

Science and Math Institute

# Continuous Achievement Plan

2018-19 | Q4

Our work over the next three years is to insure that 95% of our students are reading and writing at grade level as measured by each claim of the SBA. And that 75% of our students will be proficient in math as measured by the SBA. To get there, we will target writing claims in ELA and procedures and concepts in mathematics. Our PLCs or Inquiry Teams will work together each Friday to analyze common formative assessments in writing and procedures and concepts to support interventions for all our students below grade level. We believe in a fully inclusive model of education at SAMi and are determined to support each other as a community. Though our model supports high test scores and college persistence, we still have very specific work to do if we want to reach our three year goal.

## GOAL: We will move 15% of our Level 1 ELA Writing African American and Hispanic students to Level 2 or higher.

Through common formative assessments and RTI analysis to develop interventions, our Humanities PLC will move 15% of our Level 1 ELA AA and Hispanic students up to Level 2 or higher in writing



GRADE

10



LEVEL

1



AREA OF FOCUS

Writing



GROUP

African American &  
Hispanic

### → Action Step

Co-Directors will meet with Humanities PLC team to analyze the Power-Bi to identify the students to target and develop targeted intervention programming to support AA and Hispanic students moving from Level 1 to Level 2 or higher in writing.

### → Action Step

Co-Directors will meet with Humanities PLC team to analyze Power-Bi to support development of common formative assessments and targeted interventions within the humanities curriculum to move AA and Hispanic Level 1 students in writing to Level 2 or higher.



**Measurement** AIM-ELA (Access to Instruction & Measurement - English Language Arts)



**Date** 2/10/2019



**Resources Available**

IPRs, PLC common formative assessment data



**Resources Needed**

0



**Responsible**

SAMI Co-Directors, Mary Dewine (PLC Leader)

# GOAL: 15% of AA and Hispanic Level 2 students will move to Level 3 in their understanding of mathematical concepts and procedures

Students need to learn how to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency



GRADE

10



LEVEL

2



AREA OF FOCUS

Concepts and  
Procedures

GROUP

African American &  
Hispanic

## → Action Step

Co-Directors will meet with Math PLC team to analyze the Power-Bi to identify the students to target and develop targeted intervention programming to support AA and Hispanic students moving from Level 2 to Level 3 or higher in understanding mathematical concepts and procedures

## → Action Step

Co-Directors will meet with Math PLC team to analyze Power-Bi to support development of common formative assessments and targeted interventions within the mathematics curriculum to move AA and Hispanic Level 2 to Level 3 or higher in understanding of mathematical concepts and procedures.



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



**Date** 2/10/2019



**Resources Available**

Co-Directors and Math PLC leader



**Resources Needed**

0



**Responsible**

Co-Directors and Math PLC leader

# GOAL: We will move 15% of our Level 1 ELA Writing African American and Hispanic students to Level 2 or higher.

Through common formative assessments and RTI analysis to develop interventions, our Humanities PLC will move 15% of our Level 1 ELA AA and Hispanic students up to Level 2 or higher in writing



GRADE

9



LEVEL

E



AREA OF FOCUS

English



GROUP

African American &  
Hispanic

## → Action Step

Co-Directors will meet with Humanities PLC team to analyze the Power-Bi to identify the students to target and develop targeted intervention programming to support AA and Hispanic students moving from Level 1 to Level 2 or higher in writing.

## → Action Step

Co-Directors will meet with Humanities PLC team to analyze Power-Bi to support development of common formative assessments and targeted interventions within the humanities curriculum to move AA and Hispanic Level 1 students in writing to Level 2 or higher.



**Measurement** IAB ELA (Interim Assessment Blocks English Language Arts)



**Date** 2/10/2018



**Resources Available**

Co-Directors, Humanities PLC Leaders



**Resources Needed**

0



**Responsible**

Co-Directors, Humanities PLC Leaders

# GOAL: We will move 15% of our Level 1 ELA Writing African American and Hispanic students to Level 2 or higher.

Through common formative assessments and RTI analysis to develop interventions, our Humanities PLC will move 15% of our Level 1 ELA AA and Hispanic students up to Level 2 or higher in writing



GRADE

10



LEVEL

E



AREA OF FOCUS

English



GROUP

African American &  
Hispanic

## → Action Step

Co-Directors will meet with Humanities PLC team to analyze the Power-Bi to identify the students to target and develop targeted intervention programming to support AA and Hispanic students moving from Level 1 to Level 2 or higher in writing.

## → Action Step

Co-Directors will meet with Humanities PLC team to analyze Power-Bi to support development of common formative assessments and targeted interventions within the humanities curriculum to move AA and Hispanic Level 1 students in writing to Level 2 or higher.



**Measurement** IAB ELA (Interim Assessment Blocks English Language Arts)



**Date** 2/10/2018



**Resources Available**

Co-Directors and Humanities PLC Leader



**Resources Needed**

0



**Responsible**

Co-Director and PLC Leader

# GOAL: AA and Hispanic 11th grade students will reduce course failures by 15% in English

Our largest gap in ELA is with our AA and Hispanic students. We will provide targeted interventions and support for our 11th grade AA and Hispanic students in their English coursework to reduce failures and increase mastery, specifically in improvement of the claim of writing.



GRADE

11



LEVEL

E



AREA OF FOCUS

English



GROUP

African American &  
Hispanic

## → Action Step

Co-Directors will meet with Humanities PLC team to analyze the Power-Bi to identify the students to target and develop targeted intervention programming to support AA and Hispanic students moving these students to mastery (no course failures - move to MET level 3.0)

## → Action Step

Ci-Directors will meet with Humanities PLC team to analyze Power-Bi to support development of common formative assessments and targeted interventions within the humanities curriculum to move AA and Hispanic students to mastery (no course failures - MET level 3.0)



**Measurement** IAB ELA (Interim Assessment Blocks English Language Arts)



**Date** 2/10/2019



**Resources Available**

Co-Directors, PLC leader



**Resources Needed**

0



**Responsible**

Co-Director, PLC Leader

# GOAL: AA and Hispanic 12th grade students will reduce course failures by 15% in English

Our largest gap in ELA is with our AA and Hispanic students. We will provide targeted interventions and support for our 12th grade AA and Hispanic students in their English coursework to reduce failures and increase mastery, specifically in improvement of the claim of writing.



GRADE

12



LEVEL

E



AREA OF FOCUS

English



GROUP

African American &  
Hispanic

## → Action Step

Co-Directors will meet with Humanities PLC team to analyze the Power-Bi to identify the students to target and develop targeted intervention programming to support AA and Hispanic students moving these students to mastery (no course failures - move to MET level 3.0)

## → Action Step

Ci-Directors will meet with Humanities PLC team to analyze Power-Bi to support development of common formative assessments and targeted interventions within the humanities curriculum to move AA and Hispanic students to mastery (no course failures - MET level 3.0)



**Measurement** IAB ELA (Interim Assessment Blocks English Language Arts)



**Date** 2/10/2019



**Resources Available**

Co-Directors and PLC Leader



**Resources Needed**

0



**Responsible**

Co-Director and PLC Leader