Building Learning Plan 2018-2019

During the 2018-19 academic year, we, as a school community, will extend our professional knowledge and ability around our existing work within the areas of:

- student achievement
- student engagement
- assessment design
- educational innovations

These goals are incorporated within our building learning plans. The building learning plans consist of 3 sections: The Achievement Imperative goal, districtwide teacher and learning goals, and a goal formed from problems of practice.

The Achievement Imperative goal is reserved for a problem of practice that has emerged at the building level. This year LMHS will be monitoring students' progress in the areas of algebra, biology, and literature. The idea behind monitoring students is to see if an extensive skill development and remediation plan can produce growth over a short period of time.

Districtwide Teaching and Learning Goals are determined by the state testing student results in the areas of Algebra, Biology, and Literature. At Lower Merion our building based teams are focusing on Algebra and Literature:

Math:

- Develop a math pathway that doesn't split and separate the Algebra 1 standards across two years, but rather builds from year to year while continuing to expand upon the topics from the prior year. (DISTRICT)
- Replace our Algebra 1, Geometry, Algebra 2 sequence with one that could incorporate and connect the topics from Algebra 1 with the concepts from Geometry and Algebra 2 along with real-world application of those skills. This could be done through the implementation of Integrated Math. (DISTRICT)
- Create a meaningful and engaging experience that invites students to seek success on this examination.

English:
- Focus on instructional practices for students to *independently* notice aspects of complex text that support comprehension and analysis.
- Focus on and emphasize specific grade-level variations in complexity of reading tasks and eligible content.
- Incorporate two reading assessments per course in order to monitor and assess reading skills.

Problems of practice are identified by a root cause analysis. This data-driven process is used to determine causation and then create solutions to address the problem. This year, we used results from the Challenge Success Survey that our students participated in last spring. The Challenge Success Student Survey is a 30-40 minute online survey for middle and high school students that measures perceptions of their academic engagement, connection to the school community, physical health and well-being, technology use, and how they use their time outside of school.

The following problems of practice are being analyzed this year at Lower Merion High School:

- Improve student connectedness
- Design authentic assessments in order to showcase skills in meaningful ways
- Ensure our highest performing students exceed their growth targets for close reading
- Interact with content that fully engages students
- Help students develop meaningful historical questions that will eventually be shaped into a strong, researched argument
- Examine current homework practices
- Reinforce the practicality and application of students' studies to transition into post-secondary experiences
- Articulate learning targets within the self-guided Unified Arts curriculum
- Implement an integrated math instructional approach in an attempt to increase the percentage of Algebra 1 Part 2 students who are achieving proficient on the math keystone exam.

Below is all each section of the building learning plan in detailed form that includes criteria data, past supports, planned supports, and outcome. Please note that student privacy does restrict some information or details.

Lower Merion High School Learning Plans

2018 - 2019

Overview

Section 1: Achievement Imperative Goal

LMHS will be monitoring 25 (9th, 10th, and 11th) students that are in the algebra, biology, and literature labs. These students have failed one or more keystone exam. The idea behind monitoring these students is to see if an extensive skill development and remediation plan can produce growth over a short period of time.

Section 2: Districtwide Teaching and Learning Goals

LMHS has reviewed data with the curriculum supervisors and together we will be addressing the following: In math, creating a systematic response to establish a meaningful and engaging remediation/lab experience that invites students to seek success on this examination. In Literature, we will focus on instructional practices for students to *independently* notice aspects of complex text that support comprehension and analysis.

Section 3: Action Plans

LMHS has created a variety of Section 3 BLPs based on suspected causation within contents. Actionable solutions are detailed in the following document.

General Overview of Students Currently Enrolled

In Algebra, Biology, and Literature Keystone Labs

1.   There are currently 54 students who are enrolled in 1 of the 3 Keystone (Algebra, Biology, and Literature) labs.
2.   There are currently 20 students who are enrolled in 2 of the 3 Keystone (Algebra, Biology, and Literature) labs.
3.   Of the students currently enrolled in the 3 Keystone labs, 23 of those students have IEPs.
4.   49% of the students Not Yet Proficient on the Algebra Keystone exam are students of color.
5.   53% of the students Not Yet Proficient on the Biology Keystone exam are students of color.
6.   50% of the students Not Yet Proficient on the Literature Keystone exam are students of color.
7.   We still have approximately 30 students who need to be enrolled in an Algebra Keystone lab. If a student only had room for 1 Keystone lab, we assigned them to the Biology lab first. They will take the Algebra lab in the 2nd semester and re-test in May 2019.
8.   Students selected for the BLP were a mix of 9th, 10th, and 11th graders. We will be tracking 8 students in Keystone Algebra labs, 8 students in Keystone Biology labs, and 9 students in the Keystone Literature labs. 7 of the students have IEPs. 11 of the students are students of color. 3 of the students have IEPs and are students of color.

Section 2: Districtwide Teaching and Learning Goals

Analysis of assessment data at the District level will help determine topics that are difficult to learn for students across the District. The curriculum team will identify these areas of focus and determine some system-wide actions and explorations that will be taken. Building-level teams will examine their data in relation to district trends to determine if anomalies exist.

	Initial noticings of the Keystone data in the area of Mathematics include... the low number of students who are successful on the Algebra 1 Keystone who are in the Algebra 1 part 2 course and the decline in the percent of students who are attaining proficiency the re-test. *Initial noticings of the Keystone data in the area of ELA include...* the low number of students who are scoring advanced in comparison to the number of *Math:* Proficiency in Algebra 1 skills is an expectation for LMSD graduates and deemed essential. Algebra 1 is the gatekeeper to both access and success *ELA:* We expect growth in all students. Currently, students scoring in the advanced category are not maintaining their relative standing in comparison to
2.1.2.	**Baseline Data on Area of Focus**
1	- The Algebra 1 Part 2 students experienced Algebra over two years with the majority having the first year at the middle school. - The four secondary schools in the district had higher overall performance on the Algebra 1 Keystone exam when students also had some - While 92% of first time test takers scored Proficient or Advanced on the Literature Keystone, only 28.3% scored in the Advanced category.
2	*Building-level data related to the district-wide goal to be included here.*

2.1.3.	Actions to be taken at the District Level
	What will be more deeply explored and what actions will be taken by the curriculum team as a result of these initial noticings? What questions are raised by these initial noticings? *Math:* ● Develop a math pathway that doesn't split and separate the Algebra 1 standards across two years, but rather builds from year to year while continuing to expand upon the topics from the prior year. (DISTRICT) ● Replace our Algebra 1, Geometry, Algebra 2 sequence with one that could incorporate and connect the topics from Algebra 1 with the concepts from Geometry and Algebra 2 along with real-world application of those skills. This could be done through the implementation of Integrated Math. (DISTRICT) ● Create a meaningful and engaging remediation/lab experience that invites students to seek success on this examination. (BUILDING – pre-work with teachers started in August, discussed and shared best practices at our Keystone Collaboration/s.) ● Implementation of a more structured and/or scripted remediation approach by Lab teachers. (BUILDING – see binder from Section 1 BLP) ● Mindset shift from a support model to a remediation of a skill set model. (BUILDING – see binder from section 1 BLP) *ELA:* ● Focus on instructional practices for students to *independently* notice aspects of complex text that support comprehension and analysis. (DISTRICT & BUILDING) ● Modeling annotation strategies, talking through the text analysis process (BUILDING) ● Using dialectical journals to have students record their individual observations and thinking; providing individualized feedback to students based on their annotation skills (BUILDING) ● Using constructed response questions to assess individual students' analytical reading skills (BUILDING) ● Discussing trends with students in response to their above assessments (trends in dialectical journals, feedback on constructed responses, etc.) (BUILDING) ● Focus on and emphasize specific grade-level variations in complexity of reading tasks and eligible content. (DISTRICT & BUILDING) ● Increasingly difficult texts throughout the courses (e.g. *Romeo & Juliet* to *Othello* to *Hamlet*, *The Kite Runner* to *The Great Gatsby* to *The Bluest Eye,* or *Interpreter of Maladies* to *The Dead*) (BUILDING) ● LMHS English Department is incorporating two reading assessments this year in order to monitor and assess reading skills. The first one will provide baseline data – the second will be measure growth. (BUILDING) ● In Social Studies, teachers are working on close readings to make an argument from primary and secondary sources – connecting this to the research paper. They are working with UPenn's Abby Reisman who is part of the Stanford History Education Group (SHEG) (BUILDING)

Section 3: Action Plan
LMHS World Language

3.1.1. Problem Statement

What problem are you hoping to solve?

"For students to be successful in school and within classrooms, they need to feel that they belong or fit in, and they need to have supportive connections with others." (p. 136 Overloaded & Underprepared) We would like to create a climate conducive to healthy and engaged learners and improve student/teacher relationship in the World Language classrooms.

3.1.2. Data

What data provide insight on the problem?

Challenge Success Data regarding student connectedness. Students are more likely to achieve higher grades and higher test scores, are more motivated and more engaged in school, and are more likely to persevere in the face of difficulty when they feel connected with and supported by others. (p. 136. Overloaded & Underprepared)

a.   % of students who feel they have an adult they can go to at school if they have a problem = 73.8 % at Harriton HS and 67.9% at Lower Merion High School

b.   % of students report experiencing a stress related health symptom in the last month = 84.2% at Harriton HS and 86.6 % at Lower Merion High School

c.   % of students that report "doing school" = 42% at Harriton HS and 48% at Lower Merion High School

3.1.3. Suspected Cause/s

What is the most likely cause?

Students and teachers are overloaded. Bell schedules constrict time with students. Grading can become a barrier in relationships for many teachers and students.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	Provide concise descriptions of the actions that teams will take at the local level in response to the District-wide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.	*Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.*	*List team or person/s responsible for this action.*	*Provide dates for key events associated with this approach.*	*After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.*
1	Teachers will read excerpts from Overloaded and Underprepared and create a systematic approach to increase student connectedness.	Teachers will work collaboratively to determine successful ways of connecting with students.	World Language teachers	October Department Meetings and PLC Meetings	Teachers will read excerpts from Overloaded and Underprepared and create a systematic approach to increase student connectedness.

2	Students and teachers will complete a baseline survey to assess how connected they feel with their language teacher/language students.	Teachers will have concrete student feedback from the student perspective.	World Language teachers	October 2018	
3	Teachers, within their PLCs, will each try different ways to engage students and create a climate of belonging by creating a systematic approach to foster greater personalization, create long term meaningful connections, and strengthen the climate of care within the individual classrooms.	Teachers will create a bank of resources as well as a systematic plan that they feel works at an individual level, to increase connectedness	World Language Teachers	Throughout the year	
	a. Supportive Behaviors – ways teachers act and interact with students that contribute to positive learning support and good relationships. b. Supportive Initiatives – classroom initiatives that contribute to positive learning support and good relationships. Supportive Structures – major departmental changes that contribute to learning support and good relationships.				
4	Teachers will work, on an individual and departmental basis, to make meaningful connections and create a climate of connectedness with a systematic approach (conscious supports to encourage connection and by seeking student feedback).	Teachers will have concrete student feedback from the student perspective and will be able to assess the effectiveness	World Language	Throughout the year	

Section 3: Action Plan
World Language #2

3.1.1. Problem Statement
Students need to engage in authentic assessment in order to showcase their skills in meaningful ways.

3.1.2. Data

Challenge Success Data regarding engagement:

a.   *% of students that report "doing school" = 42% at Harriton HS and 48% at Lower Merion High School*
b.   *% of students that report "they are purposefully engaged" = 23% at Lower Merion High School*
c.   *% of students that are fully engaged" = 10% at Lower Merion High School*
d.   *% of students that report "creation of more choice would reduce stress" = 81% at Lower Merion High School*

3.1.3. Suspected Cause/s

● Teachers' perceived inflexibility in the curriculum to branch out and design new/innovative assessments
● An overload of initiatives or additional work that may prioritize teachers' time away from authentic assessment design

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.	*Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.*	*List team or person/s responsible for this action.*	*Provide dates for key events associated with this approach.*	*After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.*
1	Teachers will engage in professional development through a variety of workshops and conferences.	Teachers will attend PLC meetings, 2hr. PRP workshops, AATFL conference, ACTFL conference, and provide feedback via MLP and debriefing in PLCs/department meetings.	World Language teachers	August- June 2019	
2	In PLCs, teachers will design authentic assessments focused around the 3 modes of communication: interpersonal, interpretive and presentational.	Teachers will implement these assessments in their classrooms and get	World Language teachers	August-June 2019	

		feedback from students in the form of engagement and performance.			
3	Teachers will collect feedback from their students on their engagement with the authentic assessment.	Individually, teachers may debrief with students or get survey data.	World Language teachers	August- June 2019	
4	As a department, teachers will reflect on this process and determine next steps for the following school year.	Based on the feedback teachers give in a department meeting, we will know how we want to proceed.	World Language teachers	June 2019	

Section 3: Action Plan
LMHS English

3.1.1. Problem Statement
Our highest performing students are not exceeding their growth targets for close reading.

3.1.2. Data
Keystone Literature Exam Data

3.1.3. Suspected Cause/s
●   Higher-achieving students may be disengaged during the exam ●   These students may be unable to distinguish the nuances of multiple-choice options as presented on the exam ●   These students may not be fully extending their explanations on constructed-response questions

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	Provide concise descriptions of the actions that teams will take at the local level in response to the District-wide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.	*Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.*	*List team or person/s responsible for this action.*	*Provide dates for key events associated with this approach.*	*After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.*
1	Develop baseline reading assessments	Teachers will work collaboratively to design assessments appropriate to their grade level.	9th and 10th grade ELA teachers and Literacy Specialists	November, 2018	
2	Use data from baseline assessment to develop growth measure	In PLCs, teachers will use the information they collect from the baseline assessment to design a second assessment to	9th and 10th grade ELA teachers and Literacy Specialists	December, 2018	

		determine students' growth		
3	Redesign the midterm as necessary as a final data point for this action plan	In PLCs, teachers may need to redesign portions of their midterms to function as a summative assessment for student reading growth.	9th and 10th grade ELA teachers and Literacy Specialists	January, 2019	
4	Use the data from the midterm as well as the Keystone Literature Diagnostic (9th grade students only) to determine placement in literacy labs for the following school year	The PLC teams will make recommendations about students' lab schedules for the following school year.	9th and 10th ELA teachers, Lit Specialists, grade-level principals	May, 2019	

Section 3: Action Plan
English

3.1.1 Problem Statement

Students need to engage in authentic assessment in order to showcase their skills in meaningful ways as well as see the practicality and application of their studies to post-high school situations.

3.1.2. Data

Challenge Success Data regarding engagement:
- *Students that report "doing school" - 48% at Lower Merion High School*
- *Students that report "they are purposefully engaged - 23% at Lower Merion High School*
- *Students that are fully engaged" - 10% at Lower Merion High School*
- *Students that report more choice would reduce stress - 81% at Lower Merion High School*

Students' generally apathetic or negative reactions to the standardized district fall and spring writing assessments

3.1.3. Suspected Cause/s

- *Standardized testing and its influence on assessment design in the classroom, including the need teachers may feel to prepare students for a test*
- *Teachers' perceived inflexibility in the curriculum to branch out or design new/innovative assessments*
- *An overload of initiatives or additional work that may prioritize teachers' time away from authentic assessment design*

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	Provide concise descriptions of the actions that teams will take at the local level in response to the District-wide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.	*Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.*	*List team or person/s responsible for this action.*	*Provide dates for key events associated with this approach.*	*After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.*
1	*Teachers will engage in professional development around engagement in ELA skills. This includes our 5hr PRP on modeling book clubs and a PD conference on students' engagement in reading.*	*Teachers will attend the department's 5hr PRP, the PD conference, or both and provide feedback via MLP and debriefing in PLCs/department meetings.*	*ELA teachers*	*5hr PRP – November 27, 2018* *PD Workshop – December 3, 2018*	

2	*In PLCs, teachers will design authentic assessments based on the skills their grade-level is focused on (e.g. independent reading in 9th, student choice in writing in 10th, debates and round panels in 11th, etc.).*	*Teachers will implement these assessments in their classrooms and get feedback from students in the form of engagement and performance.*	*ELA teachers*	*December 2018-March 2019*	
3	*Teachers will collect feedback from their students on their engagement with the authentic assessment.*	*Individually, teachers may debrief with students or get survey data.*	*ELA teachers*	*April 2019*	
4	*As a department, teachers will reflect on this process and determine next steps for the following school year.*	*Based on the feedback teachers give in a department meeting, we will know how we want to proceed.*	*ELA teachers and curriculum supervisor*	*May 2019*	

Section 3: Action Plan
LMHS Science, Math, Social Studies, English, and World Language

3.1.1. Problem Statement

What problem are you hoping to solve?

Information from the Challenge Success Survey showed that 48% of our students are doing school – meaning they do their work but they do not value it. Also, over 40% of our students claim that their homework is considered "busy work"

3.1.2. Data

What data provide insight on the problem?

Challenge success survey from student body in March of 2018.

3.1.3. Suspected Cause/s

What is the most likely cause?

Teachers are not starting or explaining the *"why"* of their homework assignments. No clear directions, student choice, differentiation, and/or authentic experiences within homework assignments.

3.1.4. Action Plan					
	Action Steps	**Expected Outcomes**	**Person/s Responsible**	**Timeline**	**Results** ("Post" Data)
	Provide concise descriptions of the actions that teams will take at the local level in response to the District-wide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.	*Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.*	*List team or person/s responsible for this action.*	*Provide dates for key events associated with this approach.*	*After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.*
1	Faculty Council will read and discuss the book *Overworked and Underprepared.* After discussing the book, the Department chairs will discuss other forms of research to gather more information about our students' perception about HW and the type of HW they are being asked to complete	Faculty Council will research the problem prior to addressing it with the staff. Expect to see that the HW we are assigning will have clear directions, student choice, differentiation, and/or authentic experiences within homework assignments.	Principal	Throughout the 2018-2019 school year	
2	Shadow a student for a day	Staff and Administration will better understand	Department Chairs and		

			the student experiences at LMHS.	Administrators		

Section 3: Action Plan
Social Studies

3.1.1. Problem Statement

What problem are you hoping to solve?

The research paper initiative was implemented last year in grades 9-12 social studies classes. Some outcomes of the research experience were more successful than others. In PLC meetings last spring and in our June district in-service the Social Studies Department identified some areas we hoped to focus on to make the research paper experience a more meaningful learning opportunity for students. Problems we are hoping to solve include: time concerns (the research experience needs to be spread over more class time and cannot be done successfully solely as a unit or end of year experience) and ways to help students become deeply-enough familiarized with a selected area of historical inquiry to develop meaningful historical questions that will eventually be shaped into a strong argument.

3.1.2. Data

What data provide insight on the problem?

Data was both anecdotal (conversational reflections on how each teacher and PLC addressed the research experience and what challenges emerged) and through reading over selections of the completed research papers and determining that most students may not have read deeply enough on the subject of research, and this was a likely factor in students' developing weak theses.

3.1.3. Suspected Cause/s

What is the most likely cause?

Introducing the research project all at once as a single unit or end of the year project could be overwhelming to students unfamiliar with the process and for those who need more work on developing the necessary skills. Teachers who spread the project out over the course of a semester seemed to have more positive results and witnessed less student stress. Spreading the research paper over more time also would give students the opportunity to spend more time doing close reading of multiple texts, and therefore familiarize themselves better with the body of research available about a topic (gain a better understand of the scholarship (historiography) surrounding a historical event or debate).

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	Provide concise descriptions of the actions that teams will take at the local level in response to the District-wide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.	*Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.*	*List team or person/s responsible for this action.*	*Provide dates for key events associated with this approach.*	*After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.*
1	In PLCs, teachers are addressing the time frame that they are dedicating to the	The research paper experience will become more organically ingrained	Social Studies Teachers		

	research experience in the 2018-2019 school year	into social studies lessons throughout the school year. Students will be given more support as they dive into research and, by reading both more broadly across a topic, but also reading sources more closely (and considering sourcing contextualization while they read), students will develop stronger arguments and more well-supported research papers. This will lead to more student engagement with the research			
2	Based on the inservice work with Dr. Abby Reisman of the University of Pennsylvania, teachers are focusing in their classes on historical thinking, reading and writing skills around the themes of *sourcing* (such as author's purpose, perspective, reliability), *contextualization* (how circumstances in which source was created affect its content), *close reading* (looking at what claims an author makes, what evidence they use, what language they use to persuade an audience, what reasoning	The research paper experience will become more organically ingrained into social studies lessons throughout the school year. Students will be given more support as they dive into research and, by reading both more broadly across a	Social Studies Teachers		

		they use) and *corroboration* (what is historiography (the study of historical writing) and why does it matter for our own writing? what do other sources say about a topic? Do they agree or not? What other sources might be available? What sources are most reliable?)	topic, but also reading sources more closely (and considering sourcing contextualization while they read), students will develop stronger arguments and more well-supported research papers. This will lead to more student engagement with the research experience			
	3	In PLCs, teachers are incorporating into daily lessons the skills listed above. As students become familiar with these skills, teachers will be able to stress them as students are 1) developing their own ideas for a historical research topic, 2) as they select historical writing to read closely about a topic, 3) as they begin to formulate an argument (thesis), 4) as they consider counter-claims to an argument, 5) as they corroborate evidence to back up their thesis and 6) as they cite this evidence appropriately.	The research paper experience will become more organically ingrained into social studies lessons throughout the school year. Students will be given more support as they dive into research and, by reading both more broadly across a topic, but also reading sources more closely (and considering sourcing contextualization while they read), students will develop stronger arguments and more well-	Social Studies Teacher		

		supported research papers. This will lead to more student engagement with the research experience and research outcomes in which they will take greater pride.			

Section 3: Action Plan
Science Biology

3.1.1. Problem Statement
Examining current homework practices in biology courses

3.1.2. Data
Data from the Challenge Success survey states that students cheat on homework assignments by copying from each other or from the internet. Students have also stated that homework is often perceived as busy work and of little value considering the time needed to finish it.

3.1.3. Suspected Cause/s
● Poor homework design by the teacher
● Teachers do little to explain how the homework will benefit learning
● An overload of duties and meetings and additional work that may prioritize teachers' time away from creating meaningful homework

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	Provide concise descriptions of the actions that teams will take at the local level in response to the District-wide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.	*Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.*	*List team or person/s responsible for this action.*	*Provide dates for key events associated with this approach.*	*After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.*
1	Teachers will read a chapter from *Overworked and Underprepared*.	Teachers will review homework practices in response to the reading.	Biology teachers	October 2018	
2	In PLCs, teachers will design homework based on the criteria outlined in the book.	Teachers will implement these homeworks in their classrooms and get feedback from students in the form of engagement and performance.	Biology teachers	December 2018-March 2019	
3	Teachers will collect feedback from their students on their engagement with the homework, as well as share what "old"	Individually, teachers may debrief with	Science teachers	April 2019	

	homework looked like compared to the reworked.	students or get survey data.			
4	As a department, teachers will reflect on this process and determine next steps for the following school year.	Based on the feedback teachers give in a department meeting, we will know how we want to proceed.	Science teachers	May 2019	

Section 3: Action Plan
Special Education

3.1.1 Problem Statement

Students need to be able to access the curriculum (in different modalities) in order to demonstrate their skills in meaningful ways as well as see the practicality and application of their studies to transition (post-secondary goals).

3.1.2. Data

Challenge Success Data regarding engagement

3.1.3. Suspected Cause/s

- Standardized testing and its influence on assessment design in the classroom,
- Including the need for teachers to differentiate assessments to meet the needs of all learners.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	Provide concise descriptions of the actions that teams will take at the local level in response to the District-wide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.	*Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.*	*List team or person/s responsible for this action.*	*Provide dates for key events associated with this approach.*	*After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.*
1	Teachers will engage in professional development and collaboration with general education teachers around differentiation. This includes a PD conference on co-teaching, and leading Ed Camps around Differentiation in the Classroom	Teachers will attend the department's 5hr PRP, the PD conference, or both and provide feedback via MLP and debriefing in PLCs/department meetings.	Special Education teachers and regular education teachers	Co-Teaching Conference– Spring 2018 and December 2018 Ed Camps- throughout the school year	

2	In PLCs, teachers will design differentiated assessments in collaboration with general education teachers and with specialists (Math and English) to individualize the assessment	Teachers will implement these assessments in their classrooms and get feedback from students in the form of engagement and performance.	Special Education teachers and regular education teachers	December 2018-March 2019	
4	Teachers will collect feedback from their students on their engagement with the differentiated assessment.	Individually, teachers may debrief with students or get survey data.	Special Education teachers and regular education teachers	April 2019	
5	As a department, teachers will reflect on this process and determine next steps for the following school year.	Based on the feedback teachers give in department meeting, PLC's, and collaboration with general education teachers we will know how we want to move forward	Special Education teachers, administrators, and supervisors	May 2019	

Section 3: Action Plan
Unified Arts

3.1.1. Problem Statement
Students must be able to understand and articulate learning targets (goals) for each project.

3.1.2. Data
Challenge Success Data regarding engagement   Interactions with students   Anecdotal data collected and shared during PLC meetings

3.1.3. Suspected Cause/s
●   Voluminous curriculum – overambitious lesson planning

3.1.4. Action Plan

Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
Identify underlying goal for each assignment during PLC meetings	Teachers will have a clear idea of which goal(s) are aligned to each project	Individual teachers	On -going during weekly PLC meetings	
Teachers will share the goal(s), for each project with their students	Students will be able to clearly articulate the goal(s) for each project	Individual teachers	On-going in class	
Teachers will reflect upon this process to evaluate student progress and engagement	As a result of clear goal articulation, we are hoping to see an increase in student achievement and engagement	Individual teachers	June 2019	

Section 3: Action Plan
Math

3.1.1. Problem Statement
The percentage of Algebra 1 Part 2 students who are achieving proficient is too low.

3.1.2. Data
Initial noticings of the Keystone data in the area of Mathematics include... the low number of students who are successful on the Algebra 1 Keystone who are in the Algebra 1 part 2 course and the decline in the percent of students who are attaining proficiency the re-test. 36/70 or 51% of Algebra 1 Part 2 students were proficient on the Keystone Exam.

3.1.3. Suspected Cause/s
1) 8th graders have to take PSSAs in 8th grade which is driving the teaching of topics that are not on the Algebra 1 Keystone. 2) Students are not naturally gifted in the area of mathematics. 3) Students exposed to almost exclusively "traditional" assessment questions that closely mirror classwork and homework problems.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	Provide concise descriptions of the actions that teams will take at the local level in response to the District-wide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.	*Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.*	*List team or person/s responsible for this action.*	*Provide dates for key events associated with this approach.*	*After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.*
1	The Algebra 1 PLC discusses ways to ask questions about concepts in different ways that are new to the students.	Ideas are gained for problem to include both in class and on assessments.	Algebra 1 Part 2 teachers.	On-going 2018-2019 school year	
2	Update all unit/common assessments to Include a question or questions that require students to apply knowledge to new situations.	Questions are added to assessments that challenge students to apply knowledge to new situations.	Algebra 1 Part 2 teachers.	On-going 2018-2019 school year	
3	Teachers will collect information regarding student success on the specific questions and how to improve student responses.	Strategies developed to improve student success in new situations.	Algebra 1 Part 2 teachers.	On-going 2018-2019 school year	

| 4 | As a content team, teachers will reflect on this process and determine next steps for the following school year. | | Algebra 1 Part 2 teachers. | On-going 2018-2019 school year | |