

# ACADEMIC ACHIEVEMENT PLAN



## Performance Index

### **Literacy Goal**

English, social studies, science, and elective teachers will provide daily access to and practice with grade-level complex texts that are used to engage students in a variety of text-dependent tasks so that they learn from the texts they are reading. Utilizing this instructional practice will ensure every student - regardless of any real or perceived barriers - regularly engages in text-based instruction that engages them in speaking, listening, or writing tasks. The texts assigned should build content knowledge relevant to the course of study.

### **Mathematics Goal**

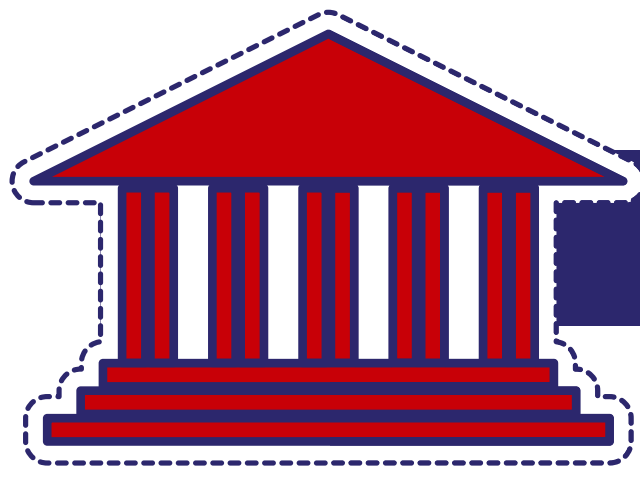
Mathematics teachers will provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson. Mathematics teachers will cultivate reasoning and problem solving by allowing students to productively struggle, pose questions and problems that prompt students to explain their thinking about the content of the lesson, create the conditions for student conversations where students are encouraged to talk about each other's thinking, and connect and develop students' informal language and mathematical ideas to precise mathematical language and ideas. The regular practice of strategically sharing student thinking provides all students access to the content of the lesson and positions students as owners of mathematical knowledge. These strategic shares are made with the goal of moving all students toward grade-level expectations.

### **English Learner Supports**

Bilingual instructional aides (BIAs) will support academic language instruction through facilitating small group instruction in the inclusive setting in science, social studies, and mathematics courses that explicitly teach and develop the content language required to execute rigorous tasks on grade-level utilizing note-taking strategies. Additionally, BIAs will facilitate After-School Tutorials (3:30-4:20 p.m.) to support ELs with course work, content-knowledge assessments, or tasks that engage ELs in creating questions that utilize COSTAs higher levels and facilitate learning in collaborative groups. ELs will be required to attend After-School Tutorials twice a week and must come prepared with pre-work completed and specific questions written in a Tutorial Request Form (TRF).

### **Special Education Supports**

Intervention specialists (ISs) and paraprofessionals will support comprehension of high-quality texts used in content courses through explicit instruction in comprehension strategies to support students in becoming purposeful and active readers who are in control of their own reading comprehension. In explicit instruction, ISs and paraprofessionals will tell students why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction will include direct explanation, teacher modeling, guided practice, and application.



## Academic Challenge

### **10-Week Curriculum Maps**

Teachers will use 10-Week Curriculum Maps for all courses created by BLT to ensure all summative content-knowledge assessments and performance tasks reflect questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. 10-Week Curriculum Maps to be used by all teachers will define what content knowledge assessments and performance tasks should be reflected in the Schoology standards-based gradebook that will be used to assign students' semester grades.

### **Remediation and Acceleration**

Teachers will provide remediation and/or acceleration opportunities for students beginning from the last week of May until students' last day of school during the normal instructional day in lieu of teaching new content. Students who have incompletes in courses will receive intensive academic support to demonstrate mastery in content-knowledge assessments and performance tasks identified in 10-Week Curriculum Maps. Students who have demonstrated mastery in all their courses will participate in acceleration activities to deepen their content knowledge/experience and for emerging seniors to pursue industry-recognized credentials by the State of Ohio.

### **Naviance Completion**

Teachers will guide student-advisees through completion of Naviance Task Sheet during Advisory to ensure students' strengths and interests are aligned to their postsecondary goals to improve student outcomes and connecting learning to life.

### **English Learner Supports**

Bilingual instructional aides (BIAs) will provide quarterly seminar lessons to high performing bilingual students to build their capacity as peer mentors/tutors to Level 1 and 2 students.

### **Special Education Supports**

Intervention specialists (ISs) and paraprofessionals will provide quarterly seminar workshops to build self-advocacy capacity for special education students.



## Family Engagement

### **Family Reports**

Teachers/staff will utilize Schoology to allow families the ability to frequently monitor their students' academic progress towards mastery of content-based learning goals and skills. Schoology training will be available via a recorded virtual session that families can access at their convenience.

Grade Level Teams will mail home quarterly student reports regarding students' MAP and NWEA progress in reading and mathematics.





## Family Engagement (Continued)

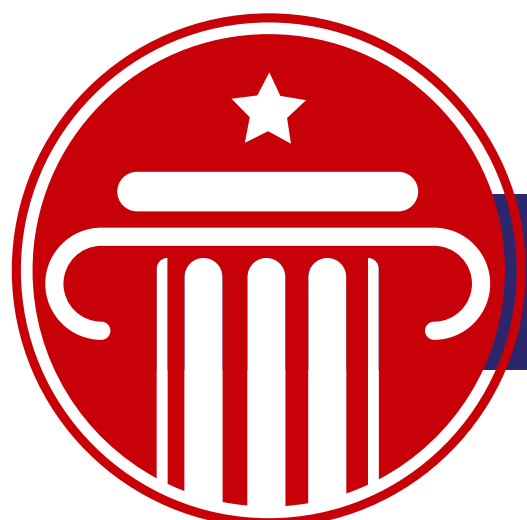
### Family Workshops

Grade Level Teams will host virtual parent workshops during District Parent-Teacher Conference Days to support families with understanding and interpreting their student's Lexile measures through the MAP or STAR assessment.

Assistant Principal and College and Career Success Manager will lead Wolverine Day, a student-centered orientation program designed for newly accepted scholars and families to commit to the school model, curriculum, and culture.

Guidance Counselor, College and Career Success Manager, and Senior Advisor will lead quarterly parent workshops to support senior students' families in the following areas:

- *Communication* - Facilitating regular, two-way, and meaningful communication between home and school;
- *Student Learning* - Involving families in their student's learning activities so that they may play an integral role in assisting student learning; and
- *Post-Secondary Education Planning* - Discussing how to apply to colleges and financial aid and scholarships available to fund post-secondary education and sponsoring a Financial Aid Night.



## CBA Waivers

### Grade Reporting

Students who receive an incomplete at the semester mark will be given until the end of the school calendar year to complete the course. All incompletes thereafter or when the student transfers to another school will be changed to their appropriated letter grade by the issuing teacher of record. Schoology Learning Management System will be used to allow students and their families to have access to academic performance 24/7 where student records will be updated a minimum of once a week by teachers/staff. eSchoolPLUS will be used for reporting daily student attendance, interim progress reports, quarterly grades (I and P marks ONLY), and semester grades (A, B, C, and I marks ONLY). (Article 16, Section 3)

### Differential Positions

Create differential position of Social Media Coordinator where core functions of the role include creating engaging text, image, and video content via social media platforms (i.e. Twitter, Facebook, Instagram, School Website, etc.) to sustain community's curiosity and create buzz around school brand and AVID Site Coordinator who coordinates the implementation of AVID in the building. (Article 23, Section 20)