



TEACH  
ACADEMY OF TECHNOLOGIES

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## **ACTION PLAN 2019-2020**

### **Vision, Mission, and Goals**

TEACH Public Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. We believe that all children can learn when taught well and given an opportunity. We adhere to the thinking of philosopher G. Givhan, "What you pay attention to grows." By looking consistently at our students and the data of our practices, our teachers and students will "grow" in their development and to great successes in the 21st century.

#### **Vision**

TEACH Public Schools will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at our schools will be effectively applied to their daily life.

#### **Mission**

The mission of TEACH Academy of Technologies is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

#### **Goals**

To fulfill our mission we will:

- Challenge students who are unchallenged by traditional teaching applications to attain academic proficiency to grade level and above
- Allow each student the freedom to learn by exploring cutting edge technologies and concepts
- Enable students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

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### **TEACH Academy of Technologies Renewal Benchmarks:**

1. The school shall achieve academic growth of at least one performance level per academic year on the English Learner Progress performance indicator on the California School Dashboard, as reported by the California Department of Education (CDE), with the goal of achieving and maintaining the "Green" performance level or higher on this indicator.
2. Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for "All Students" and for all of the school's numerically significant subgroups in Math, as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools medians, with the goal of achieving and maintaining the "Green" performance level or higher.
3. Demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in English Language Arts, as measured by the CAASPP

*Dignity | Self-Discipline | Respectful Behavior | Hard Work | Cooperation | Kindness |  
Integrity | Creative Problem Solving | Personal & Community Responsibility | Fairness |*

(SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools median, with the goal of achieving and maintaining the "Green" performance level or higher.

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### **Outcomes if Benchmarks are not met:**

If any of these benchmarks remain unmet [*sic*] by the time line( s) indicated, at that time the District will review the charter school's status reports and any additional relevant information [*sic*] and determine next steps accordingly, up to and including recommendation for revocation during the school's charter term [*sic*] or recommendation of non-renewal upon submission of a renewal petition at the end of the term [*sic*] of the charter.

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### **Next Steps:**

1. A return to the Mission and Vision of our Charter:
  - a. A review and understanding of the purpose of TEACH Academy of Technologies by all stakeholders: faculty, staff, students, parents and community partners in order to increase buy-in by all.
  - b. Implementation of Curriculum to support the teaching of our Essence of Commitment Pillars in our Advisory Classes to affect the human development of our students and their families.
2. Professional Development to:
  - a. Assure teachers are developing in their professional practice to understand and provide:
    - i. Data informed instructional experiences that are individualized, differentiated, and scaffolded for each student;
    - ii. Culturally sensitive instruction;
    - iii. A classroom environment that recognizes and is responsive to our diverse student population.
  - b. Outline clear and consistent expectations of faculty and staff for their individual and group professional responsibilities.
3. Constant and consistent monitoring of formative data to:
  - a. Create individual student portfolios of progress along the Common Core Standards as indicated on the SBAC, NWEA, MDTP and ACT for 7<sup>th</sup> and 8<sup>th</sup> grade students.
  - b. Inform students and parents of their progress towards meeting state and national benchmarks for student performance.
  - c. Establish additional academic support for student identified to be at risk of not meeting expected levels for SBAC and EL/LTEL
4. Implementation of Differentiated Instruction:
  - a. Individualized professional development of faculty and staff to address gaps in instructional practices.
  - b. Individualized professional development of faculty and staff to support the creation of differentiated learning experiences that are within the ZPD of each student.
  - c. School-wide implementation of differentiated instructional strategies, including but not limited to:
    - i. Data-informed learning experiences
    - ii. Daily agendas that inform and support student choice in addressing individual instructional needs
    - iii. Real-time formative assessments that inform student and teacher instructional choice
  - d. Grade level professional development to support cross-curriculum planning and content support in the math, ELA and ELD standards.
  - e. Content specific professional development to support vertical collaboration to ensure rigor at each grade level in preparation for the next.
5. Research-based access to brain theory that informs, supports and improves the social-emotional state of being for all stakeholders – faculty and staff, students, parents and community partners
6. Improve teacher engagement and retention by providing a responsive and supporting working environment.