

LINCOLN-WEST SCHOOL OF SCIENCE AND HEALTH

2023-2024 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 exemplary texts, writing rubrics, 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

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.

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

Content teachers/staff will provide students with NWEA/OST/SAT data, content assessments, essays, and performance tasks to put in their portfolios and each student will maintain their portfolios. Content teachers/staff will use these portfolios to guide an interim and quarterly conferences they will have with all students in their classes. Teachers will meet with every student twice per quarter to conference about mastery, data, progress in class, and areas for growth. During the fourth quarter, students will work on their defense of learning in preparation for presentation. Students will present their defense at the end of fourth quarter to provide evidence for the mastery of standards over the year. Student-Led Conferences will consist of the parent/guardian, teacher, and student. The student will lead the conference and will share these portfolios and what was discussed at the Student-Led Conference that quarter with the parent. All parents will be strongly encouraged to attend at least one ten-minute conference during the school year in accordance with House Bill 525. Parents of students with special needs will have the conference with the Intervention specialist present as well as the general teachers. The Intervention specialist will also meet with the teacher and student during Student-Led Conferences to provide support. Bilingual instructional aides will be present at the Student-Led Conference to provide language support to the student and parent.

PBIS (Positive Behavioral Intervention System)

The staff and administration will collaboratively implement 3 tier PBIS program to address behavior. Tier one will be preventative in nature and will include implementing a set of school wide behavior norms and reinforcing them using positive praise, quarterly incentives, and building-wide Live School points and opportunities to spend. Staff will determine key behaviors to represent respect (environment, staff, & each other), punctuality, and professional language as the most widely looked for. Students will earn Live School points for exhibiting positive behaviors and be able to trade them in for tangible reinforcers at the Roar Store. Tier 2 interventions will include restorative measures, mediation, community service 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. 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.