

School of the Arts

Continuous Achievement Plan

2018-19 | Q4

Our commitment is make connections between the arts, humanities, sciences and mathematics through high quality teaching, project-based learning, emphasizing real and authentic work centered around the passions and interests of each student. We are committed to equity and fully include every student, providing support for a diverse group of learners through shared responsibility between students and staff.

GOAL: Move 50% of Level 2' s to Level 3, meeting standard on SBA in Reading. 7 out of 14 students.

These students will move from level 2 to level 3 on reading through building academic vocabulary in all Humanities courses.



GRADE

10



LEVEL

2



AREA OF FOCUS

Reading



GROUP

African American

➔ Action Step

Students will participate in vocabulary building in all literacy courses. They will use on-going classroom based assessments, create intervention plans and share/analyze data through PLC process.

➔ Action Step

Students will participate in IAB progress monitoring to track vocabulary attainment improvement.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 5/1/2019



Resources Available

PLC time to develop common assessments and calendar out IAB participation.



Resources Needed

0



Responsible

Lucie Kroschel, Brian Regimbal and Renee Froembling

GOAL: Decrease the % African American students, in Level 1 in Communicating Reasoning 70.3% to 45.5%.

Students need to communicate mathematical reasoning as it is a critical skill that enables students to make use of all other mathematical skills.



GRADE

10



LEVEL

1



AREA OF FOCUS

Communicating
Reasoning

GROUP


African American

➔ Action Step

Incorporate discourse strategies such as mathematical talk more to structure student talk using mathematical terminology. Monitor growth through classroom based assessments in PLC's.

➔ Action Step

Leadership will regularly meet with math PLC to review formative assessemnts. Incorporate IAB with teachers and review data quarterly.

 **Measurement** IAB Math (Interim Assessment Blocks)

 **Date** 5/1/2019

Resources Available

0

Resources Needed

0

 **Responsible**

0

GOAL: Decrease the percentage of multi/2 or more races students failing math to 100% passing math.

Of the students who received failing grades, there was a disproportionate amount of Multi racial students who received failing grades in their 8th grade final marks.



GRADE

9



LEVEL

E



AREA OF FOCUS

Math



GROUP

African American &
Other/Multiracial

→ Action Step

Math team will regularly monitor grades and IPR's of this subgroup to share at PLC.

→ Action Step

STRONG START (9th High School Readiness) teacher will connect with students during this class to check progress in math, problem solve if need intervention. This will occur

Measurement CFA (Common Formative Assessment)

Date 5/1/2019

Resources Available

Strong Start, Mentor Group, Social Worker, PLC's to design CFA's

Resources Needed

0

Responsible

Debbie Shapiro Bliss King

GOAL: Decrease the percentage of students who are African American who are failing Spanish from 19% to 5%

Of the students who received failing grades, there was a disproportionate amount of African American students. Students who received failing grades rarely meeting standard and need two years of World Language for graduation.



GRADE

10



LEVEL

E



AREA OF FOCUS

World Language



GROUP


African American &
Other/Multiracial

→ Action Step

Spanish PLC to monitor these students as they repeat Spanish 1 in 10th grade. Report data to admin, coach.

→ Action Step

Social Worker will meet with students who are African American and failing Spanish, set goals and monitor grades three times a semester.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 5/1/2019

Resources Available

Social Worker, Spanish PLC meets bi-weekly for two hours and Instructional Coach.

Resources Needed

0

 **Responsible**

Steve Primas Abbie Brown

GOAL: Decrease total number of students (African American) from 8 failing Year One Spanish to 0.

Of the students who received failing grades, there was a disproportionate of African American students. Student who receive failing grades rarely meet standard and graduation requirement.



GRADE

11



LEVEL

E



AREA OF FOCUS

World Language



GROUP


African American

➔ Action Step

Spanish PLC to monitor these students as they repeat Spanish 1 in 10th grade. Report data to admin, coach.

➔ Action Step

Social Worker will meet with students who are African American and failing Spanish, set goals and monitor grades three times a semester.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 5/1/2019

Resources Available

Social Worker, PLC's and Instructional Coach

Resources Needed

0

 **Responsible**

Abbie Brown Steve Primas

GOAL: Decrease total number of current African American 12th graders who are failing mathematics from 16% to 0%.

Of the students failing math, there was a disproportionate amount of African American students. Students failing math rarely meet standard for this graduation requirement and SBAC requirement.



GRADE

12



LEVEL

E



AREA OF FOCUS

Math



GROUP


African American

➔ Action Step

Dean of STudents will meet with 12th graders regularly that are at risk of not graduating and monitor current 12th graders that need to meet this standard for graduation.

➔ Action Step

Math teachers will send data on progress grades to admin. for these students 3 times a semester.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 5/1/2019

Resources Available

Social Worker, PLC's, Instructional Coach

Resources Needed

0

 **Responsible**

Bliss King Renee Froembling