for tier 2 and 3 academic support
- Data timeline
- Video equipment

### February 24, 2017:

- EL Program Expectations:
  - EL1s:
    - Assessments to track progress on standards that are being taught:
      - Suggestion: Illuminate pretest and posttest
        - Could use ELD or elementary standards
    - Set annual goals and scaffolding goals
      - Goals for all 4 areas
      - Look into what other schools do.
    - Expectation set with parents and students about learning English
  - ELs:
    - SDAIE strategy training
    - Ongoing discussion about ELs
    - “EL minute” during PD to share data, announcements, strategies, etc.
    - Collaboration with general ed teachers
      - Coaching from SPED team
  - How should tutors be used?
    - Need tutor training- set expectations for EL tutors
      - Strategies in working with students in the classroom
      - Reiterate the schedule for tutors
      - Define role of EL Coordinator in working with tutors.
  - Research:
    - What other schools do
    - Is there an ongoing assessment?
- J100 Work:

- Unstructured time is desirable
- Communication with teachers about who is being pulled, particularly if there is an investigation that we know is happening the next day.
- Google Classroom: generic assignments
  - Multiple teachers
  - Add kids immediately
  - Post generic content that's accessible
- Train personnel to look at Illuminate to find missing assignments
- Have a schedule for the day
- Pearson and Khan Academy
- Distractions: Layout of the room, frequent traffic, kids playing games, getting balls
- PD:
  - Monday:
    - Committees
    - Data analysis
  - [March 6 \(TPD\)](#)

### February 17, 2017:

- EL data and concerns
- SPED data:
  - GPA Data:
    - Difficult to provide the support needed during general instruction
      - Co-teaching
      - SPED Minute training for reaching students with special needs
      - Blended Learning
  - IEP Goals Met Data:
    - 87% of vocational goals not met
    - 42% reading goals not met
    - 48% math goals not met
    - Celebration: 62% of writing goals met!
  - CELDT Data:
    - 12 students scored 4 or 5 and could reclassify!
    - 70% of students scored 3 and above
    - 10 students scored 2
    - No students scored 1
  - NWEA Reports:
    - Continue with testing structure
    - Could we get people for testing to help with temporary support.
- Testing
- Upcoming PD

### February 10, 2017:

- CELDT Data
  - Compare with multiple measures
  - Use data to better understand our EL population
- Next steps for pushing MAPs:
  - Incentive for In n Out Truck
- PD Monday:



- CELDT and EL review
- 3/13- SFA and CELDT comparison using new trimester data.
- SFA
  - class council meetings
  - Upcoming visit goals

●  
**January 27, 2017:**

- Data:
  - SFA and ELA
  - Math
  - EL (next week)
    - Letherer
    - CELDT
  - SPED
- Teacher Support:
  - Guzman
  - Harry
- PD Monday:
  - All PBIS (2 hours)
  - All announcements and celebrations will be done on Tuesday
- Upcoming assembly
- SFA conference update
- Academic Team Update

**January 20, 2017:**

- PD Monday:
  - Committees
    - SCC committee will be looking at “Supporting and Responding to Behavior”
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- PBIS trainings:
  - January 30th: 2 hour training
    - Tier 2 intervention: check in and check out
      - Behavior trackers
      - Data collection to help with supporting tier 2
      - Students will check in with SCC team each day
      - Students will carry a travel card
      - Specific discussion with teachers
  - February 6 (TPD): 75 min and February 27: 1 hour
  - March 20: 1 hour
  - April 24: 1 hour
  - May 22: 1 hour
  - Focus on classroom practice and procedures
  - Opportunities to respond during instruction
  -
- SFA recap:
  - Need to have a component meeting
- SFA conference

- Academic Committee Update
- Mid year check ins
- Planning schedule going out today
- Rosenberg update:
  - Zepeda has been observing the difficult period
  - There seems to be a personal issue with two students; this takes up the bulk of the class time.
  - He is concerned about finishing the school year
- Data plan
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**January 13, 2017:**

- Concern:
  - Rosenberg- having trouble with period 5
  - Suggestions:
    - Record a class and discuss the class with Dave, Freddy, and Jose (possibly Aquino)
    - Myers or Zepeda teach and the other can observe with Dave
    - Rosenberg observe Guzman
- Gradebooks in Illuminate continue through the whole year
- Central office planning:
  -
- Mid year evaluations:
  - Feedback needed from site admin and academic team
    - Concerns
    - Celebrations
- Data: Clarify Plan
  - Goals
  - Hotlist
  - Reporting
  - GREATER Coaching

**Data Timeline:**

<b>January 17-20</b>	<b>January 23-27</b>	<b>January 30-Feb 3</b>	<b>February 6-10</b>	<b>February 13-17</b>	<b>February 20-24</b>
Plan for GREATER Coaching	<b>Monday, 23:</b> Discuss incentives and data growth with academic committee: Student	GREATER Coaching	<b>Feb 6:</b> 1/2 day TPD: teachers share what they do leading up to, during, and after the test	Teachers continue to work with kids to prepare for the test and to discuss incentives.	<b>Feb 21-24:</b> Spring NWEA Test

	Leadership to help with promotion of NWEA test		to push students to meet their goals.		
	GREATER Coaching	<b>Feb 2:</b> Welcome Back and Data Assembly (Present NWEA Incentives)	GREATER Coaching		

- PBIS PD Schedule
- Concerns with Perez's SFA
  - 7 students with IEPs
  - Level 5
  - Perez is struggling with structure, lesson delivery, etc.
  - Could Jaime co-teach
- Long: broke down data for NWEA
  - Highest rate of growth is with SPED.

**December 9, 2016:**

- Grades/Comments
  - Comments for all students
  - Grades due by Friday
- Advisory (Passwords Lesson)
  - Monday (send out to teachers today)
- Kelly SFA (informal visit)
  - Will be on campus today (12/9) to record one of our teachers implementing the goal setting lesson
- Reading Log Challenge (update)
  - Teachers are participating (updating google sheet online)
  - Some are behind on updating posters
- Central Office Planning Time
  - Schedule a day for resource team
- PD Agenda
  - Updates
    - Grades
    - Return date
    - Monday PD (MORCS)
  - Jaime - update on Read and Respond challenge
  - 25 mins to prep for presentations
  - Committee Presentations (25 minutes)

## November 4, 2016:

- Data processing timeline:
  - Make-ups will be completed next week
  - Process all data next week
  - Meet on 11/9 to process and discuss
- Read and Respond:
  - Incentives are planned
  - Plan will be delivered to teachers on 11/15
  - MORCS TV
- GREATER Coaching meetings:
  - Freddy will meet with teachers individually
- SFA update:
  - Duran is looking at placements
  - Ready in 6th and 7th to open up an honors class
    - 8th grade we have 40 kids who are ready for honors
  - Who will teach honors?
  - There are kids in leadership who dropped on their MAPs test
    - Meet with Paredes to discuss data with the students (Freddy will talk with Paredes; Paredes will talk with students during SFA)
  - Camacho: data is not being tracked and entered; cycle test data is missing
    - Playing games that are not connected to SFA program
- [PD Monday](#)
- Time for planning: PD or off campus
- SPQR at MORCS
- CAASPP:
  - Pilot of the science test
    - Training on January 5th
    - Attendees:
      - Zepeda
      - Jaime
      - Paredes
      - Castillo

## October 28, 2016

- NWEA Map Testing
  - Analyze ELA data
    - 7th and 8th grade on 11/2
    - 6th grade on 11/4
  - Make up tests
    - 7th and 8th grade on 11/3 and 11/4
    - 6th grade on 11/7
- SFA changes
  - Honors classes (possible if enough students move up -- with some aggressive placement)
    - 7th and 8th grade honors teachers
      - Tovar
      - Guzman

## October 21, 2016

- SFA visit update:
  - Some classrooms have minimal implementation
  - Focus on housekeeping
  - Use snapshot to evaluate program implementation
  - Goals:
    - Looking at data
    - Using Grade Summary Form
    - Looking at 4-6% growth
- MAPs Test
  - Schedule
  - [Data push](#):
    - Freddy will work on uploading MAP rosters and program
  - Celebration plan:
    - Button maker
    - 10th: Honors and MAPs celebration assembly
- Quarterly Data Meetings
  - GREATER Coaching
  - Presentation during PD (committees and GL data)
- PD
  - Monday, 10/24:
    - Look at hotlist students
    - Committee time
  - Monday, 10/31:
    - MTV Cribs (data boards edition)
    - Committee
  - [11/7 TPD](#)
- EL Support:
  - 6th: Focus on Science support
  - 7th: ELA and Math pull out
  - 8th: Math and SS
  - Jaime and Letherer will be co-teaching during pull out time.
  - LTEL support will be provided by tutors
- AS Tutoring: math
  - Pre-test was given this week (5th grade level content)
    - Most kids got 50% or less correct
    - T, Th, F

## October 14, 2016

- SFA update:
  - Kelly will be here next week
  - Freddy and Paul have discussed what to expect
  - Snapshot
  - Google Docs are being used for feedback for SFA
- Classroom data:
  - Pre-assessment
  - Post Assessment
  - Goal

- ALEKS/Achieve
- NWEA Results
- NWEA Goal
- School promotion for MAPs
  - What are our goals?
- EL Support and Class
  - Challenging keeping up with material in the classroom
    - Sitting with kids and translating working on the same tasks is not working
    -
- PD Monday:
  - MAPs Goals
    - Committees brainstorm on communication
  - Data walls
  - Goal sharing
- CELDT Testing:
  - 10/15/16
  - 7 volunteers:
    - Training happened on Wednesday for proctors
    - Karina Gamez
    - Christian Berrios
    - Freddy Zepeda
    - Amy Letherer
    - Jennifer Archer
    - Reyna Camacho
    - Lorenzo Tovar
    - Christopher Jaime
  - Resource Students:
    - Working with Jamie
      - Berrios may be there to support.
- Tutoring:
  - Meeting 10/14/16
    - Tutors, Duran, Zepeda
    - Blended learning
    - Expectations
    - Testing next week
      - Illuminate testing
    - Tutoring starting the following week
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### **October 7th, 2016**

- Grades due next friday
  - Send email to teachers today reminding them of grades deadline
  - Review how to set up fractionals on illuminate gradebooks
  - Gradebooks - are classes set up for pass/no pass?
  - GPA update
- Math Tutoring
  - Initial assessment - after school Thursday, October 13th
  - 6th graders assessing at 4th grade level content

- 7th graders assessing at 5th grade level content
- Tutoring Days
  - Tues/Thurs/Fri
  - Time: 4-5pm
- Letter for parents
- MCD Reports (modified consent decree)
  - 6 out of 40 students under 80% (service delivery)
  - 95% of our students need to receive at least 85% of their services
  - 5 students who have not received speech services (no speech therapist hired yet)
    - Reached out to TES, will check with other contractors if no one is found within the next week
- Students of concern
  - K Ochoa and R Ochoa - evaluations in progress, Jaime and Sanchez supporting with morning pick ups
  - M Macias - also has excessive absences
  - M Zavala - excessive absences
- MTSS committee (multi-tiered system of supports)
  - MTSS team: Mr. Castillo, Ms. Aquino, Mr. Zepeda, 1 resource teacher
  - Committee will receive referrals for academic needs and supports
  - MTSS for will be filled out by faculty and staff
    - Committee will meet weekly to review referrals and communicate about students receiving services as necessary
  - Will support SST's
  - Goal is to be better organized and communicate with service providers
- Monday PD
  - Introduce MTSS form (Castillo) 10 mins
    - Introduce team and roles, communication procedures, confidentiality
  - Grades 10 mins
  - RPG's 40 mins
  - Committees 50 mins

### **September 30, 2016:**

- After School Math Tutoring:
  - Identifying students
  - Placement of students
- Incentive program (ALEKS/A3K):
  - Party from leadership (\$25.00)
  - Percentage increase (each cohort or advisory)
- Monday TPD
- Data schoolwide:
  - Parents

- Classroom
- Upcoming NWEA MAPs
- Goals for MAPs Test
  - Grade Level
  - Individual
- Jaime's role

**September 23, 2016:**

- SFA strategies in all classes:
  - Cooperative learning
  - Goal setting
  - Student data review
  - Cycle of effective instruction
- Schoolwide data discussion
  - Data on classroom walls
  - Incentives
  - Pumping kids up
    - Secret number?
  - Grading question:
    - Fractionals
  - 10/3 TPD
  - CASA
- EL coordinator goals and focus:
  - Meetings with parents of kids who will take CELDT
  - Meetings with parents of kids of ELs- what do we need to practice and
- EL support during SFA
- After school tutoring? Intervention for students from teachers:
  - Middle schools:
    - 2 teachers per school
    - Partnership with AS for blended
    - 40 hours at \$25/hr
      - Must maintain 5-10 kids
      - Must teach approved standards and approved students
      - Must maintain attendance log
      - Must use pre-assessment and post assessment
      - ALEKS rotation requires interactive notebook notebook

**September 16, 2016:**

- PD Monday:
  - Feedback and modifications for SFA
  - How to post and share data

**September 9, 2016:**



- Oversight Visit:
  - Blanca complimented Rosenberg's management
    - Kids were using roles
  - Complimented Long on student engagement
  - Liked that we had tutors traveling with our Spanish speaking students
  - Focus on rubrics- need to be out and visible
  - Parent and student meetings went well
  - Teacher interviews went well
  - Need to encourage teachers to use SFA strategies all day
- Grade book and publishing grades
- PD Monday:
  - Share oversight feedback (10 min)
  - Work on publishing grades (30)
  - Tuning Protocol (50)
  - Emergency procedures (30)
- SFA math
- Data
  - Posting of MAPs Data
  - A3K
  - Illuminate and classroom assessments
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**August 26, 2016:**

- Grade book questions or concerns
  - Survey?
  - Independent, Accurate, and Consistent
- Data driven culture and instruction
  - [YPICS Goals](#)
  - [Comparison Data](#)
  - Digging in to NWEA MAPs
    - MAPs reports
    - GREATER Coaching
  - Sharing Data with Students:
    - Student ownership
    - What to post in the classroom
    - Goal setting with written reflection
    - Grade level discussions
- PD:
  - Monday - 8/29
    - Data Sharing
    - Questions about Illuminate
    - Emergency Procedures
  - Friday - 9/2
    - Gradebook
    - Possible Illuminate Training on Gradebook
- SBG parent communication
  - Send out today with students

- See Gamez regarding Illuminate and addresses
- Thinking Maps focus
- Celebrations and concerns

### August 19, 2016

- Celebrations and Support Needed:
  - Testing went smoothly
  - Reclassification
  - Rosenberg: culture
  - Smith: PowerMath- Paul has been working with her to get ready and the set up everything in MC
  - Need to check in with Guzman
  - Check in to make sure we're seeing collaborative learning
    - Checklist with data (what percentage of classes do I see collaborative learning)?
- Data and goals review
  - SFA and Data Spreadsheets
    - Similar to before: all on one spreadsheet: state and district ask for ongoing comparison data and it's too confusing to try to pull from 10 different spreadsheets.
  - Communicating goals: teachers, students, parents
  - GREATER Coaching
  - Paul: ideas for refining the process for data collection:
    - Modify tests
    - Videos for SFA resources
- Readiness for SFA next week
- Needs for advisory implementation
  - Module 2- logging in to Illuminate?
- PD for Monday: 1/2 day
  - **URGENCY FOR EL PLAN!!!**
    - Release CELDT
    - Sentence starters
    - Sentence stems
    - TPS
    - CFU
  - PRN Nursing Health Alert Training (2hrs)
    - Diabetes
    - Seizures
  - TFA Monday Class
    - Smith needs to leave by 3pm (transportation)
- Gradebook in Illuminate
  - Advisory: how do we grade assignments?
    - What is the expectation for grading assignments in the new advisory program?

## **A. PROFESSIONAL DEVELOPMENT:**

- a. Based on the analysis of all sources of data for the 2015-16 school year, please provide a short narrative as to the key areas of target the school is focusing on for 2016-2017 school year, include:
  - i. Professional Development plans and current status; as this will guide us during our classroom visitations (in essence what can we expect to hear and see in each classroom during our classroom visits).
  - ii. Targeted instructional areas (3-4 at most) and status of plans for improvement on particular areas.
  - iii. Targeted instructional practices that we will observe to support students with disabilities and English Language Learners (3-4 at most).
  - iv. Targeted instructional practices that we will observe to support students across all content areas in the area of English language arts.

During the spring semester of the 2015-2016 school year, we started studying the philosophy of Standards Based Grading; this included discussions about the need to have more clear classroom data on how our kids were performing on learning outcomes so we could best support the needs of our students. Our teachers participated in a group study of multiple articles on standards based grading and mastery grading, as well as an in-depth study of Robert Marzano's "Formative Assessment" book. We discussed how to grade and track student progress in a mastery learning classroom and spent a significant amount of time writing rubrics and learning outcomes for the upcoming year. When we started the 2016-17 school year with our summer teacher professional learning institute, we revisited the idea of student mastery and really digging deep to support students to truly master learning outcomes for our courses. To do so, we narrowed our focus to the beginning of the year to the following topics:

- Standards based grading:
  - writing quality rubrics to support teachers and students in assessing learning
  - Using backwards design to create units of study that will allow students multiple opportunities to demonstrate mastery of learning outcomes
  - Tuning protocols to collectively assess the effectiveness of rubrics and unit plans.
- Using Data:
  - Analyzing CAASPP data to assess our instruction and student needs
  - Setting goals using CAASPP data and Baseline (Fall) NWEA MAPs data
- Illuminate:
  - Using Illuminate to assess students and quickly disaggregate data (to determine student mastery of learning outcomes and standards).
  - Using Illuminate Standards-Based gradebooks to assess mastery of learning outcomes.
- Supporting ELs:

- PD on CELDT, ELPAC, how students are assessed annually. This included an overview of student performance and student scores.
- Review of SDAIE strategies and tools MORCS has to support ELs
- Using Thinking Maps to support ELs and all learners. This was specific to content areas.
- PBIS: creating a positive classroom culture and atmosphere for student learning.

As we continue to plan our professional development the rest of the year, we will be focused on two main areas as umbrella topics: Standards Based/Mastery Grading and PBIS. Under these umbrella topics, we will be providing PD for the following topics:

Standards Based/Mastery Grading	PBIS
<ol style="list-style-type: none"> <li>1. Tuning protocols to review rubrics and best practices among teachers. We want to be sure we have a consistent message and consistent strategies being used to support students. We also want to ensure that each classroom is equally rigorous and that we are supporting each other in our goals for the academic year.</li> <li>2. Focus on best practice and most effective strategies for standards based grading: conferencing, blended learning, small group instruction, enhanced learning to differentiate instructional delivery and to provide universal access to all learners. By implementing these strategies, we will be able to support all learners effectively in the classroom and teachers will be able to meet students at their place of need. This will be beneficial for all learners, including ELs and students with special needs.</li> <li>3. Data driven instruction: we will continue to assess how all of our students are performing and will use data from our classroom assessments, benchmark exams, and our online programs to determine how to best support our students. Our admin and leadership team will be</li> </ol>	<ol style="list-style-type: none"> <li>1. Schoolwide Implementation of Tier 1 Strategies. Teachers and staff will receive professional development on providing a positive culture learning environment in their classroom and around campus. Implementation will include the reinforcement of our Behavior Growth Path and Behavior Teaching Expectations Matrix.</li> <li>2. Implementation of SWIS information system as a data collection system and ODR (office discipline referrals) forms. Teachers and staff will receive information on behavior trends occurring around campus and create specific behavior goals using the TIPS (Team Initiated Problems Solving) model. Teachers and staff will also implement our new ODR forms as a way to collect office discipline referrals.</li> <li>3. Teachers and staff will receive training on Tier 2 Supports to help review and systems of support for our students with Tier 2 behaviors.</li> </ol>

<p>using the GREATER Coaching model to help teachers set goals and action plans to support all learners.</p> <p>4. Tiered Academic Vocabulary Instruction: as we did last year, we will continue to focus on the explicit vocabulary instruction and acquisition to help students master the English language and the content areas they are studying.</p>	
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During these professional development sessions, we will be focusing on 4 main areas for improvement: Implementation of our mastery grading program, ELs and LTELs, Students with Special Needs, and supporting our new/struggling teachers in working with these students. To support all students, we will continue to review Thinking Maps and SDAIE strategies which will help all learners to be more successful. Additionally, as we focus on strong instructional strategies to support all learners to grow and to master their learning outcomes, our teachers will become better equipped to support all learners in their classrooms. The data we will collect and consistently analyze will help us determine which students are growing and mastering their learning outcomes, which students we need to push beyond grade level expectations and which students we will need to support through targeted intervention.

Two of our largest areas of concern are our EL1s and our LTELs:

Our plan is for our EL1s in all grade levels (who) will show progress in basic language proficiency (what) during our NWEA MAPS benchmarks assessments (when) because our students need to develop language skills before they can reach content proficiency (why). Our students will achieve this progress by utilizing a push-in/pull out model with instructional support from our EL Coordinator (how).

Our plan for our LTELs in all grade levels (who) will reclassify and demonstrate language proficiency (what) during our CELDT window period (when) because our students need to acquire language proficiency skills in order to access the content in core subject areas. Our students will achieve this by teachers focusing on classroom strategies that will support student growth (how).

To support all ELs (but in particular the subgroups stated above) we will focus on the following strategies schoolwide:

- Thinking Maps
- Collaborative learning structures
  - Guided Discussions (including Socratic Seminars and debates)
- Tiered Vocabulary Instruction
- Use of visuals during instruction

We will continue to support all of our students in mastery of the English language and English content standards by using a variety of strategies across the content areas. We will be working with all teachers to plan opportunities for writing into their unit plans. In a standards-based grading/mastery grading program, having students writing about their understanding of a topic is a great way for them to demonstrate mastery to their teachers. Additionally, when we have kids writing in all content areas, they are improving their college readiness as they will develop the ability to express their ideas and understanding through writing. In addition to writing in all content areas, we will also be working with our teachers to have students reading in all content areas. Our teachers already do a great job of providing kids with opportunities to read in all content areas, and our online tools like Adaptive Curriculum, ALEKS, and Achieve3000 provide teachers with the resources they need to have students read in their content area classes.

While kids are reading and when teachers are delivering the direct instruction portions of their lessons, there will also be a focus on tiered academic vocabulary instruction. Students should not only be learning content area vocabulary (tier 3), but they should also be focusing on academic language that they will see in all academic settings (tier 2). These types of words need to be explicitly taught and discussed in all content areas.

Finally, we will use our SFA structure and roles to promote discussion in all classes. SFA provides role cards and a format for helping kids to have meaningful discussions in small groups. We will use these roles and this format in content classes so students can have discussions in a familiar, non-threatening format. Because we use this strategy in all classes, kids will become more and more comfortable discussing content and their own ideas. In addition to the SFA format for discussions, we will also have teachers using Socratic Seminars and debates in their classes to help students process content information and to demonstrate mastery.