Foss IB World School

Continuous Achievement Plan

2018-19 | Q4

Foss IB World School will graduate every student with an IB education that will prepare them for college, career, and life. Foss will provide the supports necessary to ensure the learning opportunities for all students to be successful in the academic rigors throughout their high school career.
GOAL: Increase the number of students to level 2 from level 1 for writing claim on the ELA SBA (Smarter Balance Assessment).

African American & Native Pacific Islander students did not perform well on the most recent English SBAC with 26 students scoring a level 1. Our goal is to increase students' writing skills to move at least 11 more students to level 2 or higher.

Action Step
Students will participate in weekly formative writing performance tasks in alignment with sections of the IB rubric. Staff will use the data to continue to inform instruction and provide additional supports through seminar and differentiated instruction during class-time.

Action Step
Teachers will schedule focused, frequent, formative check-ins throughout the class period. Based on information gain, teachers will assign seminar time to students that are demonstrating struggles with the standards being learned to provide immediate intervention lessons to bridge the learning gap.

Measurement  CFA (Common Formative Assessment)
Date  11/27/2018

Resources Available
Standardized rubric for common assessment grades 9-12. Built-in PLC time for ELA and Social Studies teachers to collaborate around common formative and summative writing prompts. Seminar time to help support students with writing during the school day. Monday-Friday after school support.

Resources Needed
Professional Development (PD) around differentiated instruction. PD time to allow for developed common scoring of papers. PD around International Baccalaureate (IB) aims and objectives along with instructional practices for all teachers to support writing across the curriculum.

Responsible
All departments will be contributing to writing across the curriculum.
GOAL: Increase the number of students to level 2 from level 1 for problem-solving claim on the Math SBA (Smarter Balance Assessment).

African American & Native Pacific Islander students did not perform well on the most recent Math SBA with 86 students scoring a level 1. Our goal is to increase students’ problem-solving skills to move at least 35 more students to level 2 or higher.

Action Step
Formative assessments will be provided to students on a bi-weekly basis to focus on problem-solving. Staff will use the data to continue to inform instruction and provide additional supports through seminar and differentiated instruction during class-time.

Action Step
Teachers will schedule focused, frequent, formative check-ins throughout the class period. Based on information gain, teachers will assign seminar time to students that are demonstrating struggles with the standards being learned to provide immediate intervention lessons to bridge the learning gap.

Measurement
CFA (Common Formative Assessment)

Date  11/27/2018

Resources Available
Summative assessments given monthly to assess students’ growth to further drive instruction based on outcomes. PLC time for math teachers to collaborate around common formative and summative prompts. Seminar time helps support students during the school day. Mon-Friday after school support.

Resources Needed
PD around differentiated instruction. PD time to allow for developed common scoring of problems and development of a common scoring rubric. PD around IB aims and objectives along with instructional practices for all teachers to support problem-solving across the curriculum.

Responsible
All departments will be contributing to problem-solving across the curriculum.
GOAL: Increase the number of students to passing with a D or better in Math.

A disproportionate number of African American (7) and White (9) students are currently failing math (27). Our goal is to increase students’ achievement in math by moving 10 students to a D or higher. Students who receive failing grades rarely meet standard on the state assessment.

- **Action Step**
  Counselors will meet with identified failing students to monitor their progress and partner with the student to set SMART goals. Counselors will follow-up with students at least four times during the semester.

- **Action Step**
  ATL teachers will assign students seminar to attend to receive additional academic support based on outcomes of the week’s coursework. ATL teachers will guide students on green days in basic skills around transitioning to high school and how to plan/study coursework for their best success.

- **Measurement**
  CFA (Common Formative Assessment)

- **Date**
  6/18/2019

- **Resources Available**
  Seminar and ATL during school. Mon-Fri after-school library support. iReady results guide math and reading deficiencies. Check/connect letters @ semester. Staffings around failures. Staff phone calls home. Weekly calls home by district for courses with a C- or less.

- **Resources Needed**
  Tutors for the Mon-Friday after school support. PD support around differentiated instruction.

- **Responsible**
  ALL Staff
GOAL: Increase the number of students to passing with a D or better in math.

A disproportionate number of Hispanic (19) and White (17) students are currently failing math (60). Our goal is to increase students' achievement in math by moving 15 students to a D or higher. Students who receive failing grades rarely meet standard on the state assessment.

Action Step
Counselors will meet with identified failing students to monitor their progress and partner with the student to set SMART goals. Counselors will follow-up with students at least four times during the semester.

Action Step
Math teachers will assign students seminar to attend to receive additional academic support based on outcomes of formative and/or summative assessments

Measurement
CFA (Common Formative Assessment)

Date
6/18/2019

Resources Available
Seminar during school. Mon-Fri after-school library support. iReady results guide math and reading deficiencies. Check/connect letters @ semester. Staffings around failures. Staff phone calls home. Weekly calls home by district for courses with a C- or less.

Resources Needed
Tutors for the Monday-Friday after school support. PD support around differentiated instruction

Responsible
ALL Staff
GOAL: Increase the number of students to passing with a D or better in math.

A disproportionate number of African American (17) and white (15) students are failing math (60). Our goal is to increase students' achievement in math by moving 15 students to a D or higher. Students who receive failing grades rarely meet standard on the state assessment.

Action Step
Counselors will meet with identified failing students to monitor their progress and partner with the student to set SMART goals. Counselors will follow-up with students at least four times during the semester.

Action Step
Math teachers will assign students seminar to attend to receive additional academic support based on outcomes of formative and/or summative assessments.

Measurement
CFA (Common Formative Assessment)

Date
6/18/2019

Resources Available
Seminar during school. Mon-Fri after-school library support. iReady results guide math and reading deficiencies. Check/connect letters @ semester. Staffings around failures. Staff phone calls home. Weekly calls home by district for courses with a C- or less.

Resources Needed
Tutors for the Monday-Friday after school support. PD support around differentiated instruction

Responsible
ALL Staff
GOAL: Increase the number of students to passing with a D or better in math.

A disproportionate number of African American (4) and Asian (4) students are currently failing math (16). Our goal is to increase students' achievement in math by moving 4 students to a D or higher. Students who receive failing grades rarely meet standard on the state assessment.

Action Step
Counselors will meet with identified failing students to monitor their progress and partner with the student to set SMART goals. Counselors will follow-up with students at least four times during the semester.

Action Step
Math teachers will assign students seminar to attend to receive additional academic support based on outcomes of formative and/or summative assessments.

Measurement
CFA (Common Formative Assessment)

Date 11/27/2018

Resources Available
Seminar during school. Mon-Fri after-school library support. iReady results guide math and reading deficiencies. Check/connect letters @ semester. Staffings around failures. Staff phone calls home. Weekly calls home by district for courses with a C- or less.

Resources Needed
Tutors for the Monday-Friday after school support. PD support around differentiated instruction

Responsible
ALL staff.