

# THE WESTBURY HIGH SCHOOL



## Improving Results Using Data Cycles: Models That Yield Results

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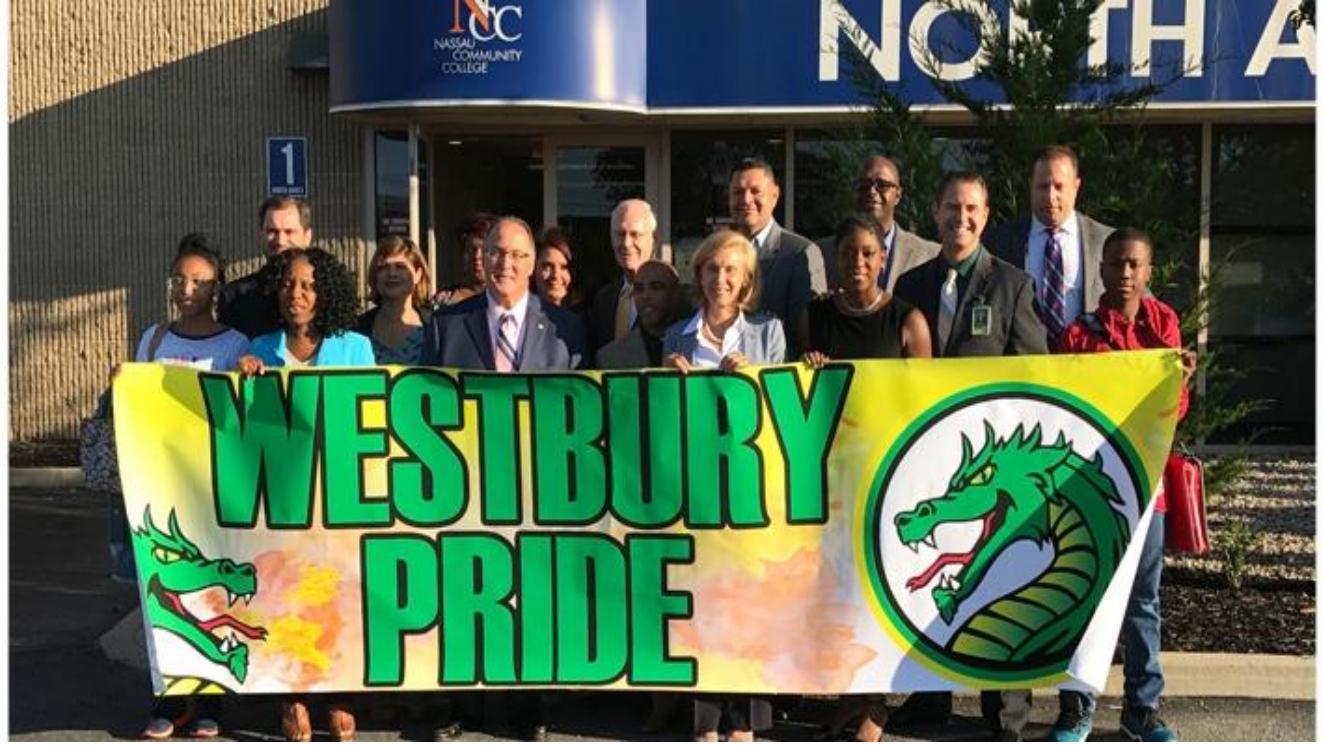
# Westbury High School Student Enrollment

| September 1,<br>2014 | September 1,<br>2015 | September 1,<br>2016 | October 15,<br>2017 | October 15,<br>2018 | October 15,<br>2019 |
|----------------------|----------------------|----------------------|---------------------|---------------------|---------------------|
| 1,323<br>Students    | 1,429<br>Students    | 1,536<br>Students    | 1,620<br>Students   | 1,624<br>Students   | 1,682<br>Students   |





**ALL IN!**



What's The Plan???

1-3-5-7-10 Year Plan

- Data Driven
- Creation of Goals and Objectives
- Creation and Redirection of Committees
- Shared Leadership



# Why Data – What Data

Why is Data Important?

- \* **Data** is one of the most powerful tools to inform, engage, and create opportunities for students along their **education** journey
- \* It's more than just test scores!

Everyone has an **important** role to play in helping all students succeed in their own individualized ways!

# Where the Work Takes Place

- \* Principal's Cabinet (Principal and 3 Assistant Principals)
- \* Faculty, Department, and Professional Development Meetings
- \* PLC's – Professional Learning Communities
- \* Administration Cabinet Inquiry Team Meetings
- \* SPMT – School Planning Management Team
- \* School Counselor Team (Guidance Counselors)
- \* Social Emotional Support Team (School Psychologists and Social Workers)
- \* Principal Student Forums
- \* Principal Staff Forums
- \* Superintendent's Administration Cabinet Meetings – K-12 Alignment)



# The Data Wise Swoosh



# Why Data – What Data

## Teacher-Centered Data

### IDW – Instructional Data Warehouse

#### Quarterly Baseline Exam Data

- \* These short assessments provide **data** that shows if students are grasping smaller concepts or skills (pre-requisite knowledge) that they need in order to build proficiency and succeed on Regents exams.

#### Quarterly and Regents Exams

#### Daily Class Exit Ticket

- \* Formative assessment to assist teachers in designing better instructional content based on students feedback. Not just for lesson plan compliancy.

#### Formative and Summative Data

# Daily Classroom Data

## How Do I Know If My Students Got It?

| 321 Exit Ticket Template |                                |
|--------------------------|--------------------------------|
| 3                        | Things I Learned Today ...     |
| 2                        | Things I Found Interesting ... |
| 1                        | Question I Still Have ...      |

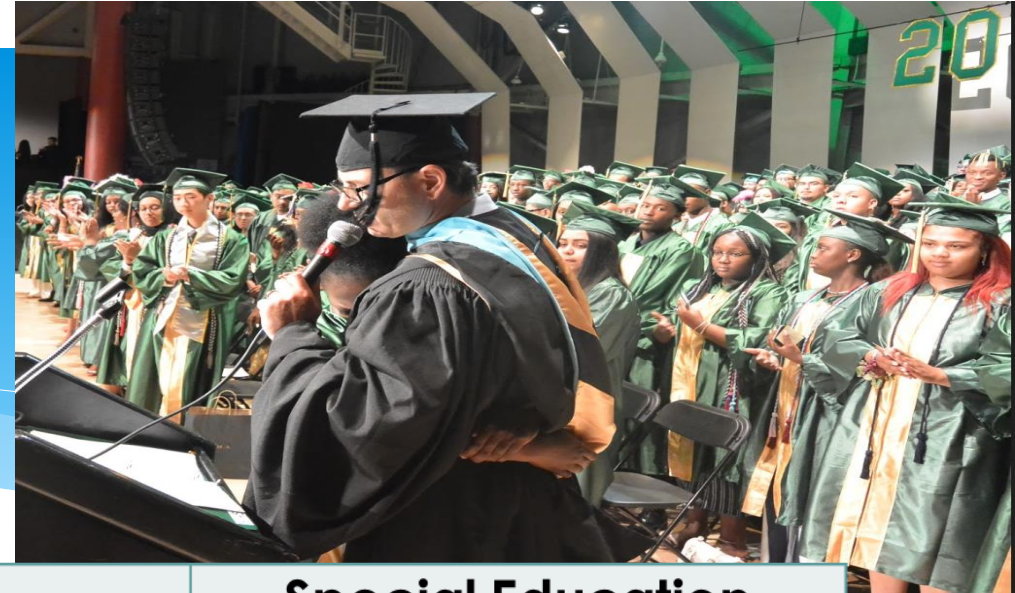


# Graduation Data Class of 2019



| High School Graduation Rate | 2012 Cohort         | 2013 Cohort         | 2014 Cohort         | 2015 Cohort         |
|-----------------------------|---------------------|---------------------|---------------------|---------------------|
| June Cohort#:               | 82%<br>305 Students | 84%<br>336 Students | 81%<br>368 Students | 84%<br>416 Students |
| August                      | 85%                 | 87%                 | 83%                 | 84%                 |

# Graduation Data Class of 2019



| High School        | ELL Cohort Graduation Rate | Special Education Cohort Graduation Rate |
|--------------------|----------------------------|--|
| <b>2018 - 2019</b> | <b>39%</b><br>N/A%         | <b>83%</b><br>N/A%                       |
| 2017 - 2018        | 30%<br>State - 29%         | 83%<br>State - 56%                       |
| 2016 - 2017        | 30%<br>State - 27%         | 72%<br>State - 54%                       |
| 2015 - 2016        | 14%<br>State - 27%         | 68%<br>State - 53%                       |

# Graduation Cohort Data

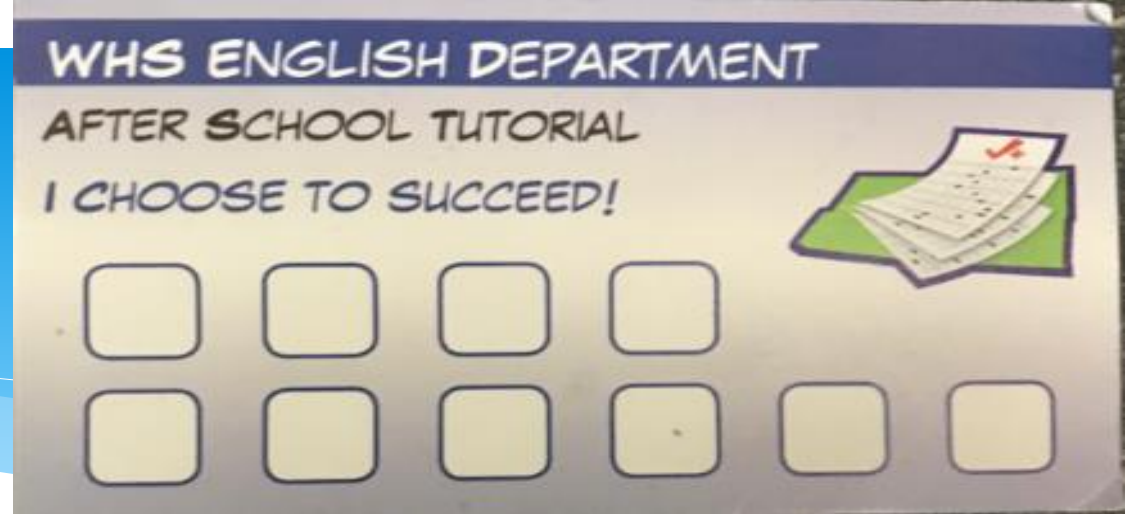
| #REF! | AGE  | LEP | SE/504 | Credits Earned | ALG I*             | ELA*               | LIV ENV            | GLOB               | US HST             | ALG II*     |
|-------|------|-----|--------|----------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------|
|       | 18.6 | LEP |        | 7.5            | P: 79 (X=1)        | P: 66 (X=3)        |                    |                    |                    |             |
|       | 17.7 | LEP | SE     | 19             | P: 66 (X=3)        | P: 66 (X=1)        | Fail by: -5 (X=2)  | Fail by: -4 (X=1)  | P: 73 (X=1)        |             |
|       | 17.8 |     | 504    | 13.5           | P: 66 (X=1)        | P: 81 (X=1)        | Fail by: -4 (X=2)  | Fail by: -24 (X=2) | Fail by: -17 (X=1) |             |
|       | 17   |     |        | 14.5           | P: 81 (X=1)        | P: 69 (X=1)        | P: 68 (X=1)        | Fail by: -2 (X=2)  | P: 73 (X=1)        |             |
|       | 16.9 |     |        | 17             | P: 69 (X=1)        | P: 66 (X=4)        | P: 75 (X=1)        | P: 76 (X=1)        | P: 76 (X=1)        |             |
|       | 17.7 |     |        | 13.5           | P: 66 (X=4)        | P: 67 (X=4)        | P: 74 (X=2)        | Fail by: -2 (X=2)  | P: 66 (X=1)        |             |
|       | 17.2 | LEP |        | 12             | P: 67 (X=4)        | P: 78 (X=1)        |                    | P: 74 (X=1)        |                    |             |
|       | 17.2 |     |        | 12             | P: 78 (X=1)        | P: 70 (X=2)        | P: 67 (X=6)        | P: 66 (X=3)        | P: 83 (X=1)        |             |
|       | 19.5 | LEP |        | 17             | P: 70 (X=2)        |                    | Fail by: -16 (X=1) | P: 66 (X=1)        | P: 73 (X=1)        |             |
|       | 18.6 | LEP |        | 17.5           | P: 79 (X=1)        | P: 80 (X=1)        | P: 73 (X=1)        | P: 68 (X=1)        | P: 76 (X=1)        |             |
|       | 18.8 | LEP |        | 14.5           | P: 70 (X=4)        | Fail by: -13 (X=3) | Fail by: -11 (X=4) | Fail by: -23 (X=2) | P: 66 (X=1)        |             |
|       | 20.4 |     |        | 14             | Fail by: -29 (X=1) | P: 78 (X=1)        | Fail by: -31 (X=1) | Fail by: -32 (X=1) | Fail by: -20 (X=1) |             |
|       | 17   |     |        | 18             | P: 66 (X=3)        | P: 66 (X=1)        | P: 66 (X=1)        | P: 68 (X=2)        | P: 72 (X=1)        |             |
|       | 19.5 | LEP |        | 19             | P: 66 (X=1)        |                    |                    | P: 66 (X=3)        |                    |             |
|       | 17.2 |     |        | 16.5           | P: 81 (X=1)        |                    | P: 94 (X=1)        | P: 90 (X=1)        |                    | P: 84 (X=1) |

# Graduation Cohort Supports



- \* Bi-Monthly Meeting with Principal, AP and the Director of Guidance
- \* Quarterly Articulation Grade Level Meetings with Guidance Counselors and Administrators
- \* Creation of a Credit Recovery Program (Grad Point) and Saturday Academy Program
- \* Truncated Schedules, Evening School and Early Dismissal – Support the Students Reality
- \* Creation of Content Tutorials
- \* Creation of Library Math “Drop-Ins”
- \* Title 1 Tutorials (Based on Data and Evidence – Example: Student Attendance & Teacher Performance)
- \* Quarterly Intervention Meetings – With Director of Guidance, 12<sup>th</sup> Grade AP and Principal
  - \* Parent - Student Meetings to support the Whole Child – Action Plan Created during Meeting
- \* Working with Local Colleges to enlist College Students as Tutors
- \* Guardian Angel Program
  - \* Teacher Mentoring Program to Support “At-Risk” Twelfth Grade Students
- \* Creation of FTA – Future Teachers of America Club, Peer to Peer Mentoring, and Scholars Program
  - \* Peers Assisting Peers in Classrooms, Library and After School (Let Seniors Lead – ASCD Article)

# Graduation Cohort Supports



## Creation of Content Tutorials

- \*Treated like an AIS in lieu of a hallway duty period
  - \*1 to 5 ratio – Meets every other day
- \*Quarterly Review of Students within the Tutorial
  - \*Does student still need support based on growth and teacher recommendation?

# Graduation Cohort Supports

## Quarterly Intervention Meetings

With the Director of Guidance, 12<sup>th</sup> Grade Assistant Principal and Principal

-All day Parent-Student Meetings to support academics

- \*Action Plan Created during Meeting

- \*The Action Plan is shared with Guidance Counselors

# Graduation Cohort Supports

## Westbury High School

Student Name:

### Extra Help Schedule

**If I plan to learn, I must learn to plan.**

|           | <b>Monday</b> | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b> | <b>Friday</b> |
|-----------|---------------|----------------|------------------|-----------------|---------------|
| <b>AM</b> |               |                |                  |                 |               |
| <b>1</b>  |               |                |                  |                 |               |
| <b>2</b>  |               |                |                  |                 |               |
| <b>3</b>  |               |                |                  |                 |               |
| <b>4</b>  |               |                |                  |                 |               |
| <b>5</b>  |               |                |                  |                 |               |
| <b>6</b>  |               |                |                  |                 |               |
| <b>7</b>  |               |                |                  |                 |               |
| <b>8</b>  |               |                |                  |                 |               |
| <b>9</b>  |               |                |                  |                 |               |
| <b>PM</b> |               |                |                  |                 |               |

# Grade Level Quarterly Data

## 12<sup>th</sup> Grade

### Quarter 1 Data Analysis

#### 2017-18 Q1 12<sup>th</sup> Grade Data

Passing Rate Average: 75.34%

Honor Roll: 15.89%

Principal's List: 12.60%

#### 2018-19 Q1 12<sup>th</sup> Grade Data

Passing Rate Average: 82.62%

Honor Roll: 18.89%

Principal's List: 19.14%

## 12<sup>th</sup> Grade

### Quarter 4 Data Analysis

#### 2017-18 Q4 12<sup>th</sup> Grade Data

Passing Rate Average: 92.98%

Honor Roll: 19.73%

Principal's List: 12.37%

#### 2018-19 Q4 12<sup>th</sup> Grade Data

Passing Rate Average: 96.87%

Honor Roll: 20.38%

Principal's List: 15.05%



# Discussion Protocol #1

How can you further your current student interventions/supports or utilize one of the *Graduation Cohort Supports* listed to support the students within your school?

Grades are a good indicator of how a student is doing, but if you just look at grades, you miss a lot of things: social changes, friend-group changes, attendance, health, all of a sudden a student is getting too skinny ... It's like a puzzle, and everybody holds a piece of the puzzle, so when we are all together, we can see the whole kid.”

— JANICE ELDRIDGE, BARR educator



# Student Interventions

## Levels:

- \* Level 0: Thriving student
- \* Level 1: Brief Intervention Students
- \* Level 2: Team Intervention Students (Is the Plan Working?)
- \* Level 3: Risk Review Intervention Students  
(Example: SSST – Staff Student Support Team)



start  
each day  
with a  
positive  
thought

# Support Staff Data

start  
each day  
with a  
positive  
thought

- \* IEP mandated and non-mandated counseling groups created based on school social emotional data inventory
- \* Creation of a Student Mindfulness Room during lunch periods
- \* Creation of a Newcomers Support Breakfast Program
  - \* Utilizing WHS Staff and CBOs – Community Based Organization
- \* Planned Parenthood, ESPOIR, the SAFE Center, and More...
  - \* Example: Healthy Relationships
- \* Student Social Anxiety Group (S.A.G.)
  - \* Purple Pass Card
- \* New York State Mentoring Program
  - \* Upper Classman trained as mentors to support 9<sup>th</sup> grade students
- \* The Herstory Program

# WHS Regents Data

| <u>Regents:</u>              | <u>2018 - 2019</u> |
|------------------------------|--------------------|
| English Language Arts        | 81% (+7%)          |
| Algebra 1                    | 65% (+7%)          |
| Living Environment           | 50% (-6%)          |
| Global History and Geography | 64% (+6%)          |
| US History & Government      | 88% (+2%)          |

| <u>Regents:</u>              | <u>2017 - 2018</u> |
|------------------------------|--------------------|
| English Language Arts        | 74%                |
| Algebra 1                    | 58%                |
| Living Environment           | 56%                |
| Global History and Geography | 58%                |
| US History & Government      | 86%                |

# Freshman Year: A Challenge & an Opportunity

- Ninth grade is a challenging transition year—it's also a year of great opportunity to set students up for success.
- Belonging and relationships are key to successful transition
- School climate is a key factor in whether students get “lost” in their academic career and social-emotional development



# 9<sup>th</sup> Grade Academy Regents Data



## Algebra 1 Regents

18/19: 72% (+1%)

17/18: 71%

## Living Environment Regents

18/19: 66% (+2%)

17/18: 64%

## Geometry Regents

18/19: 73% (+1%)

17/18: 72%

## Earth Science Regents

18/19: 90% (-4%)

17/18: 94%

# Grade Level Quarterly Data

| <b>2016 Q1 9th Grade Data</b> |               |
|-------------------------------|---------------|
| <b>Passing</b>                | <b>72.35%</b> |
| <b>Honor Roll</b>             | <b>10.42%</b> |
| <b>Principal's List</b>       | <b>4.92%</b>  |
| <b>Attendance</b>             | <b>89.90%</b> |

| <b>2017 Q1 9th Grade Data</b> |               |
|-------------------------------|---------------|
| <b>Passing</b>                | <b>96.18%</b> |
| <b>Honor Roll</b>             | <b>7.94%</b>  |
| <b>Principal's List</b>       | <b>16.47%</b> |
| <b>Attendance</b>             | <b>93.80%</b> |

| <b>2018 Q1 9th Grade Data</b> |               |
|-------------------------------|---------------|
| <b>Passing</b>                | <b>95.83%</b> |
| <b>Honor Roll</b>             | <b>21.94%</b> |
| <b>Principal's List</b>       | <b>13.61%</b> |
| <b>Attendance</b>             | <b>95.47%</b> |



# *Accelerated* Regents Data

| <u>REGENTS</u> | 2017-2018 | 2018-2019  |
|----------------|-----------|------------|
| Physics        | 100%      | 97% (-3%)  |
| Chemistry      | 60%       | 63% (+3%)  |
| Earth Science  | 82%       | 69% (-13%) |
| Geometry       | 58%       | 71% (+13%) |
| Algebra 11     | 89%       | 94% (+5%)  |

# Learning-Centered Problem and Examination of Practice

Goal: Investigate the Learning-Centered Problem and create an Examination of Practice (Previously called Problem of Practice) based on Evidence

- \* A Learning-Centered Problem is?
  - \* It is an instructional concern students might have based on evidence?
    - \* Examples of Evidence: Data and/or Formative Assessment
- \* What is a Examination of Practice?
  - \* An Examination of Practice is a link between learning and teaching and what a teacher can do instructionally to support the Learning-Centered Problem

# Mathematics: Plan of Action

|                          |  |
|--------------------------|--|
| Focus Area               | Mathematics open-ended problems  |
| Priority Question        | How do students approach text-based questions?   |
| Learner-Centered Problem | Students translate word problems into equations and solve without thinking about what the problem is asking.   |
| Problem of Practice      | As teachers, we ask students to memorize a list of words/phrases and what they mean mathematically (e.g., “more than” means addition). This promotes a translation-style approach.   |
| Action Plan              | Instructional strategies involve: helping students to create a model or draw a diagram to explain their thinking; providing opportunities in class for students to hear and discuss how other students solved the same problem in multiple ways. |

# Social Studies: Plan of Action

## Learning Centered Problem

During the analyzing of IDW, our learning centered problem became apparent. On both exams (Global Studies and American History) students are struggling with political cartoon analysis, graph/chart/map analysis and questions which involve longer reading passages. Furthermore, on the United States History Regents, students are struggling with constitutional vocabulary. As the Global History Regents has changed a review of new Regent material was completed. The topic of Enduring Issues was identified as a learning centered problem as it is a newly formatted ways of asking essay questions.

## Learning Centered Problems:

- \* Political cartoon analysis
- \* Graph/chart/map analysis
- \* Longer reading passages
- \* Enduring Issues essay
- \* Constitution vocabulary (US History)

# Social Studies: Plan of Action

## Quarterly Baseline Exams:

### Global Studies Growth: 18%

Students are still struggling with Long Reading passages and political cartoons. The area of map skill questions has improved. The staff will continue to integrate longer reads into lessons as well as political cartoon analysis exercises.

### American History Growth: 16%

The area of most improvement was seen with constitutional vocabulary questions. The students are still struggling with Long Reading passages and political cartoons. This is consistent with the data from the Global classes as these are skills that still need to be focused on. The staff will continue to integrate longer reads into lessons as well as political cartoon analysis exercises.

# Social Studies: Plan of Action

## Examination of Practice:

Identified Examination of Practice as it relates to Social Studies:

- \* Long reads, political cartoons, mapping and Enduring Issues
- \* The examination of practice is ongoing as it connects to the scope and sequence of the second quarter curriculum and is skill based. There will also be a focus on short response questions

## Quarterly Baseline Exams:

- \* The results are consistent with those of previous Global and US Regents exams. On the first quarter pre-assessment baseline, the average score was 2.3 out of 5 on Global and 2.6 out of 5 on US. When compared to the same type of questions being repeated on the quarterly exam, students showed an improvement from 2.3 to 3.2 out of 5.0 on Global and 2.6 to 3.4 on the US. The area where most students still struggled was with long reading passages. These areas will continue to be a focus for the 2<sup>nd</sup> quarter.
- \* Throughout observations and learning walks, there is an ongoing effort by the social studies staff to promote the professional development goals of unpacking learning targets, using formative assessments and getting higher student engagement. Higher student engagement will be a focal point for the second quarter as currently a >60/40% student/teacher and student to student is not being observed to the 60/40% goal.




# Learning Walk Data

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The focus of the learning walk..... \*

- Unpacked Student Learning Targets (SLTs) "I can..."
- Continual checks for understanding with targeted feedback (formative assessments)
- High student engagement (> 60/40% student/teacher and student to student) and ownership of learning
- Higher-order thinking questions
- Differentiated teacher strategies and student practices (flexible grouping, tiered assignments, and instructional extensions)
- All instructional focus areas

< >   

Verizon 12:35 PM 93%




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Please check the appropriate criteria:

Unpacked/referenced student learning targets (SLTs) "I can.."

(1) Learning targets posted/visible, (2) Learning targets were unpacked with students, (3) The teacher referred to the target during the lesson, (4) Tasks and assessments were aligned to the target, (5) Checks for understanding were used to see if students were obtaining the target.

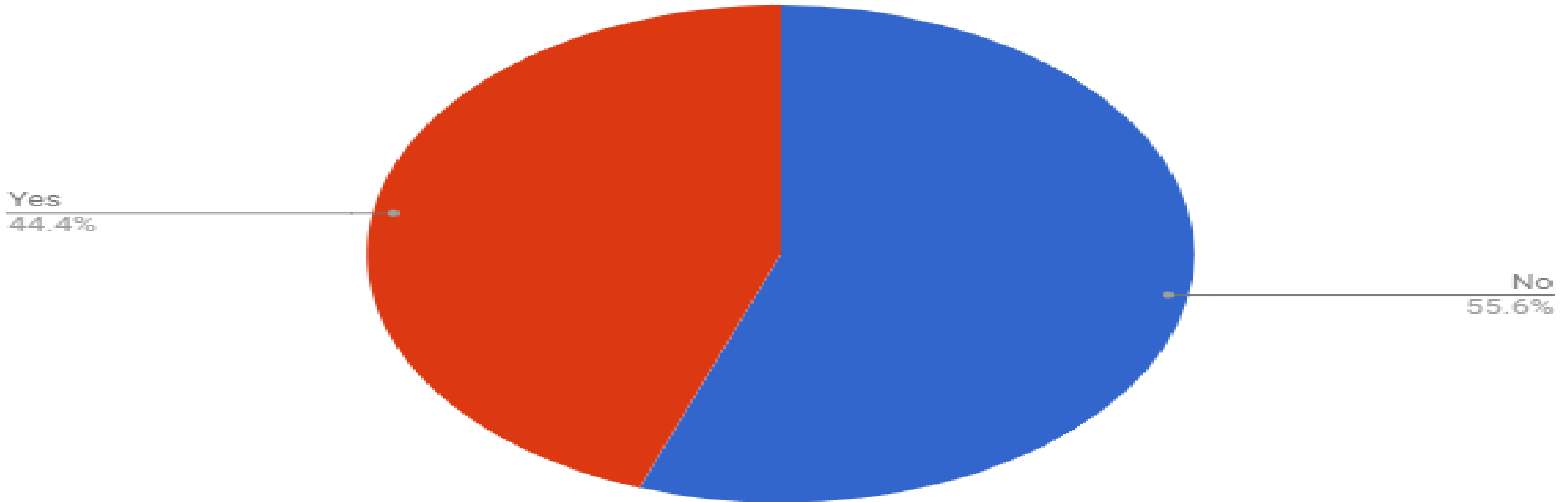
- Evident (3-5 out of 5)
- Partially Evident (1-2 out of 5)
- Not Evident (0 out of 5)

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# SEPTEMBER DATA

## Learning Targets

Learning Targets Visible @ WHS

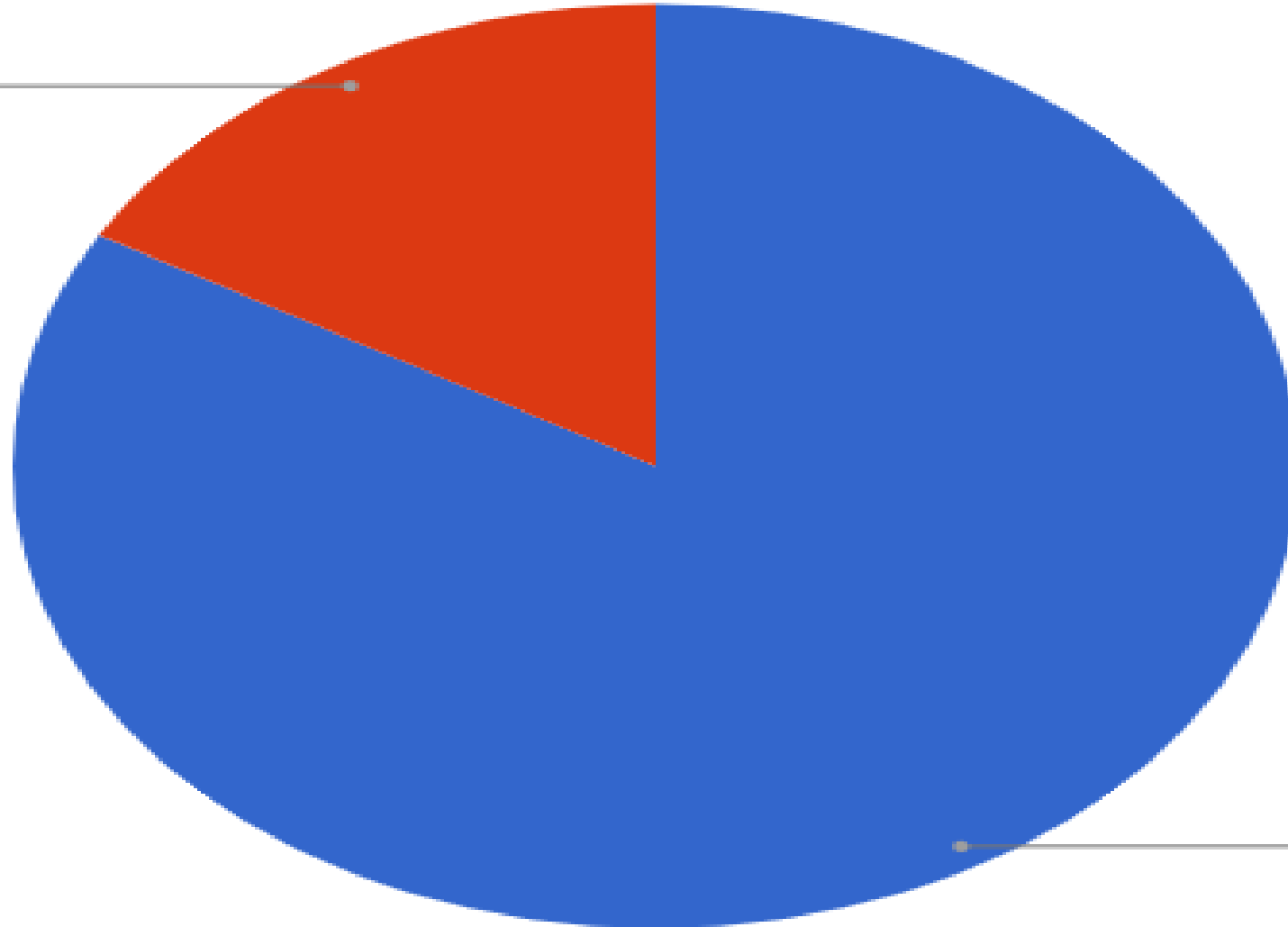




# OCTOBER DATA

## Learning Targets

No  
16.7%



Yes  
83.3%

# Where the Work Takes Place

- \* Principal's Cabinet (Principal and 3 Assistant Principals)
- \* Faculty, Department, and Professional Development Meetings
- \* PLC's – Professional Learning Communities
- \* Administration Cabinet Inquiry Team Meetings
- \* SPMT – School Planning Management Team
- \* School Counselor Team (Guidance Counselors)
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- \* Principal Student Forums
- \* Principal Staff Forums
- \* Superintendent's Administration Cabinet Meetings – K-12 Alignment)



## Discussion Protocol #2

How do you know if your Plan of Action(s) is working prior to the end of the school year?

What data are you currently focusing on or might begin to focus on based on what has been presented to support Student Achievement and building a ladder to a 2024 Goal of a 90% YMOC Graduation Rate?

# Questions?

THANK YOU!!

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# The Data Wise Swoosh



# Purpose of Each Step of the Data Wise Improvement Process

| Step                                | Purpose of this Step   | How This Step Played Out at Highland Academy   |
|-------------------------------------|--|--|
| 1. Organize for collaborative work. | Establish structures and teams.                                      | Schoolwide meeting agenda template and norms   |
| 2. Build assessment literacy.       | Increase comfort with data.  | Professional development on interpreting assessment reports related to literacy, the schoolwide focus area   |
| 3. Create data overview.            | Identify a priority question.  | "How do students approach finding the main idea in literature?"  |
| 4. Dig into student data.           | Identify a learner-centered problem.                                 | "When answering questions about literature, students tend to zoom in on characters and their feelings about them without stepping back to consider the main idea of the story."  |
| 5. Examine instruction.             | Identify a problem of practice.                                      | "As teachers, we tend to 'give away' the main idea of a story at the beginning of a lesson and devote most class time to encouraging students to identify personal connections to the characters."   |
| 6. Develop action plan.             | Create an action plan.   | Instructional Strategy: Close analytic reading   |
| 7. Plan to assess progress.         | Create a plan to assess progress.                                    | Short-term: In-class presentations<br>Medium-term: Teacher-designed written assessments<br>Long-term: State English Language Arts assessment   |
| 8. Act and assess.                  | Document improvements in teaching and learning and adjust as needed. | After implementing the instructional strategy, teachers noticed that students improved in their ability to identify the main idea orally but struggled to capture it in writing. Teachers continued to adjust their instruction, and by the end of the year most students were proficient in the "main idea" sub-skill on the state test |

# Learning-Centered Problem and Examination of Practice

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- \* A Learning-Centered Problem is?
  - \* It is an instructional concern students might have based on evidence?
    - \* Examples of Evidence: Data and/or Formative Assessment
- \* What is a Examination of Practice?
  - \* An Examination of Practice is a link between learning and teaching and what a teacher can do instructionally to support the Learning-Centered Problem

# ELA: Plan of Action

## \* Examination of Practice - EOP

- \* Our EOP is aligned with the second quarter curriculum based on Evidence-based claims (EBC). To make and support EBCs, students must be proficient close readers.
- \* The pre-assessment for Quarter 2 will be in alignment with our EOP. As we integrate the EBCs (Evidence-Based Claims--drawing conclusions and supporting them with evidence from the text), we will be continuing to build on the skills of the first marking period that support its achievement such as annotating and using analytical scaffolds for critical thinking such as SOAPSTONE (Subject, Occasion, Audience, Subject and Tone) and HIPP (an acronym used in Social Studies for Historical Context, Intended Audience, Purpose and Point of View) to also address our interdisciplinary literacy goals of utilizing shared language across content areas.



# ELA: Plan of Action

## \* Quarterly Baseline Exam Data

- \* The data from the post-exam showed growth in all grades. Most of the students in every grade level showed at least a 30% increase in the scores they earned on the pre-test. The ELA Chairperson (Me) believes that the midterm will be a better indicator of the extent to which our students are advancing. To address this concern, she has researched various resources that would better support our goals to secure accurate interim data that would inform instruction. In so doing, she discovered assessments that have been created specifically for the purpose of short cycle assessment and are aligned to our curriculum. We have ordered them.

# Mathematics: Plan of Action

## Learning – Centered Problem

Based on evidence from classwork, homework assignments, unit tests, and past Regents exams, math literacy, fluency, and numeracy continues to be an ongoing issue which affects our students' ability to interpret and answer multiple-choice and open-response type questions. Basic concepts such as operations with signed numbers will be areas of focus this year, along with open-ended questions in which students will have the opportunity to express their fluency by explaining their answers. The goal is by explaining, analyzing, and problem solving, students will begin to develop a deeper understanding of mathematics while becoming more literate, and fluent, in the language of mathematics. Unpacking Student Learning Targets have continued to focus on aspects of literacy such as stressing math academic vocabulary. Literacy has also been a focus during contractual and content-based tutorials.

# Mathematics: Plan of Action

## Examination of Practice

To support the learning-centered problem, the department is achieving this concern through continuous on-going spiraling within lessons as Do Now's, quizzes, exit tickets, as well as providing quarterly pre- and post-assessments. In addition, an interdisciplinary approach has been taken to improve literacy strategies, with the English Department providing ongoing professional development to the Math Department, as well as working with the Science Department by analyzing similar literacy concerns. Close reading strategies have been implemented as well as the creating of academic vocabulary word walls within several classrooms. The learning-centered problem and examination of practice have continuously been addressed within our curriculum teams during departmental and professional development meetings (Evidence below).

# Mathematics: Plan of Action

## Quarterly Baseline Exam:

Post Exam Data from the First Quarter Baseline -- A WrAP report was done to compare pre- and post-baseline exam data. The majority of questions given on the baseline exam showed improvement compared to those similar questions administered on quarterly exams (75% improvement on post-exam).

- \* Algebra I saw an improvement in four of the five baseline questions given.
- \* Geometry saw improvement for all three questions
- \* Algebra 2 showed improvement in two of the three baseline questions given.

## Algebra 1

- \* The majority of students answered the Baseline Exam pre-requisite questions incorrectly. The post exam informed us of a marked improvement in working with real and rational numbers, evaluating functions and interpreting functions. We did see a gap in Linear Modeling.
  - \* This instructional gap will be supported within department meeting PLC's. Using quarterly data, teachers will have the opportunity to present and turnkey on topics with which they've had success.
- \* What was the percentage of growth (Pre/Post)?
  - \* The quarterly data indicates growth in 80% of the areas identified in the GAP reports taken from the June 2017 & June 2018 Algebra 1 Regents exams.

# Social Studies: Plan of Action

## Examination of Practice

Instructionally, the members of the Social Studies Department will work on the incorporation of Do Now activities that focus on improving the skills needed to perform better on these skill based questions. United States History teachers have implemented more constitutional vocabulary into their Do Now activities to improve successes on these types of questions. A concerted effort has been made to incorporate these skills into daily lesson plans as well as quizzes and exams.

An interdisciplinary approach has been taken to improve literacy strategies with the English Department providing ongoing professional development to the Social Studies Department. Close reading strategies have been implemented as well as the creation of academic vocabulary word walls in several classrooms. Teachers have also been incorporating new Regents type questions into their lessons as the new exam will be more literacy based. Literacy strategies have been discussed and reviewed during class lessons. Department meetings continue to devote time to the development of Enduring Issues samples to incorporate during instruction throughout the year.

# ENL: Plan of Action

## Examination of Practice

Students need to strengthen vocabulary and grammatical structures to enable them to more effectively paraphrase (restate) textual evidence.

- \* The ENL Department has developed a list of cross-content Tier 2 vocabulary to embed in lessons
- \* Explicit teaching of strategies for restating textual evidence will be taught across language levels
- \* English 3D – a new course text is being used in stand-alone ENL classes that focuses on discussing academic texts
- \* Observed during Learning Walks and Observations
  - \* More ENL strategies present in Co-taught classes
    - \* Examples:
      - \* Sentence stems, collaborative grouping and scaffolding observed
      - \* The use of Learning Targets
      - \* Explicit teaching of Tier 2 vocabulary
      - \* Increase in student talk time vs. teacher talk time
- \* ENL Stand Alone Classes
  - \* Example: The use of more academic language rather than just concentrating on basic communication skills.
- \* One of the ENL Departments main focus areas has been to collaborate with the Social Studies and Science Departments in which there is collaborative teaching.
- \* Working on curriculum and scope & sequence
  - \* Example: Social Studies Global 1 and Living Environment teachers have frequently met to engage in collegial circles/PLCs with ENL teachers.