

Purpose: This plan outlines academic, behavioral and attendance supports we will implement across our system so all students have access to grade level or higher curriculum and instruction, a climate conducive to learning and a positive school culture and achieve the knowledge and skills they need to succeed in the 21st century.

Fundamental Beliefs:

All students can learn and learn at high levels (high school plus, grade level plus) All students should be prepared for post-secondary options in the 21st century It's is our collective responsibility to ensure this happens All students and staff should continually improve through targeted support and professional development

Related TUHSD Strategic Priorities:

Curriculum and 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 21st century skills
- Strategically evaluate current and future course offerings to ensure alignment with the district mission, instructional programs and 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

Tier 1

Academic Goal: Ensuring Effective Core Instruction and Supports for All Students

Objective	Action Steps	Timeline	Responsible	Success Measure
Provide effective core instruction that is differentiated to meet learning needs/prior knowledge.	<ul style="list-style-type: none"> Clearly define, implement and communicate common learning outcomes (program goals) Use common criteria to measure progress (proficiency scales). Measure and report student progress and proficiency including 21st century skills Provide appropriate accommodations per IEP, Section 504 and General Education plans Routinely review programs and practices to ensure all students have access to and are successful in grade level courses and elective options Remove barriers to access AP and honors courses 	Ongoing 2014-2015	Teachers Administration Teacher Leaders	Student learning data for proficiency and growth on program goals Master schedule offers grade level courses and elective options Courses of study are revised and barriers to access are removed
Assess student learning and the effectiveness of instruction	<ul style="list-style-type: none"> Use data to inform/drive the instructional process in professional learning communities Reflect upon instructional practices to ensure they support student learning and adjust as needed Identify students in need of additional time and support 	Ongoing	Teachers	Student learning data for proficiency and growth on program goals
Communicate and collaborate to ensure high levels of learning for all students	<ul style="list-style-type: none"> Solicit feedback from all stakeholders about the effectiveness of instruction and impact on student learning 	Ongoing	Teachers Counselors Administrators Teacher Leaders Support Staff	Student learning data for proficiency and growth on program goals Input from stakeholders
Participate in customized professional development aligned to district strategic priorities	<ul style="list-style-type: none"> Support teachers in their participation in site and district offerings including ITTC Support teachers in professional development options that will have an impact on student learning 	Ongoing	Teachers Administrators Teacher Leaders Counselors Support Staff	Number of teachers participating in professional development opportunities and related impact on student learning/staff growth
Resources Needed: Time allocated for professional learning communities to meet to review data and determine the appropriate response.				

Tier 1

Behavioral Goal: Ensuring a Positive School Culture with Appropriate Behavioral Expectations for All Students

Objective	Action Steps	Timeline	Responsible	Success Measure
Create and maintain a suitable classroom culture and environment where students and teachers feel safe and connected	<ul style="list-style-type: none"> • Build positive relationships with students, staff and parents • Empower students to help shape the positive learning environment • Provide professional development to teachers around equity, cultural responsiveness, inclusion and pedagogy • Create community agreements and clear behavioral expectations in all classrooms 	Ongoing 2014-2015	Teachers Administration Counselors Teacher Leaders Students	Student learning data for proficiency and growth on program goals Student input data Revised policies and practices that support learning and positive culture
Build a school culture of collective responsibility with clear expectations and accountability measures	<ul style="list-style-type: none"> • Facilitate conversations with teacher leaders to define and implement a positive school culture across all levels of the organization • Work with staff and students to develop expected behavioral norms and determine how the system will respond when they are not upheld • Revise the student parent handbook and update policies related to cell phone use, academic dishonesty and attendance etc. to support learning in the 21st century classroom • Model desired behaviors that support a positive culture 	2014-2015 Ongoing	Administration Teacher Leaders Teachers Counselors	Clearly defined school culture that is visible and viable across the system Updated parent-student handbook Use of technology to support learning
Create a discipline system that is relevant, respectful and related to adverse student behavior	<ul style="list-style-type: none"> • Develop and articulate a vision around student behavior and determine how to respond so the behavior is not repeated 	Ongoing	Administration Teachers Teacher Leaders Counselors	Discipline philosophy and response plan that supports learning

Resources Needed:
Professional development on school culture, cultural responsiveness, discipline, education codes
Time

Tier 1

Attendance Goal: Ensuring Regular Classroom Attendance of All Students

Objective	Action Steps	Timeline	Responsible	Success Measure
Create and communicate clear expectations for student attendance so students are in classrooms learning	<ul style="list-style-type: none"> Review and revise the attendance policy so it is equitable and effective at addressing truancy and tardiness Review attendance data weekly and determine how to respond so the behavior is not repeated Contact parents regarding attendance expectations (newsletter, handbook, email, website) 	2014-2015 Ongoing	Teachers Administrators Teacher Leaders Counselors	Attendance philosophy and response plan that supports learning
Build a culture of collective responsibility for student attendance	<ul style="list-style-type: none"> Develop and articulate a vision around student attendance and tardiness Work with staff and students to develop expected attendance norms and determine how the system will respond when they are not upheld Communicate the importance of regular school attendance and its impact on student learning to all members of the system 	2014-2015		Attendance philosophy and response plan that supports learning Increased student attendance and improved academic success

Resources Needed: Time and Professional Development on effective attendance policies and practices

Tier 2

Academic Goal: Ensuring Supplemental Instruction and Supports for Some Students

Objective	Action Steps	Timeline	Responsible	Success Measure
Provide supplemental core instruction for students needing additional time and/or support	<ul style="list-style-type: none"> Effectively utilize tutorial, academic workshop and other times to reteach material to students not demonstrating growth Provide additional time for students showing growth but not yet proficient in program goals Refer students to academic peer support programs (Link Crew, Strategic Peer Mentoring, AP Chemistry tutors) Utilize Special Education teachers to help general education teachers work with and support students with learning challenges Provide opportunities for students to work with teachers after school to address learning gaps 	Ongoing	Teachers Administrators Teacher Leaders Counselors	Student learning data for proficiency and growth on program goals Reduced referrals to alternative education programs Increased graduation rates Increased number of students who are UC/CSU a-g eligible

Assess student learning and the effectiveness of instruction	<ul style="list-style-type: none"> Use data to inform/drive the instructional process in professional learning communities; intervene by student by standard 	Ongoing	Teachers	Teachers routinely meet in PLCs Student learning data
Communicate and collaborate to ensure high levels of learning for all students	<ul style="list-style-type: none"> Solicit feedback from all stakeholders about the effectiveness of instruction and impact on student learning Partner with parents, community groups and agencies to support the academic success of students (ex. Bridge the Gap) 	Ongoing	Teachers Counselors Administrators Teacher Leaders Support Staff	Student learning data for proficiency and growth on program goals Input from stakeholders
Routinely evaluate and monitor the effectiveness of intervention structures	Routinely review student performance data and make adjustments as needed	Ongoing	Administration	Student learning data for proficiency and growth on program goals

Resources Needed: Time for teachers to meet in professional learning communities

Tier 2

Behavioral Goal: Providing Supplemental Behavioral Supports to Some Students

Objective	Action Steps	Timeline	Responsible	Success Measure
Provide targeted support for students who do not exhibit agreed upon behaviors in the classroom and/or at school	<ul style="list-style-type: none"> Evaluate and respond to behavioral impediments in the classroom Clarify classroom expectations for student Coach student on how to modify behavior so student can reengage in the learning process Involve students in the discipline process and empower them to be part of the solution Address discipline issues as a learning experience and a opportunity for growth Contact parents, counselors and/or administration if necessary 	Ongoing	Teachers	A reduction in the number of student referrals out of the classroom Student learning data for proficiency and growth on program goals
Create a discipline system that is relevant, respectful and related to adverse student behavior	<ul style="list-style-type: none"> Conference with student to determine why the behavior occurred and develop a customized plan to address it so the behavior is not repeated Use conferences, in-house suspensions and community service as a means to change behavior 	Ongoing	Administration Counselors	A reduction in the number of students suspended A reduction in the number of days students are removed from the

	<ul style="list-style-type: none"> Implement alternative discipline options and revised suspension procedures to reduce the number of days students are suspended Utilize restorative practices to bring about change in student behavior 			<p>classroom</p> <p>Student learning data</p>
Collaborate with parents, community groups and outside agencies as needed to support attendance success of students	<ul style="list-style-type: none"> Partner with Dynamic Solutions for Youth and other community groups to provide opportunities for community service as a consequence for poor behavior Contact parents regarding student tardiness and absences 	Ongoing	Community Groups Administration	Decreased rate of repeat behaviors
Resources Needed: Professional development on culturally responsive approaches to student discipline, restorative justice and peer court.				
Tier 2				
Attendance Goal: Providing Supplemental Attendance Supports to Some Students				
Objective	Action Steps	Timeline	Responsible	Success Measure
Provide targeted support for students who do not arrive to class on time and/or who are truant	<ul style="list-style-type: none"> Review attendance data weekly and meet with students to encourage and promote attendance; Create a plan and monitor progress Create alternative opportunities for students to receive additional support when class is missed (mandatory tutorials, study halls, homework sessions) 	Ongoing	Campus Supervisors Administrators Attendance Clerk	<p>Increased student attendance and improved academic success</p> <p>Decrease in tardies</p>
Collaborate with parents, community groups and outside agencies as needed to support attendance success of students	<ul style="list-style-type: none"> Partner with County Probation services to perform pre-SARB interventions Contact parents regarding student tardiness and absences 	Ongoing	Community Groups Administration	Reduced number of students referred to SARB
Resources Needed: Time and training on effective attendance interventions				

Tier 3

Academic Goal: Providing Intensive Instruction and Supports for Some Students

Objective	Action Steps	Timeline	Responsible	Success Measure
Provide intensive and targeted supports for students who are not successful academically	<ul style="list-style-type: none"> • Work in teams to diagnose the areas of skill deficiency and respond according to the students unique needs • Communicate recommendations to pertinent stakeholders 	Ongoing	Team will be created based on individual needs of student	Student learning data for proficiency and growth on program goals
Provide alternative means for students to meet graduation requirements	<ul style="list-style-type: none"> • Alternative means will be customized to meet the students unique needs and may include independent study, referral to alternative schools, online courses, reduced courseload, college courses etc. • Communicate recommendations to pertinent stakeholders 	Ongoing	Team will be created based on individual needs of student	<p>Increased graduation rates</p> <p>Increased number of students who are UC/CSU a-g eligible</p>
Provide and/or assess for academic accommodations and modifications as needed	<ul style="list-style-type: none"> • Referral to Student Study Team and Assessment Planning Team as deemed necessary • Develop General Education and 504 plans as needed • Review and revise existing IEPs and 504 plans 	Ongoing	Team will be created based on individual needs of student	<p>SST Meetings</p> <p>APT Meetings</p> <p>Case Review Meetings</p>
Routinely evaluate the effectiveness of interventions and monitor student progress	<ul style="list-style-type: none"> • Use data to inform/drive the intervention process to determine if strategies and supports are working 		Administration	Student learning data for proficiency and growth on program goals

Resources Needed: Online learning platforms, alternative means to meet requirements, funding for teachers to provide intensive academic support

Tier 3

Behavioral Goal: Providing Intensive Behavior Support for Some Students

Objective	Action Steps	Timeline	Responsible	Success Criteria
Provide targeted support for students who do not exhibit agreed upon behaviors in the classroom and/or at school, even after Tier 2 interventions have occurred	<ul style="list-style-type: none"> • Meet with student and parents and develop a comprehensive behavior plan designed to increase learning opportunities for the student and foster a safe learning environment for all • Teach students how to self-monitor, self-regulate and establish routines for best behavior 	Ongoing	Administration	Student learning data for proficiency and growth on program goals
Provide and/or assess for behavioral accommodations and modifications as needed	<ul style="list-style-type: none"> • Referral to Student Study Team, Case Review Team and Assessment Planning Team as deemed necessary • Review and revise existing IEPs and 504 plans 	Ongoing	Team will be created based on individual needs of student	SST Meetings APT Meetings Case Review Meetings
Routinely evaluate the effectiveness of interventions and monitor student progress	<ul style="list-style-type: none"> • Use data to inform/drive the intervention process to determine if strategies and supports are working 	Ongoing	Administration	Student learning data for proficiency and growth on program goals

Resources Needed: Time and training on effective behavioral supports and interventions

Tier 3

Attendance Goal: Providing Intensive Attendance Support for Some Students

Objective	Action Steps	Timeline	Responsible	Success Criteria
Provide targeted support for students who do not attend classes, even after Tier 2 interventions have occurred	<ul style="list-style-type: none"> • Refer student to SARB • Collaborate with County Probation to determine next steps • Contact parents regarding student tardiness and absences and inform them of their legal responsibility to ensure their student attends school 	Ongoing	Administration	Increased student attendance and improved academic success Decrease in tardies

Resources Needed: Time and training on effective attendance interventions