

Stadium High School

Continuous Achievement Plan

2018-19 | Q2

Stadium High School has a tradition of academic excellence that spans over 100 years. Our goal is to give every student the skills and knowledge to explore, develop and stretch their thinking through challenging and creative offerings. In the development of our CAP plan, we examined student achievement based on state testing standards of math and english. Testing scores are based on a 4 point scale with level 1 being the lowest and level 4 being the highest. Level 3 or 4 indicates college and career readiness and meeting standard. A level 2 is nearly meets college and career standard and level 1 does not meet standard. In our examination of test scores, we found that a majority of our students who did not met college and career standard were at level 2. We also found that the lowest claim in english was in writing and the lowest claim math was in concepts and procedures. Our 2018/2019 goal is to move our students at level 2 to level 3 or above in math and english by decreasing the students of level 2 math claim from 66% to 50% and level 2 English claim from 53% to 40%.

GOAL: Increase the student growth from 50% to 80% using a one paragraph writing prompt based on a reading assignment based on the subject content.

In review of the ELA claims the writing had the greatest number of students below standard. Students will use guided writing processes to support their learning.



GRADE

10



LEVEL

2



AREA OF FOCUS

Writing



GROUP

African American
& Hispanic

➔ Action Step

Group work such as peer editing will pair a level 2 student with a level 3 or 4 student(s).

➔ Action Step

When independent work is given there will be a person check-in or huddle with the level 2 student(s) to check for understanding and give alternative explanations.



Measurement iReady-Reading (iReady Universal Screener)



Date 11/26/2018



Resources Available

We will develop a common formative assessment for ELA classes focusing on the claim of writing.



Resources Needed

DART team template on SEL and academic progress monitoring.



Responsible

Principal, ELA staff, all staff teaching 10th grade students.

GOAL: Increase the students meeting standard from 50% to 80% on a four problem procedural task and one problem conceptual task during the Q2 period.

The two groups that scored the lowest on overall math claims were Hispanic at 2543 and African American at 2512. In analyzing math claims both groups scored the lowest in concepts and procedures. Conceptual understanding and procedural fluency are two areas needed to monitor growth.



GRADE

10



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

African American
& Hispanic

➔ Action Step

Group work will pair a level 2 student with a level 3 or 4 student(s).

➔ Action Step

When independent work is given there will be a person check-in or huddle with the level 2 student(s) to check for understanding and give alternative explanations.



Measurement iReady-Math (iReady Universal Screener)



Date November 26th, 2018



Resources Available

MVP curriculum development of formative assessments around concepts and procedures.



Resources Needed

We will use the DART team template for SEL and Academic progress monitoring.



Responsible

Principal, math staff, all staff with 10th grade students.

GOAL: Decrease the percentage of students failing Biology from 22% to 5%.

Biology with the course that had the highest failure rate for both student groups.



GRADE

9



LEVEL

E



AREA OF FOCUS

Science



GROUP

Hispanic &
African American

Action Step

Group work will pair a level 2 student with a level 3 or 4 student(s).

Action Step

When independent work is given there will be a person check-in or huddle with the level 2 student(s) to check for understanding and give alternative explanations.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 11/26/2018



Resources Available

Biology Assessment resources around the claim of concepts and procedures.



Resources Needed

DART template for SEL and academic progress monitoring.



Responsible

Principal, 10th grade English teachers, all teachers of 10th grade students.

GOAL: Decrease the percentage of students who failed Sophomore English from 23% to 5%.

The highest number of course failures in the identified student groups is Sophomore English at 22%.



GRADE

10



LEVEL

E



AREA OF FOCUS

English



GROUP

Hispanic &
African American

➔ Action Step

Group work such as peer editing will pair a level 2 student with a level 3 or 4 student(s).

➔ Action Step

When independent work is given there will be a person check-in or huddle with the level 2 student(s) to check for understanding and give alternative explanations.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 11/26/2018



Resources Available

Springboard assessment



Resources Needed

DART template for SEL and academic progress monitoring.



Responsible

Principal, Biology instructors,

GOAL: Decrease the failure of students who are failing Algebra 3/4 from 18% to 5 %.

Of the 94 students in the chosen student groups the highest percentage of course failures were in Algebra 3/4 with 18%.



GRADE

11



LEVEL

E



AREA OF FOCUS

Math



GROUP

Hispanic &
African American

➔ Action Step

Group work will pair a level 2 student with a level 3 or 4 student(s).

➔ Action Step

When independent work is given there will be a person check-in or huddle with the level 2 student(s) to check for understanding and give alternative explanations.



Measurement IAB Math (Interim Assessment Blocks)



Date 11/26/2018



Resources Available

MVP curriculum and assessment material.



Resources Needed

DART team template for SEL and academic progress monitoring.



Responsible

Principal, Algebra 3/4 staff and all staff who have 11th grade students.

GOAL: Decrease the failure rate of chosen students groups in Civics from 1% to zero percent.

The course with the highest failure rate in the chosen student group was Civics with 6 failures. Our goal is to have zero failures in this year.



GRADE

12



LEVEL

E



AREA OF FOCUS

Social Studies



GROUP

African American
& Hispanic

➔ Action Step

When independent work is given there will be a person check-in or huddle with the level 2 student(s) to check for understanding and give alternative explanations.

➔ Action Step

Group work such as peer review will pair a level 2 student with a level 3 or 4 student(s).



Measurement CBA (Classroom-Based Assessment - developed by Washington's OSPI)



Date 11/26/2018



Resources Available

TAC will support our monitoring of student attendance.



Resources Needed

Dart team template on SEL and academic progress monitoring.



Responsible

Principal, Civics teachers, all teachers of 12th grade students.