

# Tamiscal High School

## Support Plan - June 2014

### TUHSD Strategic Priorities - Curriculum & Assessment System and Instructional Programs & Practices

#### Curriculum & Assessment

- Establish district wide curriculum that is coherent from the learner's perspective using the Understanding by Design frameworks
- Identify what students should know and be able to do in a given course or series of courses and a criteria for measuring progress (program goals and proficiency scales)
- Develop and use quality assessments to guide instruction
- Support the development of cornerstone assessments that measure students' understanding and transfer of knowledge within and across courses in a discipline
- Ensure student mastery of 21<sup>st</sup> century skills
- Strategically evaluate current and future course offerings to ensure alignment with the district mission

#### Instructional Programs & Practices

- Expand the use of effective instructional delivery models to ensure high levels of learning for all students
- Develop system wide responses to support the academic success of all students
- Support students' emotional and social growth and work towards a community where all students feel safe and valued
- Guarantee students access to rigorous, relevant, and engaging courses
- Ensure special education programs that meet the needs of all identified students

**Purpose:** At Tamiscal High School, we believe all students can learn at high levels given the opportunity and time to learn and receive appropriate support. This document outlines how Tamiscal High School will provide the opportunity and time to learn and receipt appropriate academic, behavioral, attendance and wellness support.

**Definitions:**

**Tier I:** All students receive the opportunity and time to learn at grade level.

**Tier II:** As identified by appropriate data and in addition to Tier I, students receive some support in identified area of need.

**Tier III:** As identified by appropriate data and in addition to Tier II, students receive intensive support in identified area of need.

<b>Academic</b>			
<b>Tier</b>	<b>Action Steps (and Substeps)</b>	<b>Staff Responsible</b>	<b>Timeline</b>
Tier I	<p>Continue to work in PLCs to inform practice that best supports and ensures student learning.</p> <ul style="list-style-type: none"> <li>• Refine program goals and proficiency scales</li> <li>• Implement an assessment plan that includes pre-assessments; ongoing formative assessments and summative assessments</li> <li>• Share data that measure growth and proficiency.</li> <li>• Utilize results and teacher learning in the PLC process to improve teaching, learning outcomes, and identify interventions for individual students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teacher Leaders (TLs)</li> <li>• Principal &amp; AP</li> </ul>	Continuing
I	<p>Model and review the PLC cycle data conversations in teacher collaboration meetings and protocol into a regular component of Teacher Leader meetings to identify additional needs for intervention and any professional development needs for staff to support students.</p> <ul style="list-style-type: none"> <li>• Re-calibrate the protocol &amp; facilitation of data conversations in PLC's &amp; Teacher Leader meetings</li> </ul>	<ul style="list-style-type: none"> <li>• TL's</li> <li>• Principal &amp; AP</li> </ul>	Continuing

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I	<p>Identify and explore instructional practices focused on student engagement and high levels of learning</p> <ul style="list-style-type: none"> <li>• Provide Project-based learning experiences to students</li> <li>• Integrate curriculum             <ul style="list-style-type: none"> <li>□ Both within each site and across alternative sites</li> </ul> </li> <li>• Expand Experiential learning             <ul style="list-style-type: none"> <li>□ Integrate the Team &amp; Pathways model of Community Service/Internships into I.S. and San Andreas</li> <li>□ Integrate experiential learning into current Tamiscal courses (Independent Living, Social Issues, Government, AP Composition, etc.)</li> <li>□ Develop a concrete plan to create a new structure at San Andreas to deliver these instructional practices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teacher Leaders (TLs)</li> <li>• Principal &amp; AP</li> </ul>	<p>2014-15 2014-15 &amp; 2015-16</p> <p>2014-15</p> <p>2014-15</p> <p>2014-15 for 2015-16</p>
I	<p>Ensure all students have the opportunity and time to receive access to grade level instruction</p> <ul style="list-style-type: none"> <li>• For the 2015-16 school year, develop a concrete intervention strategy for Algebra II (i.e. support students placed in Intermediate Algebra into Advanced Algebra, Intermediate Algebra becomes a parallel intervention for students in need in Advanced Algebra, other ideas)</li> </ul>	<ul style="list-style-type: none"> <li>• Math teachers</li> <li>• TLs</li> <li>• Principal &amp; AP</li> </ul>	<p>2014-15 for 2015-16</p>
I	<p>Share and expand elective options across San Andreas and Tamiscal (Spanish, Art, ROP Career Technology, ROP Career Management, Statistics, CSU-Marine Life)</p> <p>Identify additional electives and graduation course options to share across SA and Tamiscal</p>	<ul style="list-style-type: none"> <li>• Principal &amp; AP</li> <li>• SA &amp; Tamiscal Counselors</li> <li>• Elective teachers</li> </ul>	<p>2014-15</p> <p>2015-16</p>
I	<p>Create and systemize multiple pathways for all students to take COM/college courses</p>	<ul style="list-style-type: none"> <li>• Principal &amp; AP</li> <li>• Counselors</li> </ul>	<p>2014-15</p>

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Tier II	<p>Identify model students who exemplify the 'poster' to provide Peer Mentoring &amp; Tutoring for students in need</p> <ul style="list-style-type: none"> <li>• Staff will identify model students and monitor closely to ensure appropriate support and supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• TLs</li> <li>• Principal &amp; AP</li> </ul>	2014-15
Tier III	<p>Concurrently enroll students proactively at Tamiscal and San Andreas who need credit redemption</p> <ul style="list-style-type: none"> <li>• Use approved online and computer based programs and courses (ALEKS &amp; Plato) for math credit redemption, as appropriately identified</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Principal &amp; AP Math teachers</li> </ul>	2014-15

<b>Behavior/Attendance/Wellness</b>			
<b>Tier</b>	<b>Action Steps</b>	<b>Staff Responsible</b>	<b>Timeline</b>
Tier I	<p>Refine Tamiscal's <i>Behavioral 'Program Goals' – The Successful Independent Learner</i> document</p> <p>Use <i>The Successful Independent Learner</i> as a language for addressing behavior</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• TLs</li> <li>• Principal &amp; AP</li> </ul>	2014-15
Tier I	Administer Schoolwide formative self-assessment on progress in January 'All-School Assembly' to review individually with Core teacher during 1 <sup>st</sup> appointment in January	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• TLs</li> <li>• Principal &amp; AP</li> </ul>	2014-15
Tier I	Administer summative schoolwide formative self-assessment in June during Finals Week on progress in January 'All-School Assembly' for reflection and action steps	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• TLs</li> <li>• Principal &amp; AP</li> </ul>	2014-15

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<p>Tier I</p>	<p>Systemize and expand school-wide events (All-School Assemblies, <i>Enrichment Week</i> workshops, class meetings, grade level meetings, etc.) to familiarize, review, and focus on students self-assessing traits of the <i>The Successful Independent Learner</i> poster</p> <ul style="list-style-type: none"> <li>• Regular grade level lunches to follow up on All-School Assembly discussions</li> <li>• Short weeks (aka – Veteran’s Day, Thanksgiving, etc.) where weekly instruction is already disrupted</li> </ul>	<ul style="list-style-type: none"> <li>• Principal &amp; AP</li> <li>• TLs</li> </ul>	<p>2014-15</p>
<p>Tier II &amp; Tier III</p>	<p>Systemize whole staff Interventions Meetings (i.e. Case Review Team) protocols to ensure appropriate communication and follow-up for each individual student</p> <ul style="list-style-type: none"> <li>• Add BACR counselor into meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Principal &amp; AP</li> <li>• TLs</li> </ul>	<p>2014-15</p>
<p>Tier III</p>	<p>Design an Individualized Discipline Plan for students as appropriate</p> <ul style="list-style-type: none"> <li>• Serving suspensions in house for all infractions that do not create safety concerns</li> <li>• Utilize outside resources (BACR, laptops in Main Office, Main Office staff, etc.) as needed and available to support the student</li> </ul>	<ul style="list-style-type: none"> <li>• Principal &amp; AP</li> <li>• Counselor</li> <li>• SIS Tutor</li> </ul>	<p>2014-15</p>