

# 16-17 Measure N Actions Documentation

## Semester 1 - August 5th - December 16th

	Goal	Successes	Challenges	Next Steps
<b>Literacy</b>	<p>40% of students at or above grade level in reading</p> <p><u>Midyear data:</u> % of student reading at or above grade level: Aug: 15% Oct/Nov: 21% Next test is in Mar</p> <p><u>school -wide average growth .49 years growth in 3mo</u> Growth by subgroup Male: 0.51 Female: 0.47 IEP: 0.54</p>	<ul style="list-style-type: none"> <li>Created literacy block</li> <li>Massive library expansion</li> <li>100% teacher implementation Wilson Reads</li> <li>LLI pull out begun based on Star Ren data</li> <li>High student engagement in reading, esp. With high interest books</li> <li>Anecdotal reports of students who didn't used to be readers enjoying it now and reading voluntarily.</li> <li>Weekly Literacy Team meeting led by Literacy Specialist coordinates actions</li> <li>Literacy strategies from summer training in use in ELA classrooms</li> <li>Literacy Walk Through with use of aligned template and weekly feedback to staff</li> <li>Increased text use in Science and History</li> </ul>	<ul style="list-style-type: none"> <li>Students completing fewer books/AR quizzes than desired</li> <li>Still some resistant readers</li> <li>Literacy strategies not yet diffusing into classes school wide, esp. Math</li> <li>Need to double growth of students reading at or above grade level by the end of the year</li> </ul>	<ul style="list-style-type: none"> <li>Revised reading goals for S2</li> <li>Star Ren in March to check growth</li> <li>Incorporate selected literacy strategies into content classes</li> <li>Add non-fiction component to Wilson Reads</li> </ul>
<b>Instructional Program</b>	<p>College ready %: 50% ACT 60% ELA SBAC 40% Math SBAC</p> <p><u>Midyear data:</u> 11 gr ELA interim: -58% on/above -28% near gl 11 gr MATH int:</p>	<ul style="list-style-type: none"> <li>Shift to block scheduling</li> <li>Curriculum adoption in ELA, Science, History</li> <li>Math regional resources provide greater goal clarity</li> <li>Math regional PLCs provide collaboration</li> <li>Regional PD focused on common core alignment and instructional rounds</li> <li>Increased level of rigor in ELA classes verified by site and regional Instructional Rounds</li> <li>Weekly/bi-weekly coaching conversations</li> </ul>	<ul style="list-style-type: none"> <li>Significant lift for teachers to use new curriculum</li> <li>Students struggling to meet greater levels of rigor</li> <li>Interim regional testing completed but not always aligned or helpful to making instructional decisions to serve all kids</li> </ul>	<ul style="list-style-type: none"> <li>Finish getting used to new curriculum now that Q1 is done.</li> <li>Continued AP coaching conversations and department PDs responsive to data</li> <li>Continue department meetings focused on content specific literacy strategies and curriculum implementation</li> <li>Continued regional PLCs in math identifying and sharing</li> </ul>

	- 24% on/above - 65% near	<p>with APs of Instruction and teachers using classroom observation and student data to set goals and move practice.</p> <ul style="list-style-type: none"> <li>• Intensive coaching support from Principal Resident for new math teachers</li> <li>• Bi-weekly department PDs focused on planning and student data, content specific literacy strategies, and curriculum implementation</li> </ul>		strategies for teaching key content
<b>Differentiated Supports</b>		<ul style="list-style-type: none"> <li>• Increased SPED IAs to three, plus three ed specialists</li> <li>• LLI pull out groups for literacy</li> <li>• Differentiated support time (tech enhanced) exists in math</li> <li>• Co-teaching in 7th and 8th ELA and Math</li> <li>• Homework club in 9th grade</li> <li>• Teacher office hours</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups in core classes are not being pulled for the most part</li> <li>• RTI program not yet started up</li> </ul>	<ul style="list-style-type: none"> <li>• Get RTI data and start systematic RTI intervention</li> <li>• Plan for pulling small groups routinely</li> <li>• Ensure that data is of the quality needed to support systematic RTI and ad hoc intervention</li> </ul>
<b>Blended Learning</b>		<ul style="list-style-type: none"> <li>• Increased computers to 6:7 ratio</li> <li>• ELA, Science, most Math, most History, Spanish are tech infused</li> </ul>	<ul style="list-style-type: none"> <li>• Internet and software malfunctions created stress for teachers and some wasted days</li> <li>• Tech currently being predominantly used for whole class instruction rather than differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>• Finish getting start up kinks ironed out</li> </ul>
<b>Data and COIs</b>		<ul style="list-style-type: none"> <li>• Centralized infractions tracker</li> <li>• Regular department and grade level time for looking at data and student work - informal COIs</li> <li>• P-RAP team weekly review of data with adjustments</li> <li>• Math has very specific unit achievement goals outlined by the region with regional data trackers and comparison in PLCs</li> </ul>	<ul style="list-style-type: none"> <li>• Getting used to new curriculum means need new data patterns that aren't formed yet</li> <li>• Data collection not routine and transparent in subjects other than math</li> <li>• Grade data inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-post data COIs in departments</li> <li>• Get grades cleaned up</li> </ul>

<b>Culture and Climate</b>	<p>70% of students proud to go to LWP on student experience survey</p>	<ul style="list-style-type: none"> <li>• Weekly grade level meetings to identify students of concern to support and address culture</li> <li>• Monthly grade level meetings</li> <li>• Norming on infractions, permitted spaces, etc. resulting in greater rule clarity</li> <li>• Close to 100% compliance on uniforms</li> <li>• STRIDE program improving middle school pride</li> <li>• Significant number of extracurriculars</li> <li>• Increased choice in college classes</li> <li>• Fewer transitions due to block schedule</li> <li>• More productive advisory time in morning with co-teacher</li> <li>• Increased celebrations (WR cafe, certificates, attendance etc)</li> <li>• Attendance data improving               <ul style="list-style-type: none"> <li>• 15/16 % daily attendance = 95.5%</li> <li>• 16/17 % daily attendance = 96.03%</li> </ul> </li> <li>• Vandalism down               <ul style="list-style-type: none"> <li>• 15/16 - 22 referrals</li> <li>• 16/17 to date - 9 referrals</li> </ul> </li> <li>• Cumulative YTD Suspension data               <ul style="list-style-type: none"> <li>• 15/16 July - Jan = 2.3%</li> <li>• 16/17 July - Jan = 1.9%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A handful of students (about 20 out of the entire school) are accounting for the overwhelming majority of infractions.</li> <li>• Teacher inconsistency in enforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Continued interventions for heavy hitters</li> <li>• Celebrations ongoing, particularly increasing ratio of positives to negatives that students hear</li> <li>• Making sure all staff stay consistent</li> <li>• Other culture initiatives?</li> </ul>
<b>Pathways/ WBL</b>	<p>70% of students agree with student experience survey pathway questions</p> <p>70% of seniors can articulate a clear career path in the senior portfolio</p>	<ul style="list-style-type: none"> <li>• Initial student interest survey</li> <li>• Starting service learning requirement again</li> <li>• Senior portfolio career research begun</li> </ul>	<ul style="list-style-type: none"> <li>• Time initially planned for pathway activities is already full.</li> <li>• Shunted aside while everything else was getting set up</li> </ul>	<ul style="list-style-type: none"> <li>• Re-plan pathway incorporation</li> <li>• College Real Talk pathway incorporation</li> <li>• Senior portfolio incorporation planning</li> </ul>

<b>PBL</b>		<ul style="list-style-type: none"> <li>• Tasks embedded in curriculum more authentic</li> </ul>	<ul style="list-style-type: none"> <li>• Overshadowed by curriculum adoption. Most implementation next year.</li> </ul>	<ul style="list-style-type: none"> <li>• Support planning of projects end of S1</li> <li>• S2 Exhibitions with career integration</li> </ul>
<b>Student Retention</b>	<20% of Males and < 20% of SPED students leaving the school	<ul style="list-style-type: none"> <li>• Turnaround students: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CH left for GED program (12th grade)</li> </ul>	<ul style="list-style-type: none"> <li>• Generate list of students to focus on retaining</li> </ul>

## Semester 2 - as of January 17 2017

	Goal	Successes	Challenges	Next Steps
<b>Literacy</b>	40% of students at or above grade level in reading	<ul style="list-style-type: none"> <li>• Consistent use of walk through tool of non-negotiables increased fidelity to plan</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough students meeting individualized AR goals (finishing and understanding book)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Instructional Program</b>	College ready percents: 50% ACT 60% ELA SBAC 40% Math SBAC	Third round of regional Instructional Rounds for ELA and Math; increased admin capacity  Stronger 11th grade Interim Data: English	<ul style="list-style-type: none"> <li>• Some teachers over scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Differentiated Supports</b>		<ul style="list-style-type: none"> <li>• Began new EL HS support</li> <li>• Began T3 academic case management</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Blended Learning</b>		<ul style="list-style-type: none"> <li>• Replenished missing and broken laptops</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Data and COIs</b>		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Culture and Climate</b>	70% of students proud to go to LWP on student experience survey	•	•	•
<b>Pathways/ WBL</b>	<p>70% of students agree with student experience survey pathway questions</p> <p>70% of seniors can articulate a clear career path in the senior portfolio</p>	<ul style="list-style-type: none"> <li>• Pathway kickoff townhall</li> <li>• Pathway/career reflections incorporated into student led conferences</li> <li>• College Real Talks event including pathway panels</li> <li>• Family university night including pathways</li> <li>• Weekly career spotlights in announcements and videos</li> <li>• Seniors researching careers in college readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Career visits not yet started</li> <li>• Classroom career links not yet started</li> </ul>	<ul style="list-style-type: none"> <li>• Begin career visits and classroom career links</li> </ul>
<b>PBL</b>		•	•	•
<b>Student Retention</b>	<20% of Males and < 20% of SPED students leaving the school	•	<ul style="list-style-type: none"> <li>• Sammy Martinez transferring to Grizzley</li> </ul>	•

### Q3 - as of \_\_\_\_\_

	Goal	Successes	Challenges	Next Steps
<b>Literacy</b>	40% of students at or above grade level in reading	•	•	•
<b>Instructional Program</b>	College ready percents: 50% ACT 60% ELA SBAC 40% Math SBAC	•	•	•
<b>Differentiated Supports</b>		•	•	•
<b>Blended Learning</b>		•	•	•
<b>Data and COIs</b>		•	•	•
<b>Culture and Climate</b>	70% of students proud to go to LWP on student experience survey	•	•	•
<b>Pathways/ WBL</b>	70% of students agree	•	•	•

	with student experience survey pathway questions  70% of seniors can articulate a clear career path in the senior portfolio			
<b>PBL</b>		•	•	•
<b>Student Retention</b>	<20% of Males and < 20% of SPED students leaving the school	•	•	•