

## LINCOLN-WEST SCHOOL OF SCIENCE AND HEALTH

# 2022-2023 ACADEMIC ACHIEVEMENT PLAN



### **Literacy Strategy**

Facilitate instruction that focuses on the use of daily writing and speaking grounded in evidence from texts, both literary and informational (with students having opportunities to practice writing in all three genres - narrative, argumentative, and informative), depending on the content area. Specific support will be provided using graphic organizers, sentence stems, and structured writing protocols such as Claims, Evidence, and Reasoning.

### **Math Strategy**

All math teachers/staff will facilitate various math talks 1-2 times per week using problems that have multiple pathways or solutions and promote a variety of student outcomes. These outcomes may include building connections within the content, mathematical reasoning, evaluation of solutions, or modeling mathematical structures.

### **English Learner Supports**

Teachers of ELLs will use a combination of the following strategies to provide ELLs with opportunities to achieve the same standard of content learning as their native English-speaking peers:

- Examine the language demands of tasks and identify 1-2 language objectives aligned to the content learning targets that students will need to do to successfully complete the task.
- Identify key background knowledge needed for the lesson and include activities to identify existing background knowledge.
- Include visual representations of information, such as graphs, charts, diagrams, maps, and pictures in content materials.
- Provide graphic organizers to give a structure for organizing their ideas.
- Select and explicitly teach key vocabulary needed to understand the content including words that are critical to the meaning of the lesson or text, words with multiple meanings ("plot," "table," "key," and "yard"), and homonyms ("son"/"sun").
- Provide opportunities to engage in academic discourse within the content by ensuring abundant practice opportunities in the productive aspects of language (speaking & writing)

### **Special Education Supports**

Intervention specialists (ISs) and paraprofessionals will support students in improving their performance in targeted areas of academic need as indicated on the students' ETR. Students will work and practice with course-level problems and exercises while being provided with appropriate scaffolds to build toward mastery. Students will take ownership of their learning through self-reflection, personal goal setting, and progress monitoring. Students with disabilities will continue to participate in planned and delivered Specially Designed Instruction or SDI according to individual students' IEP, which will be reviewed annually with the IEP team.

## **Remediation and Acceleration**

Teachers will provide remediation and/or acceleration opportunities for all students during Mastery Weeks that occur the last three weeks of school. 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 or internships and summer programs 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.

## **Vision of Learning**

CMSD has a post-pandemic vision that states: In our pursuit of a more fair, just and good system of education, it is CMSD's vision that each of our learners, both each of our scholars and each of their educators, is individually and collectively presented with academically/intellectually complex tasks that are worthy of their productive struggle and allows them authentic opportunities to demonstrate their work and their learning of academic content and transferable skills in a joyful and adventurous environment.

We are embracing this vision by exploring two areas of CMSD's Profile of a Graduate to improve student outcomes. This year, we will be focused on Critical-Thinking and Problem-Solving, and Academic Mindset. In the area of Critical-Thinking and Problem-Solving, we will strengthen students' ability to analyze sources of evidence to help explain their responses to high-level questions; and evaluate arguments for possible answers by assessing whether reasoning is valid, and evidence is relevant and sufficient. For Academic Mindset, we will foster students' ability to seek academic challenges and take risks to pursue learning; accept and use feedback to revise work to a high quality; and seek feedback to continue their growth as a learner.

## **Family Engagement**

At LWSH, we aim to keep our families informed and engaged in their child's academic journey. Therefore, teachers/staff will maintain student portfolios with NWEA/OST data, content assessments, essays, and performance tasks. During Parent-Teacher Conferences we will be sharing specific data to highlight student strengths and areas of growth, and provide our families with activities that can be completed at home that will help close the gap in areas where students show the greatest deficit.