**Cesar Chavez Academy-middle school Academic Meeting Guide**



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| Item | Yes | No | Notes | Follow Up |
| SIP Strategies /School Wide |  |  | SIOP, RtI, data driven instruction/standards based grading and report cards. |  |
| SIP-Data Used |  |  |  |  |
| SIP- Implementation |  |  | An RtI class for tier 2, 3 interventions so that students aren't pulled out of core instruction. Students on grade level work on enrichment/reinforcement activities. Student placements are made based on student data and placements reexamined and changed at the semester.  Standards based grading policy with 100% of the grade based on student mastery - homework completion has improved as a result because students view homework as practice for "game day." Students are given opportunity to retake tests at any time throughout the quarter so they can put additional effort into learning what they don't know. Kids have ownership over what they know, do class work regardless of how many points it's worth. |  |
| Learning Management Plan |  |  | Complete. |  |
| Maps |  |  | In place and being use. |  |
| Guides |  |  | Pacing guides are updated at a minimum of 4 times per year--required by Kapeka and Aurelia, although teachers can do it more frequently if needed. First quarter pacing guides are mostly in, a few exceptions due to last week's events. |  |
| Lesson Plan Suite (plan, rubric, guide)  (goals, accommodations, modifications) |  |  | In place. |  |
| Benchmark Target |  |  | Teachers have their end of the year data points so they know what their targets are. Take that then go backwards to set goals throughout the year. Teachers are telling students how many points they (the teachers) need to increase and rally the students to beat those goals. Using pre- and post-tests to see how much they've learned. |  |
| Test Prep Embedded |  |  | The first 7 weeks of RtI class had lessons plans prepared in advance and includes test prep questions and materials.  In regular classrooms, all do bell-ringers at least 3 times per week. Bell Ringers is a test prep program based on Common Core, all grades and content areas. |  |
| Grading Policy-(Login to PowerTeacher) |  |  | A new standards-based report card was instituted this year, is going very well, embraced by staff, students and parents. At minimum, 1 formative assessment per week. All homework and class work goes in, although it's exempt from grading. Currently, no formal schedule for reviewing teacher grade books, but Kapeka does check grades of certain students (about 10 x 6 teachers). |  |
| PowerTeacher Expectations |  |  | In progress with new standards-based report cards. |  |
| Monitoring Progress  (feedback on lesson plans) |  |  | Provided in writing for every teacher each week. |  |
| Monitoring Progress  (feedback on observations) |  |  | There has been one full walkthrough this year for each teacher plus the EEP. Informal walkthroughs were done and feedback provided via email. There isn't a formal schedule for walkthroughs but look at list of teachers and check sheet to ensure everyone is getting visited. Will check anytime there's a specific concern also. |  |
| Mastery Tracking Process |  |  | A system is in place where teachers do it themselves on a worksheet, Aurelia checks their worksheets as well, but will be able to improve the tracking process once teachers begin putting standards into their grade books. |  |
| LMP-Missing Components: | | | | |

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| **What:**  **15 minutes – The School Leader will present the school improvement plan to the group.  S/he will describe the main strategies for the year (including the school wide reform strategy), the data that led the team to select those strategies, and where the school feels it is on implementation.  (Priority Schools: will discuss updates on plans, the unpacking tool, and on recent or upcoming visits from the State)** |
| **15 minutes – Tamasha James will review the Learning Management Plan (LMP), noting any items that have yet to be submitted and also review items from the last Academic Meeting that the academy has changed, implemented, or updated.** |
| **1 hour – Artifact reviews and Quality Quick Check Walkthroughs**  **Members of the team will be split up to review artifacts and to do as many walkthroughs as time will allow and provide this data to the leader or leadership team.** |
| ***Artifacts for review and feedback*:**   * **The curriculum maps, pacing guides, lesson plan suite (please highlight how the student with an IEP are represented in the lesson plan as well as where their goals, accommodations and modifications are located)** * **Benchmark targets for students and how test prep is embedded in your day to day teaching and learning** * **Monitoring process ( have current feedback on lessons and walkthrough feedback available)** * **The grading policy, and the PowerTeacher grade book expectations per building  (if provided)** * **The method for tracking mastery of standards** * **The group will discuss areas of strength and areas for improvement in the curricular process** |
| **15 minute debrief- The group will discuss highlights, items of concern, and next steps for implementation of practices and processes not currently in place in the academy.   We will also discuss ways to provide any additional support to your academy to address these items or other areas of needed support.** |