

Central Region Elementary School #17 – Proposal Revisions

Staff Development

The RtI² framework and in particular the problem solving process, will be the driving force behind our data driven professional development for teachers.

As teachers review the instructional data for students, they will generate specific interventions tailored to the needs of the students who are not meeting benchmark. These will be students who are also identified as Basic, Below Basic and Far Below Basic on the CST.

Teachers will use a monitoring tool (see attachment) to have data conversations with the principal after each periodic assessment. This will allow the teachers to track the progress of the students and to modify the instruction to meet the specific needs of the targeted students.

Professional development sessions will involve engaging in collegial inquiry. Teachers will plan and prepare lessons that will include interventions via specific instructional strategies during small group instruction. Part of this process is reflection on the strategies and gathering of data to determine the effectiveness of the strategy.

Teachers will engage in this data driven, problem solving process after each periodic assessment.

The attached proposed professional development calendar reflects sessions through January 22, 2011. Once the principal and teachers are selected, they will collaborate and complete the calendar through June of 2011.

Attachments (2)

Proposed Professional Development Calendar 2010-2011

Student Achievement Monitoring Log (Grades K-5)

Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

APPENDIX A

PROFESSIONAL DEVELOPMENT CALENDAR

Central Region Elementary School # 17

Proposed Professional Development Calendar 2010 – 2011

| Topic of Professional Development | Expected Outcome | Date |
|---|---|---|
| Collaborative Community Institute (Day 1) <ul style="list-style-type: none"> Team Building Activity Set compelling purpose , shared standards, and academic focus Discourse: Learners as Partners with Synergy Charter Module 1 Adaptive Schools <i>Professional Community and Ways of Talking That Make A Difference</i> Reflection on Learning | School community will implement collaborative strategies for talking about hard issues related to student achievement results | September 1, 2010 8:00 a.m. – 2:30 p.m. |
| Collaborative Community Institute (Day 2) <ul style="list-style-type: none"> Team Building Activity Module 2 Adaptive Schools <i>Norms of Collaboration</i> Discourse Community Partners <i>The history of Jazz music</i> Reflection on Learning | School Community will understand and utilize four group capabilities, (1) know one's intentions, (2) set aside unproductive patterns of listening and responding, (3) know when to assert or integrate, (4) know and support group Utilize seven behavioral norms of collaboration: Pausing, Paraphrasing, Putting Inquiry at the center, Probing for specificity, Placing ideas on the table, Paying attention to others, Presuming Positive Intentions | September 2, 2010 8:00 a.m – 2:30 p.m |
| Collaborative Community Institute (Day 3) <ul style="list-style-type: none"> Team Building Activity Overview of Curriculum Collaborative Learning Environment: strategic strategies Reflection on Learning | Provide opportunities for students to engage more with learning and promote language acquisition (Access Strategies) Establish and implement agreed upon characteristics for high quality core instruction and intervention | September 3, 2010 8:00 a.m – 2:30 p.m |
| Grade level collaboration: implement the continuous cycle of improvement: analyze data , plan instruction, implement instruction/strategy, reflect on practice | Data analysis: Impact on providing quality instruction and intervention matched to student needs | September 10, 2010 8:30 p.m.– 10:30p.m. |
| Grade level collaboration: implement the continuous cycle of improvement: analyze data , plan instruction , implement instruction/strategy , reflect on practice | High quality core instruction matched to students needs | September 14, 2010 2:30 p.m.– 3:30p.m. |
| Grade level collaboration: implement the continuous cycle of improvement: analyze data , plan instruction, implement instruction/strategy, reflect on practice | High quality core instruction matched to students needs | September 21, 2010 Saturday 8:00a.m. - 2:30p.m. |

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| <ul style="list-style-type: none"> • Team Building Activity • Module 3 Adaptive Schools <i>Successful Meeting Structures</i> • Discourse: Community Partners <i>Integrating Jazz Into the ELA</i> • Reflection on Learning | Implementation by the school community of skilled collaboration skills | September 28, 2010 2:30 p.m.-3:30p.m. |
| Grade level collaboration: implement the continuous cycle of improvement: analyze data , plan instruction, implement instruction/strategy, reflect on practice | High quality core instruction matched to students needs | October 5, 2010 2:30 p.m.- 3:30p.m. |
| Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction , implement instruction/strategy , reflect on practice | High quality core instruction matched to students needs | October 12, 2010 2:30 p.m.- 3:30p.m. |
| <ul style="list-style-type: none"> • Team Building • <i>Instructional Strategies That Work</i> to build repertoire of effective strategies matched to student needs • Discourse: Community Partners <i>Integrating Jazz Into the Math</i> • Reflection on Learning | Implementation of appropriate strategies to ensure access to the curriculum for all students | October 16, 2010 Saturday 8:00a.m. - 2:30p.m. |
| Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction, implement instruction/strategy, reflect on practice | High quality core instruction matched to students needs | October 19, 2010 1:30 p.m.- 2:30 p.m. |
| Grade level collaboration: implement the continuous cycle of improvement: analyze data , plan instruction, implement instruction/strategy, reflect on practice | High quality core instruction matched to students needs | November 2, 2010 1:30 p.m.- 2:30 p.m. |
| Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction , implement instruction/strategy , reflect on practice | High quality core instruction matched to students needs | November 9, 2010 |
| Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction, implement instruction/strategy, reflect on practice | High quality core instruction matched to students needs | November 16, 2010 |
| <ul style="list-style-type: none"> • Team Building • Module 4 Adaptive Schools <i>Using Conflict as a Resource</i> • Discourse: Community Partners <i>Integrating Jazz Into Science, Social Sciences</i> • Reflection on Learning | Continued implementation of skills that affect the power learning communities | November 21, 2010 Saturday 8:00a.m. - 2:30p.m. |

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|---|---|---|
| Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction, implement instruction/strategy , reflect on practice | High quality core instruction matched to students needs | November 30, 2010, 1:30 – 3:30 p.m. |
| Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction, implement instruction/strategy, reflect on practice | High quality core instruction matched to students needs | December 7, 2010 1:30 p.m. – 3:30 p.m. |
| Connecting Jazz to students prior knowledge, Culturally Relevant and Responsive pedagogy | High quality core instruction matched to students needs | December 14, 2010 |
| Team Building Activity Design Parent College Clinic <ul style="list-style-type: none"> • Content • Materials • Distributed leadership/roles and responsibilities of staff • Timeline My data training/leveled and differentiated | Build parent and student awareness of A-G requirements Teachers differentiate instruction based on individual student need based on data | January 11, 2011 1:30 p.m. -3:30 p.m. |
| <ul style="list-style-type: none"> • Team Building Activity • Discourse: Community Partners <i>Plan a Jazz Night for the school community as a joint venture. Accentuate the relationship between jazz and student learning</i> | Build access to the curriculum through music for all students | January 22, 2011 Saturday 8:00 a.m. – 2:30 p.m. |

The CRES #17 school community will reflect on student data, to collaboratively establish Professional Development goals, for the remainder of the school year. The focus will build skills and content development to implement high quality instruction and intervention, matched to student needs. One Saturday a month, Bank time Tuesdays and X time for additional professional development opportunities will be honored to meet the school goals.

STUDENT ACHIEVEMENT MONITORING LOG

STUDENT _____ GRADE **K** TEACHER _____

LANGUAGE ARTS

| OCR 09-10 | UPPER CASE LETTERS | LOWER CASE LETTERS | CONSONANT SOUNDS | VOWEL SOUNDS | HIGH FREQUENCY WORDS | RHYMING WORDS | PHONEMES IN WORDS | CVC |
|----------------|--------------------------|--------------------------|---------------------|-----------------|----------------------------|------------------|----------------------|-----|
| FALL | | | | | | | | |
| WINTER | | | | | | | | |
| SPRING | | | | | | | | |
| END OF YEAR | | | | | | | | |

MATHEMATICS

| QUARTER 1 SCORE/OVERALL | | QUARTER 2 SCORE/OVERALL | | QUARTER 3 SCORE/OVERALL | | QUARTER 4 SCORE/OVERALL | |
|----------------------------|--|----------------------------|--|----------------------------|--|----------------------------|--|
| <i>1</i> | | <i>2</i> | | <i>3</i> | | <i>4</i> | |

ELD

| | GRADING PERIOD 1 | GRADING PERIOD 2 | GRADING PERIOD 3 |
|-----------|---------------------|---------------------|---------------------|
| ELD LEVEL | | | |

ACTION PLAN

As a result of data analysis, the following is the action plan for this student:

| ANALYSIS | ACTION |
|----------|--------|
| FALL | |
| WINTER | |
| SPRING | |
| MATH | |
| OTHER | |

Action steps include: Identify skill and how it will be taught inclusive of Small Group Instruction, Re-teach, Pre-teach, Rearranged Seating, Parent Conference, Referral to SST, Mixing, Collaborative, Learning Center, Differentiated Instruction, and Scaffolding.

STUDENT ACHIEVEMENT MONITORING LOG

STUDENT _____ GRADE 1ST TEACHER _____

LANGUAGE ARTS

| OCR 2009-10 | FLUENCY | READING COMP | CHECKING SKILLS | SPELLING | VOCABULARY | WRITING | | |
|------------------------|---------|-----------------|--------------------|----------|------------|---------|--|--|
| UNIT 1 (10) | | | | | | | | |
| UNIT 2 (30) | | | | | | | | |
| UNIT 3 (35) | | | | | | | | |
| UNIT 4 (40) | | | | | | | | |
| UNIT 5 (60) | | | | | | | | |
| END OF YEAR (60) | | | | | | | | |

REPORT CARD GRADES: LANGUAGE ARTS

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MATH

| | | |
|--|--|--|
| | | |
|--|--|--|

MATHEMATICS

| QUARTER 1 SCORE/OVERALL | | QUARTER 2 SCORE/OVERALL | | QUARTER 3 SCORE/OVERALL | | QUARTER 4 SCORE/OVERALL | |
|----------------------------|--|----------------------------|--|----------------------------|--|----------------------------|--|
| /24 | | /24 | | /24 | | /24 | |

ELD

| | GRADING PERIOD 1 | GRADING PERIOD 2 | GRADING PERIOD 3 |
|-----------|---------------------|---------------------|---------------------|
| ELD LEVEL | | | |

ACTION PLAN

As a result of data analysis, the following is the action plan for this student:

| ANALYSIS | ACTION |
|-----------------|---------------|
| UNIT 1 | |
| UNIT 2 | |
| UNIT 3 | |
| UNIT 5 | |
| OTHER | |

Action steps include: Identify skill and how it will be taught inclusive of Small Group Instruction, Re-teach, Pre-teach, Rearranged Seating, Parent Conference, Referral to SST, Mixing, Collaborative, Learning Center, Differentiated Instruction, and Scaffolding.

STUDENT ACHIEVEMENT MONITORING LOG

STUDENT _____ GRADE **2** TEACHER _____

LANGUAGE ARTS

| OCR 2009-10 | FLUENCY | READING COMP | CHECKING SKILLS | SPELLING | VOCABULARY | WRITING | | |
|------------------------|---------|-----------------|--------------------|----------|------------|---------|--|--|
| UNIT 1 (53) | | | | | | | | |
| UNIT 2 (65) | | | | | | | | |
| UNIT 3 (78) | | | | | | | | |
| UNIT 4 (85) | | | | | | | | |
| UNIT 5 (90) | | | | | | | | |
| END OF YEAR (90) | | | | | | | | |

MATHEMATICS

| QUARTER 1 SCORE/OVERALL | | QUARTER 2 SCORE/OVERALL | | QUARTER 3 SCORE/OVERALL | | QUARTER 4 SCORE/OVERALL | |
|----------------------------|--|----------------------------|--|----------------------------|--|----------------------------|--|
| /24 | | /24 | | /24 | | /24 | |

ELD

| | GRADING PERIOD 1 | GRADING PERIOD 2 | GRADING PERIOD 3 |
|-----------|---------------------|---------------------|---------------------|
| ELD LEVEL | | | |

ACTION PLAN

As a result of data analysis, the following is the action plan for this student:

| ANALYSIS | ACTION |
|----------|--------|
| UNIT 1 | |
| UNIT 2 | |
| UNIT 3 | |
| UNIT 5 | |
| OTHER | |

Action steps include: Identify skill and how it will be taught inclusive of Small Group Instruction, Re-teach, Pre-teach, Rearranged Seating, Parent Conference, Referral to SST, Mixing, Collaborative, Learning Center, Differentiated Instruction, and Scaffolding.

STUDENT ACHIEVEMENT MONITORING LOG

STUDENT _____ GRADE **3** TEACHER _____

CST

| 2 ND GRADE 2008-2009 | FAR BELOW BASIC | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|------------------------------------|--------------------|-------------|-----------|------------|-----------|
| CST LANG ARTS | (150-261) | (262-299) | (300-349) | (350-401) | (402-600) |
| CST MATH | (150-235) | (236-299) | (300-349) | (350-413) | (414-600) |

LANGUAGE ARTS

| CST LANG ARTS | RAW SCORE | WORD ANALYSIS & VOC. DEV. | READING COMPREHENSION | LITERARY RESPONSE & ANALYSIS | WRITTEN CONVENTIONS | WRITTEN STRATEGIES |
|---------------------|--------------|---------------------------------|--------------------------|------------------------------------|------------------------|-----------------------|
| | | | | | | |

| OCR 2009-10 | FLUENCY | READING COMP | CHECKING SKILLS | SPELLING | VOCABULARY | WRITING |
|-------------------------|---------|-----------------|--------------------|----------|------------|---------|
| UNIT 1 (79) | | | | | | |
| UNIT 2 (86) | | | | | | |
| UNIT 3 (93) | | | | | | |
| UNIT 4 (105) | | | | | | |
| UNIT 5 (110) | | | | | | |
| END OF YEAR (110) | | | | | | |

MATHEMATICS

| CST MATH | RAW SCORE | PLACE VALUE, FRACTIONS AND DECIMALS | ADDITION, SUBTRACTION, MULTIPLICATION & DIVISION | ALGEBRA AND FUNCTIONS | MEASUREMENT AND GEOMETRY | STATISTICS, DATA ANALYSIS & PROBABILITY |
|-------------|--------------|---|---|-----------------------------|--------------------------------|--|
| | | | | | | |

| QUARTER 1 SCORE/OVERALL | QUARTER 2 SCORE/OVERALL | QUARTER 3 SCORE/OVERALL | QUARTER 4 SCORE/OVERALL |
|----------------------------|----------------------------|----------------------------|----------------------------|
| /34 | /34 | /34 | /34 |

ELD

| | GRADING PERIOD 1 | GRADING PERIOD 2 | GRADING PERIOD 3 |
|-----------|---------------------|---------------------|---------------------|
| ELD LEVEL | | | |

ACTION PLAN

As a result of data analysis, the following is the action plan for this student:

| ANALYSIS | ACTION |
|----------|--------|
| UNIT 1 | |
| UNIT 2 | |
| UNIT 3 | |
| UNIT 5 | |
| OTHER | |

Action steps include: Identify skill and how it will be taught inclusive of Small Group Instruction, Re-teach, Pre-teach, Rearranged Seating, Parent Conference, Referral to SST, Mixing, Collaborative, Learning Center, Differentiated Instruction, and Scaffolding.

STUDENT MONITORING LOG

STUDENT _____ GRADE **4** TEACHER _____

CST

| 3 RD GRADE 2008-2009 | FAR BELOW BASIC | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|------------------------------------|--------------------|-------------|-----------|------------|-----------|
| CST LANG ARTS | (150-258) | (259-299) | (300-400) | (401-499) | (500-600) |
| CST MATH | (150-235) | (236-299) | (300-449) | (450-513) | (514-600) |

LANGUAGE ARTS

| CST LANG ARTS | RAW SCORE | WORD ANALYSIS & VOC. DEV. | READING COMPREHENSION | LITERARY RESPONSE & ANALYSIS | WRITTEN CONVENTIONS | WRITTEN STRATEGIES |
|---------------------|--------------|---------------------------------|--------------------------|------------------------------------|------------------------|-----------------------|
| | | | | | | |

| OCR 2009-10 | FLUENCY | READING COMP | CHECKING SKILLS | SPELLING | VOCABULARY | WRITING | | |
|-------------------------|---------|-----------------|--------------------|----------|------------|---------|--|--|
| UNIT 1 (99) | | | | | | | | |
| UNIT 2 (105) | | | | | | | | |
| UNIT 3 (112) | | | | | | | | |
| UNIT 4 (116) | | | | | | | | |
| UNIT 5 (120) | | | | | | | | |
| END OF YEAR (120) | | | | | | | | |

MATHEMATICS

| CST MATH | RAW SCORE | DECIMALS, FRACTIONS & NEGATIVE NUMBERS | OPERATIONS & FACTORING | ALGEBRA AND FUNCTIONS | MEASUREMENT AND GEOMETRY | STATISTICS, DATA ANALYSIS AND PROBABILITY |
|-------------|--------------|---|---------------------------|-----------------------------|--------------------------------|--|
| | | | | | | |

| QUARTER 1 SCORE/OVERALL | | QUARTER 2 SCORE/OVERALL | | QUARTER 3 SCORE/OVERALL | | QUARTER 4 SCORE/OVERALL | |
|----------------------------|--|----------------------------|--|----------------------------|--|----------------------------|--|
| /34 | | /34 | | /34 | | /34 | |

ELD

| | GRADING PERIOD 1 | GRADING PERIOD 2 | GRADING PERIOD 3 |
|-----------|---------------------|---------------------|---------------------|
| ELD LEVEL | | | |

ACTION PLAN

As a result of data analysis, the following is the action plan for this student:

| ANALYSIS | ACTION |
|-------------------------|---------------|
| UNIT 1/QUARTER 1 | |
| UNIT 2/QUARTER 2 | |
| UNIT 3/QUARTER 3 | |
| UNIT 5 | |
| OTHER | |

Action steps include: Identify skill and how it will be taught inclusive of Small Group Instruction, Re-teach, Pre-teach, Rearranged Seating, Parent Conference, Referral to SST, Mixing, Collaborative, Learning Center, Differentiated Instruction and Scaffolding.

STUDENT ACHIEVEMENT MONITORING LOG

STUDENT _____ GRADE **5** TEACHER _____

CST

| 4 TH GRADE 2008-2009 | FAR BELOW BASIC | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|------------------------------------|--------------------|-------------|-----------|------------|-----------|
| CST LANG ARTS | (150-268) | (269-299) | (300-349) | (350-392) | (393-600) |
| CST MATH | (150-244) | (245-299) | (300-349) | (350-400) | (401-600) |

LANGUAGE ARTS

| CST LANG ARTS | RAW SCORE | WORD ANALYSIS & VOC. DEV. | READING COMPREHENSION | LITERARY RESPONSE & ANALYSIS | WRITTEN CONVENTIONS | WRITTEN STRATEGIES |
|---------------------|--------------|---------------------------------|--------------------------|------------------------------------|------------------------|-----------------------|
| | | | | | | |

| OCR 2009-10 | FLUENCY | READING COMP | CHECKING SKILLS | SPELLING | VOCABULARY | WRITING | | |
|-------------------------|---------|-----------------|--------------------|----------|------------|---------|--|--|
| UNIT 1 (110) | | | | | | | | |
| UNIT 2 (119) | | | | | | | | |
| UNIT 3 (127) | | | | | | | | |
| UNIT 4 (131) | | | | | | | | |
| UNIT 5 (135) | | | | | | | | |
| END OF YEAR (135) | | | | | | | | |

MATHEMATICS

| CST MATH | RAW SCORE | ESTIMATION, PERCENTS AND FACTORING | OPERATIONS WITH FRACTIONS AND DECIMALS | ALGEBRA AND FUNCTIONS | MEASUREMENT AND GEOMETRY | STATISTICS, DATA ANALYSIS AND PROBABILITY |
|-------------|--------------|--|---|-----------------------------|--------------------------------|--|
| | | | | | | |

| QUARTER 1 SCORE/OVERALL | | QUARTER 2 SCORE/OVERALL | | QUARTER 3 SCORE/OVERALL | | QUARTER 4 SCORE/OVERALL | |
|----------------------------|--|----------------------------|--|----------------------------|--|----------------------------|--|
| /34 | | /34 | | /34 | | /34 | |

ELD

| | GRADING PERIOD 1 | GRADING PERIOD 2 | GRADING PERIOD 3 |
|-----------|---------------------|---------------------|---------------------|
| ELD LEVEL | | | |

SCIENCE: QUARTER 1 _____ QUARTER 2 _____ QUARTER 3 _____

ACTION PLAN

As a result of data analysis, the following is the action plan for this student:

| ANALYSIS | ACTION |
|-------------------------|---------------|
| UNIT 1/QUARTER 1 | |
| UNIT 2/QUARTER 2 | |
| UNIT 3/QUARTER 3 | |
| UNIT 5 | |
| OTHER | |

Action steps include: Identify skill and how it will be taught inclusive of Small Group Instruction, Re-teach, Pre-teach, Rearranged Seating, Parent Conference, Referral to SST, Mixing, Collaborative, Learning Center, Differentiated Instruction and Scaffolding.