

LINCOLN-WEST SCHOOL OF SCIENCE AND HEALTH

2024-2025 ACADEMIC ACHIEVEMENT PLAN



Literacy Strategy

Direct and explicit instruction in comprehension strategies to improve students' reading comprehension. These strategies include, but are not limited to, summarizing, asking and answering questions, paraphrasing, and finding the main idea. Asking students questions and using graphic organizers are examples of such strategies. Direct and explicit teaching involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.

Math Strategy

Facilitate meaningful mathematical discourse by engaging students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations.

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

Teachers/staff will utilize Goalbook Toolkit to identify standards-aligned IEP goals and objectives in reading, math, transitional and written expression and will incorporate these goals and objectives into IEP development, implementation, and progress monitoring. Teachers/staff will co-plan to ensure IEP implementation within lessons, incorporating assessment data and strategies identified to facilitate pathways to student success. Students will work toward goal/objective mastery using strategies such as the use of graphic organizers, manipulatives, highlighting and marking/annotating texts. Students will self-monitor goals and progress, using methods specified in the IEP, keeping a file of classwork relevant to their goals. Students will work toward goal/objective with access to strategies named in their IEP's as specially designed instruction provided by both general education teachers and intervention specialists.

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, internships and summer jobs and programs to deepen their content knowledge/experience and for emerging seniors to pursue industry-recognized credentials by the State of Ohio.

Family Engagement

Teachers will provide students and families with explicit course information and success criteria at the start of the school year and during our family events. The FACE committee will hold quarterly family events related to college and academic readiness and graduation requirements. This includes an Annual ELL Breakfast to work with Spanish and African-speaking families to deliver this content in their native language. Administrators will provide resources on college readiness and study skills on Principal King's Cafe in Schoology and the Monthly Newsletter which will be accessible to both parents and students. The counselor will host a session with families to help them understand and audit their child's transcripts. Administration will use Smore Analytics to monitor the viewing of our Monthly Newsletter and the number of times specific links to our family resources has been accessed.

Parents will be made aware of various learning opportunities (i.e. Esperanza, Upward Bound, etc.) through parent teacher conferences, open house, and Principal King's Cafe. The administration will track and monitor the families who participate in our FACE sessions, and work with the counselor to monitor correlation between families who participate in these sessions, and their student's on-track for graduation status.

School Climate

The staff and administration collaboratively will implement a Tier I PBIS program to address the entire student body. Tier one will be preventative in nature and will include implementing a set of school wide behavior norms and reinforcing them using positive praise, monthly incentive quarterly incentives, and building-wide Live School points and opportunities to spend points on various items. Staff have determined key behaviors to represent R.O.A.R (Respect, Open-Mindedness, Achievement, and Responsibility). Students will earn Live School points daily for exhibiting positive behaviors and be able to trade them in for tangible reinforcers at the R.O.A.R. Store. Twenty-five students per grade level with the highest number of LiveSchool points will have the opportunity to participate in our Monthly Incentive (i.e. Pizza party, ice cream party, hot cocoa and cookies; etc.) Students who earn 4 out of 6 pre-determined criteria will have the opportunity to attend a quarterly incentive field trip. Advisories will conduct specific SEL activities on assigned days to build specific SEL competencies.