

Cesar Chavez Academy-East

Academic Meeting Guide

Learning Management Plan Components:	
Demographic Data	
Curriculum Name	
Resources Supporting	
Maps and Pacing Guides	
Planning Time Scheduled	
Lesson Plan Suite Exemplar	
Process for monitoring Lesson	
Instruction Time Allotment	
Master Schedule Teachers	
Co-teaching if applicable	
Differentiated Instruction Tools	
Instructional Strategies	
Grading Policy	
Standards Based Report Cards Used?	
Benchmark Building Test Dates	
Other Assessments Schedule	
State Test Prep Plan	
Mastery of Standards Tracking	
Rtl Mtgs and Plan	
PBIS Mtgs and Plan	
Special Education Action Plan	
SIP Meeting Schedule	
Professional Development Plan	

Groupings – Blackburn PD, take for granted that grouping is easy, it's not in our school, Julia sees that teachers are doing better with this. Last year, classroom checklist, something everyone should have, Julia checked this at the start of the year and gave feedback to teachers.

Special ed action plan – working on tightening up planning, scheduling, communication with special ed staff. Staff are half time, split with DPSA.

Item	Yes	No	Notes	Follow Up
SIP Strategies /School Wide			DI, Rtl, PBIS, rigor, motivation	
SIP-Data Used			Didn't have a lot of student data because new school/new students, so selected strategies that they knew were effective for the	
SIP- Implementation			Last year was new, this no excuses. All classes have Rtl time (groups—bears, giraffes), working on getting kids to find out how to work in groups, teachers learning about doing tier 3 (not para), Done	
Learning Management Plan			Done	
Maps			In binder, have the curriculum corner except for science and social studies. So Julia printed from Crafter and put those in the binder.	
Guides			In binder. Working on adjusting pacing this year. Asked teachers to do it, but wasn't done and not checked really thoroughly by Julia/Adasina. This year, will be asking teachers to bring that information to meeting.	
Lesson Plan Suite (plan, rubric, guide) (goals, accommodations, modifications)			The "Green Book" has lesson plan checklist in it. Turn in summative assessments with grades/lesson plans(?) SW lesson sequence (vocabulary section, wrap up section, everyone integrates reading/writing even Health), on lesson plans, standards are	

			included, so Julia checks for an assessment that tests for mastery of the standard. Turned in on Thursday at 4 p.m. attach weekly newsletter, homework packet. Julia uses turn-in checklist, if not in, tells Adasina and puts a memo, standards on front so can check alignment. Records dates when the standards are taught. Written feedback is provided on lesson plan, Teachers like the format, but like thought they were too long. Now they're ok with it. As the formative assessment is graded (2 per week), move the clip on the data board. When Julia looks at the formative assessments, she talks with teachers about Testing not completed yet	
Benchmark Target				
Test Prep Embedded			Bell-ringers, in every lesson (math, reading, writing, working on health); working with kids on stamina, what to do when you don't know; working with kids on "learned helplessness", giving kids confidence to work through a problem rather than cry and stop trying. In the "Green Book" 60% summative 40% formative Spelling 5% writing/35% content Gradebooks checked every Wednesday Homework – none counted grades K-2, 5% of the grade for grades 3-5. Turned in with lesson plan, teacher uses a couple of pages from the , a gray area, parents say my kid can't do this so give him something he can do. Need to start differentiating homework. Make it "home practice" maybe or independent practice, get repetition of what has been taught during the day. Want to be careful not to grade a student's home life.	
Grading Policy-(Login to PowerTeacher)			Formative assessments go in gradebook and portfolios Weighting was done and matched grading policy. Everyone had a pre assessment, standards were indicated, you could look at what the item was, no homework was included	
PowerTeacher Expectations				
Monitoring Progress (feedback on lesson plans)			Talked to teachers recently about it also, how did the observations go? Using 10-minute walkthrough tool. Also have sort of a "classroom quality quick-check" that was created by//for teachers. EEP's are used for formal observations	
Mastery Tracking Process			Bar chart. Pre post results in grade book (pre not counted toward grad, post is counted). Bar graph will be linked to LLC's. Will look at how close/far away kids are from mastery and will talk about what to do. Tamasha – check later on how the LLC's are going	
LMP-Missing Components: None				

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.

Academic Meeting Fall 2014 Follow Up

ACADEMY:
DATE:

Cesar Chavez Academy - East
19-Sep-14

Persons Attending:

- Tamasha James
- Dave Meloche
- Erika Gerkman
- Carissa Rusnak
- Adasina Philyaw
- Julia Obermeyer
- Javier Garibay
- Pamela Williams

Expectation/Item	When will it be completed?	By Whom?	Supports Needed?
Add dates in the pacing guides for summative assessments	November 4	Teachers will add dates, Julia will check for completion	Teachers told 11.10 meeting to do so/ go over explicitly
At the end of the marking period, check the pacing guides and ask teachers to adjust pacing guides electronically and email it back to Julia.	November 4 12/2/14	Teachers, Julia will check for completion	<p>Due every quarter</p> <p>For quarter 1 - by Nov. 26th</p> <p>Jan 16 Quarter 2 - Feb. 18th (Tues)</p> <p>Apr. 3 Quarter 3 - Apr. 21st (Tues)</p> <p>June 5 Quarter 4 - June 16 (Tues)</p>
Exemplary practices:			

for all quarters

- Staff Meetings

send them to Mendi Carissa and TJ

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