

LINCOLN-WEST SCHOOL OF SCIENCE AND HEALTH

2025-2026 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. Teachers will support the teaching of reading strategies using the My Perspectives curriculum, included but not limited to evidence logs.

Math Strategy

Facilitate meaningful mathematical discourse by engaging students in purposeful sharing of mathematical ideas, reasoning, and approaches using discourse protocols such as "Repeat, revise, restate, add on" and "number talk", to connect student ideas.

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:

- **Literacy**

- Teachers will provide explicit instruction in the use of content vocabulary.
- Teachers will provide models of various demonstrations (e.g. videos, exemplars) that exemplify masterful and proficient presentation of literacy concepts
- BIA will assist students in preparations for writing, focusing on the translation of their ideas into English

- **Math**

- Teachers will provide explicit instruction in the use of mathematical vocabulary.
- Students will view videos of examples of masterful math discourses.
- Teachers will provide models of various demonstrations (e.g. videos, articles) that exemplify masterful and proficient presentation of mathematical concepts.
- BIA will assist students in preparations for discourse, focusing on the translation of their ideas into English in order to participate in the discussion.
- Discourse protocols will be introduced in scaffolded increments, building students' abilities to participate proficiently.

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.

- **Literacy**

- Students will be observed writing in a variety of formats and a variety of reasons in every class.
- Students will be observed organizing and synthesizing their understanding of the content in writing using note-taking methods, graphic organizers, summaries, and other scaffolded writing strategies.
- Students will be observed using sentence frames to properly use key vocabulary in a structure that may be higher than what they could produce on their own.
- Teachers will support students in building the skill of various forms of writing (i.e. narrative, explanatory, and argumentative) through SAVVAS resources including but not limited to MyPerspectives Writing & Research Center- Writing skill videos with writing models (i.e. model strategy), minilessons (i.e. model and practice strategy), and rubrics with evidence logs (i.e. reflect/evaluate use of strategy).
- General education teachers and intervention specialists will collaborate to ensure students receive specially designed instruction as outlined in their IEP.

- **Math**

- Teachers will provide explicit instruction in the use of mathematical vocabulary.
- Students will view videos of examples of masterful math discourses.
- Teachers will provide models of various demonstrations (e.g. videos, articles) that exemplify masterful and proficient presentation of mathematical concepts.
- BIA will assist students in preparations for discourse, focusing on the translation of their ideas into English in order to participate in the discussion.
- Discourse protocols will be introduced in scaffolded increments, building students' abilities to participate proficiently.

Family Engagement

Utilize electronic grade books so families can frequently monitor their children's progress. We may want to encourage scholars whose families sign up for the Electronic Gradebook. We will also need scholars themselves to have access to the Electronic Gradebook themselves so that they are empowered to monitor and respond to their current grades.

School Climate

- **Behavior**

- **Tier I**

- 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 PBIS Reward 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 PBIS Reward 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 PBIS Reward 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. An advisory cadence will be followed to allow students to engage in SEL activities on assigned days that focus on specific SEL competencies based on a theme of the month (i.e. Self-Management, Social Awareness, etc.)

- **Tier 2**

- The tier 2 strategy for addressing behavior and discipline administration and staff will provide targeted support for students that are at risk of unwanted behavior before it starts. Tier 2 interventions will include restorative measures, mediation, community service, Planning Center intervention, small group SEL, and possible behavior contract, at the discretion of the educator. Restorative circles will also be used to mediate and find the cause of problems at this stage. The teachers and administration alike will document and provide data of how many times restorative measures and mediation have been provided to a student in a simple digital form that will collect interventions given (student name, date, interventions given). These behaviors contribute to a healthy climate in the school building and will improve students' behavior resulting in a reduction of referrals. Depending on the nature of the behavior, students may require a Behavior Intervention Plan or BIP. In the event none of these measures are effective and/or the student violates the behavior contract, students will progress to tier 3 measures as determined by administration, the student code of conduct, and an SST.

- **Tier 3**

- At Tier 3, these students will receive more intensive, individualized support to improve their behavioral and academic outcomes. We will have SST, collect SST data, provide Ohio Guidestone support, behavior contract, Behavior Intervention Plan or BIP, Behavior Team Support, and family involvement to better support and improve the student's behavior and academic needs. An academic plan will be created to accommodate student needs with regard to current courses and missing work.

- **Attendance**

- **Tier 1**

- Students will complete an attendance self-monitoring form each week (linked above). This will be housed in advisory.
- Scholars and parents will receive clear, concise and consistent communication about schedules and expectations.
- Good or excellent attendance will be recognized quarterly during our award ceremonies.

- **Tier 2**

- A tier 2 cohort will be identified in Everyday Labs Pro by the SST committee. A needs assessment will be conducted to identify barriers to attendance. Families will receive communication regarding their child's attendance and an invitation to meet with the SST team as a parent group or individually by the SST. A general meeting will be held to discuss state policy around attendance expectations and the risk of becoming off-track for graduation. The needs assessment will also be conducted to identify the barriers to getting to school. The SST will gather resources and make referrals accordingly to provide to the students and families to get additional support. Students will also do a CICO (check in check out) with a trusted adult in the building to keep them on track and a recovery plan will be put in place for tier 2 attendance scholars. Improved attendance will be recognized at our quarterly award ceremony.

- **Tier 3**

- A tier 3 cohort will be identified in Everyday Labs Pro by the SST committee. A needs assessment will be conducted to identify barriers to attendance. Families will receive communication regarding their child's attendance and an invitation to meet with the SST team as a parent group or individually by the SST. A general meeting will be held to discuss state policy around attendance expectations and the risk of becoming off-track for graduation. The needs assessment will also be conducted to identify the barriers to getting to school. The SST will gather resources and make referrals accordingly to provide to the student and families to get additional support. The team will also meet with the attendance liaison to devise a plan that includes letters mailed home and possible home visits. The SST will work with teachers to develop an academic recovery plan for students who return to school on a more consistent basis. Identified students will also do a CICO (check in check out) with a trusted adult in the building to keep them on track. Improved attendance will be recognized at our quarterly award ceremonies.

On-Track for Graduation

- Each credit recovery teacher will use a revised tracking form for each scholar to conference with every week and a weekly phone log to contact all parents of students who have made little to no progress during the week. Students who are present for credit recovery but need additional support will be assigned an in-person tutor from CWRU and be shown how to use Varsity Tutors to support them in getting through credit recovery.
- Using the most recent Algebra OST data, a targeted skill plan will be created in IXL for students to follow as a part of their supplemental work in math. Students who do not pass the Algebra I OST for the fall retakes will be assigned to the Winter Impact program January 2026 - March 2026 to get additional test preparation from our College Now partners in preparation of the spring test.