

GROWTH AREA ACTION PLAN #1 INTERVENTION

GOAL:

Continue to develop, implement, and evaluate intervention and remediation programs to close the achievement gap between subgroups in the areas of literacy, writing and numeracy.

Rationale: Critical Need:

Self-study findings indicate a need to develop, implement and monitor programs to address the needs of all students in the areas of literacy, writing and numeracy.

Supporting 2012-13 Data:

Scores are improving, but still below target CST and CAHSEE scores for all students.

Low test scores on CST and CAHSEE for four of five subgroups.

Early Assessment Program (EAP) for all eleventh grade students reflect that 74% did not demonstrate college readiness on the assessment as measured on the 2012-2013 EAP.

CAHSEE writing for tenth grade students reflects an average score of 2.6 on the writing applications portion of the exam as measured by the 2012-13 CAHSEE.

83% of student scores on the 2012-13 Algebra I CST for End of Course (EOC) fall below the proficient level.

There is a 14% achievement gap between the highest performing subgroup (Asian) scoring proficient and above and the Hispanic/Latino subgroup on the CST Algebra I End of Course (EOC) scores as measured by the CST scores for 2012-13.

There is a 13% achievement gap between the highest performing subgroup (Asian) scoring proficient and above and the Socioeconomic Disadvantaged subgroup on the CST Algebra I End of Course (EOC) scores as measured by the CST scores for 2012-13.

There is a 16% achievement gap between the highest performing subgroup (Asian) scoring proficient and above and the English Learner subgroup on the CST Algebra I End of Course (EOC) scores as measured by the CST scores for 2012-13.

There is a 29% achievement gap between the highest performing subgroup (Asian) scoring proficient and above and the Special Needs subgroup on the CST Algebra I End of Course (EOC) scores as measured by the CST scores for 2012-13.

SLOs Addressed:

Academic Achievers

Effective Communicators

Responsible Citizens

Technology Users

Critical Learner Needs Addressed:

Students with Special Needs

English Language Learners

Hispanic Students

TASK	PERSON RESPONSIBLE	RESOURCES	TIMELINE	MEANS TO ASSESS IMPROVEMENT	MEANS TO REPORT
1. Continue the reading programs currently in place (Read 180, SRI, SRC, English 1 Intensive and ALD).	API Instructional Coach	Title I General fund	September 2013- June 2014	SRI and CST scores Teacher collaboration Benchmark results Student grades	Data analysis Grade reports
2. Continue to utilize student centered and differentiated instructional strategies in all classrooms (SIOP protocols, SIOP Walkthroughs).	API Instructional Coach	Title I Title II Title V General fund	September 2013- June 2014	SIOP Walkthrough Student work	SIOP Walkthrough forms Test scores
3. Continue and expand existing school-wide math intervention/support programs currently in place outside the school day (RHS Prep Math Tutoring, RM11.org, USATESTPREP, Quizstar Concurrent math).	API Math content specialists Instructional Coach TTL RHS Prep Coordinator	Title I Title II General fund	September 2013- June 2014	CST scores Online testing service reports Student grades Detention with academic Focus Benchmark retakes After school tutoring	Student grades Program sign- in sheets Master schedule Tutor sign in sheets
4. Continue and expand math intervention programs that can be offered within the school day.	API Math content specialists Title I	Title I Title II General fund	September 2013- June 2014	CST scores Student grades Program sign-in sheets Learning Center sign in	SARC Student grades Learning Center sign in
5. Expand department writing assignments through SIOP to prepare for Common Core Transition.	Content specialists APC Instructional Coach	Title I Title II General fund	September 2013- June 2014	Rubrics	Student work
6. Establish the use of writing rubrics in all core departments.	Content specialists APC	Title I Title II General fund	September 2013- June 2014	Rubrics	Student work

TASK	PERSON RESPONSIBLE	RESOURCES	TIMELINE	MEANS TO ASSESS IMPROVEMENT	MEANS TO REPORT
7. Analyze data from CST, CAHSEE, SRI, CELDT reports and District Common Formative Benchmark Assessments to develop writing strategies to close the performance gap between sub-groups.	API Content Specialists Title I coordinator	Title I Title II Title V General fund	September 2013 - June 2014	Walkthroughs CST, SRI, and CAHSEE Scores CELDT results	EADMs
8. Expand teacher collaboration through data teams within and across subject areas to aid in implementation and evaluation of writing programs (course lead group, SIOP Model Committee meetings).	API Course Leads Content Specialist Instructional Coach SIOP Model Committee Teachers	Title I Title II Title V General fund	September 2013 - June 2014	SRI scores Data Team	Data Team reports SMC Meeting sign-in sheets
9. Continue professional development for all programs currently in place to ensure proper instruction continues (SIOP protocol).	API Instructional Coach	Title I Title II Title V	September 2013- June 2014	District assessments CST scores CAHSEE scores SIOP Walkthrough Forms	SIOP cycle workshop attendance

**GROWTH AREA ACTION PLAN #2
ENGLISH LEARNERS**

GOAL:

Develop and implement strategies that will provide an enriched instructional program that assists EL students in meeting the re-classification criteria prior graduation.

Rationale: Critical Need:

Self-study findings indicate a need to develop, implement, monitor and provide intervention programs as needed to address the needs of English Learner student achievement.

Supporting 2012-2013 Data:

- 11% of students scored proficient or above on the 2012-13 ELA CST.
- 19% of students scored proficient or above on the 2012-13 Algebra I CST.
- 55% passed the ELA CAHSEE as measured by the March 2012-13 test administration.
- 67% passed the math CAHSEE as measured by the March 2012-13 test administration.
- Average score of English learner students for the CAHSEE writing was 2.1 for the 2012-13 March administration.

SLOs Addressed:

Academic Achievers Effective Communicators

Critical Learner Needs Addressed:

English Language Learners

TASK	PERSON RESPONSIBLE	RESOURCES	TIMELINE	MEANS TO ASSESS IMPROVEMENT	MEANS TO REPORT
1. Continue to implement strategies that will provide an enriched instructional program that assists EL students in meeting the re-classification criteria prior to graduation (ALD Courses, SIOP Strategies, Interactive TEs, School wide projectors/ELMOs).	API Instructional Coach	Title I	Sept. 2013- Sept. 2014	CST ELA and math CAHSEE Student grades SRI CELDT District Benchmarks	CST CAHSEE D/F list Graduation information
2. Continue to review and implement instructional strategies in the EL curriculum that support the content standards (SIOP workshops, EL sensitive curriculum).	API Instructional Coach	Title I	Sept. 2013 - Sept. 2014	CST ELA and math CAHSEE Student grades and portfolios SRI CELDT SIOP Cycle workshop Evaluations	Walkthrough forms SIOP cycle workshop records
3. Continue to monitor courses for RFEP/EL population (ALD, Read 180, English 1 Intensive, CAHSEE Prep).	API Instructional Coach Intervention Teachers District Categorical Programs Director	Title I	Sept. 2013 - Sept. 2014	CST ELA and math SRI CELDT Student grades	CAHSEE CST Walkthrough forms
4. Increase reclassification rate by 10% of EL enrollment to make more students fluent English proficient.	District ELD Coordinator	Title I	Sept 2013 – Dec. 2014	CELDT Benchmark tests CAHSEE Grades	SPSA
5. Continue EL professional development for all teachers to assist with student achievement (SIOP on-site workshops and LPPR Cycles, SIOP district workshops, course specific workshops).	API Instructional Coach	Title I	Sept. 2013 - Sept. 2014	CST ELA and math CAHSEE Data team minutes walkthrough feedback forms SIOP Cycle workshop evaluations	SIOP Cycle workshop attendance records

TASK	PERSON RESPONSIBLE	RESOURCES	TIMELINE	MEANS TO ASSESS IMPROVEMENT	MEANS TO REPORT
6. Maintain EL student mentoring with volunteer teachers (CAHSEE mentoring).	API Instructional Coach CAHSEE mentor teachers	Title I	Sept. 2013 - Sept. 2014	CST ELA and math CAHSEE SRI CELDT Student grades	Mentor schedules CST CAHSEE
7. Continue to review and implement instructional strategies through SIOP Protocol.	API Instructional Coach	Title I	Sept. 2013 - Sept. 2014	CST ELA and math CAHSEE Student grades and portfolios SRI and CELDT SIOP Cycle workshop evaluations	Walkthrough forms SIOP cycle workshop attendance records

**GROWTH AREA ACTION PLAN #3
SPECIAL EDUCATION**

GOAL:

Develop and implement a professional development plan for special education and core subject general education teachers to support student instruction.

Rationale: Critical Need:

Self-study findings indicate a need for additional assistance with our special education students in all areas.

Supporting 2012-13 Data:

Approximately 9% of special education students scored proficient or above on the 2012-13 ELA CST.

0% of special education students scored proficient or above on the 2012-13 Algebra I CST EOC.

Average score of special education students for the CAHSEE writing was 2.0 for the 2012-13 March administration.

16% of special education students scored proficient or above on the 2012-13 ELA CMA.

13% of special education students scored proficient or above on the 2012-13 Algebra I CMA EOC.

SLOs Addressed:

Academic Achievers	Effective Communicators	Technology Users
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Critical Learner Needs Addressed:

Students with Special Needs

TASK	PERSON RESPONSIBLE	RESOURCES	TIMELINE	MEANS TO ASSESS IMPROVEMENT	MEANS TO REPORT
1. Identify methods special education and general education teachers can utilize to ensure co-planning addresses student needs.	API Core dept. chairs Special Education dept. chairs	Special Education	Sept. 2013 -Sept. 2014	CST ELA and math CAHSEE Student grades SRI	EADMs SPSA SRI reports Classroom walkthroughs
2. Continue SIOP instruction to accommodate special education students and to meet the needs of all students.	API Instructional Coach Dept. chairs	Special Education	Sept. 2013 -Sept. 2014	Classroom walkthroughs IEP Collaboration minutes SIOP cycle workshop attendance	Walkthrough forms Dept. minutes SIOP evaluations and sign in sheets
3. Monitor SRI reading scores for all special education students.	API Special Education dept. chair	Special Education	Sept. 2013 -Sept. 2014	SRC SRI System 44	Scholastic reports
4. Re-evaluate and establish new professional development for special education and general education teachers to improve student achievement in the inclusion classes.	API Instructional Coach	Special Education	Sept. 2013 -Sept. 2014	Walkthroughs Collaboration minutes SIOP training sign in sheets	Walkthrough forms SIOP evaluations and sign in sheets
5. Continue accommodations for special education students for CST and CAHSEE testing.	API Special Education dept. chair	Special Education General funding	Sept. 2013 -Sept. 2014	CST ELA and math CAHSEE IEP	Teacher training sign-in Testing data

TASK	PERSON RESPONSIBLE	RESOURCES	TIMELINE	MEANS TO ASSESS IMPROVEMENT	MEANS TO REPORT
6. Continue to ensure proper placement of special education students with pre-registration.	APSS Core dept. chairs Psychologist Special Education case carrier	Special Education	Aug. 2013 -Aug. 2014	Master Schedule Student placement	Registration data
7. Continue to identify and implement proper instructional aide and special education teacher placement to ensure student academic success.	API Special Education dept. chairs	Special Education	Sept. 2013 -Sept. 2014	Special education teacher schedule Instructional aide schedule	Master Schedule Instructional aide schedules
8. Continue to have one Instructional Aide per Special Education teacher.	API APSS	Special Education	Sept. 2013 – Sept. 2014	Special education teacher schedule Instructional aide schedule	Instructional aide schedule
9. Continue to ensure common planning time through the master schedule for general and special education teachers.	APSS Core dept. chairs Special Education dept. chairs	Special Education	Aug. 2013 -Aug. 2014	Master schedule Teacher schedule Meeting minutes Lesson plans	Lesson plans Meeting sign in sheets Master Schedule
10. Continue to have all general education teachers, who have special education students enrolled in their general education curriculum classes, participate in student IEP meetings.	Full staff	Special Education	Sept. 2013 -Sept. 2014	IEP teacher attendance IEP schedules	IEP sign-in sheets
11. Continue to compile and monitor CST/CAHSEE/CFBA and grades for all special education students placed in collaborative classes.	API Dept. chairs APC	General funding	Sept. 2013 -Sept. 2014	CST ELA and math CAHSEE CFBA Student grades	D/F list test results EADMs

**GROWTH AREA ACTION PLAN #4
COMMON CORE ALIGNMENT**

GOAL:

Develop a plan to prepare students to meet the common core standards.

Rationale: Critical Need:

Assessments given at Rosemead High School should require higher order thinking skills in order to prepare students to meet common core assessments.

The need for a schoolwide approach to these new more rigorous standards in order to ensure all students can achieve academic success.

Development of technology skills to ensure students can be successful on the new technology based assessment.

Supporting 2012-2013 Data:

27% of students scored below proficient on the English Language Arts CST at the ninth grade.

36% of students scored below proficient on the English Language Arts CST at the tenth grade.

43% of students scored below proficient on the English Language Arts CST at the eleventh grade.

83% of students scored below proficient on the Algebra I End of Course (EOC).

31% of students scored below proficient on the World History CST.

29% of students scored below proficient on the U.S. History CST.

38% of students scored below proficient on the Biology/Life Science CST.

85% passed the ELA CAHSEE as measured by the March 2012-2013 test administration.

88% passed the math CAHSEE as measured by the March 2012-2013 test administration.

Average score for the CAHSEE writing was 2.6 for the 2012-2013 March administration.

SLOs Addressed:

Academic Achiever

Proficient Technology User

Effective Communicator

Critical Learner Needs Addressed:

Students with Special Needs

English Language Learners

Hispanic Students

TASK	PERSON RESPONSIBLE	RESOURCES	TIMELINE	MEANS TO ASSESS IMPROVEMENT	MEANS TO REPORT
1. Develop a schoolwide plan to integrate needed technology skills that will enhance students technology abilities to familiarize them with the SBAC required tech. skills.	Director of Research and Curriculum Assistant Principal of Instruction (API) TTL Department Chairs Business Department Members	Title I General Fund Common Core State Funding	September 2012- June 2014	CIT Class course Common Core Assessment Scores Master Schedule	School Loop Reports
2. Additional staff development needed in order to create performance tasks in all subject areas to more closely align to the common core assessments.	API Department Chairs Instructional Coach Course Leads	Title I	September 2013- June 2014	Staff Development Agenda Collaborative Minutes Performance Task Assessment Results	EADMS
3. Continue to develop additional instructional strategies for teachers to utilize that focus on problem solving and critical thinking skills.	API Instructional Coach Director of Research and Curriculum	Title I	September 2013- June 2014	Walkthroughs Teacher Observations Rubric Scoring Student Reflection Self Assessment	Walkthroughs Student product
4. Establish a uniform methods to monitor students academic performance by department.	API Department Chairs Instructional Coach Course Leads	Title I General Fund	August 2013-June 2014	Department Meeting Minutes Course Level Meeting Minutes Walkthroughs	Student Product School Loop Teacher Syllabi
5. Develop and implement a way to provide students with an increase exposure to expository text that highlight contemporary problems and issues for students to address.	API Department Chairs Instructional Coach Course Leads	Title I General Fund	August 2013-June 2014	Department Meeting Minutes Course Level Minutes Teacher Created Lessons	Student Product