

Achieve Philosophy

The successful Achieve program at Central Valley High School is both systematic and timely interventions for all students. CVHS has recognized that all students need additional time with teachers at some point. Whether it is because of extra-curricular activities or socio-economic barriers, requiring students to come in on their own time is problematic and frustrating for staff and students alike. As such, every other week students have a special Achieve schedule in which an intervention hour is built in. Achieve allows time for pre-teaching, reinforcement, and extension of expected learning targets. Struggling and advanced students alike have extra time with teachers to process and apply new concepts and accomplish more rigorous coursework. This is not a study hall but rather a targeted time frame where all students, both successful and struggling, find academic purpose and support within the constructs of the Achieve program.

Achieve Process

On alternating Professional Learning Communities Mondays, teachers use formative assessments, common assessments and Aeries data to design targeted intervention sessions that support the current needs of students. Departments meet to determine which areas need to be addressed for each grade level and decide how to allocate open and closed sessions accordingly. Within departments sessions can accommodate more than one grade level or course offering to better target specific levels of mastery. For example, a session focused on thesis statements could include both freshmen and sophomore students from different teachers. All students with grades below 70% should be preselected on this Monday to receive extra support; these students are referred to as VIP students. The staff completes this preselection process in grade level teams. This enables teachers to determine which intervention is most crucial for each student that particular week. Students who are not preselected by a teacher on Monday are able to self-select one of the open sessions the following day. By the end of the day Tuesday, every student is enrolled in either an open or closed session for that Thursday that is specific to their learning needs. On Thursday all students receive a ticket reminding them which session to attend. Both open sessions and closed sessions are based upon each courses' specific learning targets as communicated in our *Central Valley Guarantees (CVGs)**.

*CVGs

The task analysis performed by every teacher and subject areas, CVGs, are based on Richard Stiggin's KRSP model in which each learning goal is deconstructed into specific, scaffolded targets based on levels of learning-- knowledge, reasoning, performance/ skills, and products. Using these, teachers are better able to design formative and common assessments to check for understanding and identify effective instructional practices around common points of confusion. This data drives our tiered interventions and provides specific examples of student mastery. The CVGs were developed over an entire school year through intensive work on behalf of the teachers while keeping them fluid so that each learning goal could be altered if or when the need arose. CVGs are also posted for parents/guardians to see so that we are clear on what each student must know when they enter a specific class.

Professional Development Instructional Practices

In the last three years professional development has focused around the pedagogy and practices necessary to build a culture of learning and “success for all” that has made the implementation of Achieve and best use of the CVGs possible. The Mondays that are not used for Achieve are used for staff professional development in line with campus goals or department PLC (Professional Learning Community) conversations.

Professional development focused around deconstructing standards and designing learning targets helped teachers identify essential learning targets within the standards and design units with higher levels of thinking. PD regarding practical use of exemplars as part of initial instruction and involving students in identifying the proficiency criteria helped teachers better convey expectations and improved student outcomes. Numerous workshops focused on grading for mastery has shifted staff focus on compliance to one of learning, both for individual assignments and with course design. To further support this end, there have been workshops focused around various ways to check for mastery. Central Valley continually analyzes data to evaluate practice and progress, and numerous PD Mondays have concentrated on how to use data pieces to understand and intervene on behalf of our students. Recent PD has delved into the research regarding connection between self-efficacy, teacher impact and student motivation as CVHS continues to ensure learning for all students, even those who appear to lack motivation.

During Professional Learning Community (PLC) time teachers are able to apply skills from the professional development, and discuss best practices towards standards mastery. Teachers were allotted release time to work on course CVGs, vertically align standards within departments, and work on common assessments with the support of Instructional Coaches.

Results

This has proven to support student learning and engagement. Since the 2016-17 creation of Achieve (for implementation the 2017-18 school-year), A-G completion has had a 42% increase, the D and F rate has decreased significantly and CAASPP scores have increased 225% in Math and 18% in ELA within our socio-economically disadvantaged students. As our achievement gap has become virtually non-existent as the data shows below.



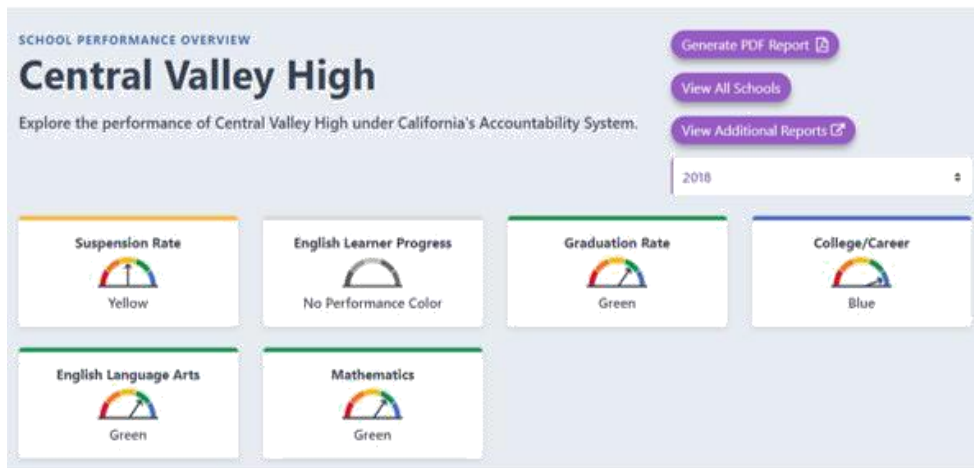
Met and Exceeded Standards Percentage of Socio-Economically Disadvantaged Students (Nearly 70% of Student Population)

	<u>2016</u>	<u>2017</u>	<u>2018</u>
Economically Disadvantaged Mathematics	13	19.74	42.3
Economically Disadvantaged English Language Arts	53	61.84	62.86

225% Increase From 2016 to 2018 in Mathematics

18.6% Increase From 2016 to 2018 in English Language Arts

Central Valley 2018 Whole School Results	<u>English Language Arts</u>	<u>Mathematics</u>
Whole School Population	65.89	42.19
Economically Disadvantaged Students	63.29	42.3



LCAP Achieve Continuum

Demonstration of Increased or Improved Services for Unduplicated Pupils

Interventions – Tiered interventions are crucial for student improvement of our targeted population: LI, FY & EL. The tiered interventions will target academic and behavioral interventions (1.3b, 1.3c, 1.3d, 1.6a, 1.6b, 1.6c, 1.6d).

Annual Measurable Outcomes

1.2 A-G requirements completion rate; Advanced Placement (AP) course passing rates; AP exam passing rate --score of three or better; graduation rate; student industry certification rate;

CAASPP English language arts/literacy (EAP--Early Assessment Program) and mathematics performance level outcomes for grade eleven students; post graduate college data.

The A-G requirement completion rate will increase by 5% annually;

Expected Annual Measurable Outcomes

CAASPP Data