

Encore Jr. Sr. High School Action Plan for Improvement

2021/2022

Teacher: John Parker

Subject: High School ELA

Grade(s): 11th and 12th



R.I.S.E.R. MODEL

Research – Implement – Study – Evaluate – Reflect

- **Present Levels of Performance:** Details on how your classes are performing academically now.
- **Research:** What current aides and barriers are you faced with?
- **Implement SMART Goals:** Specific, Measurable, Attainable, Realistic, Time Bound goals for Math, ELA, and Behavior.
- **Study Strategies:** Identify the improvement strategy, who is responsible, when should it be assessed/observed, and what resources or programs do we use?
- **Evaluate:** Name the data collection tools that we use to evaluate?

Present Levels of Performance

Academic Progress: My current class averages are as follows (on 11/19/21):

Period 1: 87% (2 D's/F's)	Period 5: 84% (4 D's/F's)
Period 2: 86% (2 D's/F's)	Period 5 (Zoom): 85% (1 D/F)
Period 3: 89% (no D's/F's)	Period 6: 80% (11 D's/F's)
Period 4: 76% (5 D's/F's)	Period 6 (Zoom): 84% (1 D/F)
	Period 7: 77% (5 D's/F's)

Building Level Data:

Based on the most recent NWEA benchmark results, 8.5% of our ELA students are on track to be prepared for the ACT exam in the spring. 43.5% of our students are on track to score as a “standard met” or higher on the upcoming CAASPP exam. 41.4% of our students are on track to be prepared to take the SAT exam.

For my English III classes, the most recent assessment averaged 71.25%.

For my English IV classes, the most recent assessment averaged 80.75%

For AP English, the most recent assessment averaged 80%.

Classroom Level Data:

For my English III classes, the most recent formative assignment averaged 91%.

For my English IV classes, the most recent formative assignment averaged 89%.

For my AP English classes, the most recent formative assignment averaged 95%.

Individual Student Level Data (SPED, 504, EL):

SPED averages across all grades are as follows: 86%.

504 averages across all grades are as follows: 63%.

EL averages across all grades are as follows: 83.72%.

Research

Aides	Barriers
<p>--I have used Kahoot as a means of review in my ELA classes.</p> <p>--I utilize Google Classroom extensively for agendas, resources, assignments, and assessments (via Google Forms).</p> <p>--In the past I have implemented Socratic seminars in my ELA classes.</p>	<p>--It appears to be the case that some students are still adjusting/acclimating to in-person instruction. This is potentially a hindrance in that these students may not feel fully comfortable participating in class.</p> <p>--Some Zoom students do not participate as much as they should, nor are their grades as high as they should be.</p>

--I strive to achieve a balanced mixture of direct instruction, whole class discussion, and group work.
--I occasionally do show relevant video clips.
--All teachers use Aeries to manage students' grades and academic progress.
--I utilize Zoom for students who are on distance learning.

Implement SMART Goals

ELA Goals:

Specific: For our next round of NWEA benchmarks, I would like to see the percentage of students prepared to take the SAT go up from 43.5% to 50%.

Measurable: This percentage is easily measurable. We can run a report after the next round of benchmarks, which will be in late January.

Realistic: This is only a 6.5% increase, so this should be a quite realistic goal.

Time Bound: We should have the results for the winter benchmarks after the window closes on 2/4/2022.

Behavior Goals:

Specific: I would like to see at least three comments or questions posted in the chat by my Zoom/distance learning students. This will hopefully increase their participation.

Measurable: These are countable. The chat automatically saves to my computer, so I can go back and reference the posts for accuracy.

Realistic: This is a realistic amount. This should also ensure that students are paying attention and following along while on Zoom.

Time Bound: I would like to see these changes occurring on a regular basis by the end of the first semester.

Study Strategies

Identify Improvement Strategies	Who	When	What
Improved note taking.	All juniors and seniors in my classes.	This will occur during each class.	Students should take notes on lessons and group discussions.
Use of a daily planner or calendar.	All juniors and seniors in my classes.	This should occur after each academic class.	Students write down their classwork and homework for each academic class. They should also keep track of which assignments are completed and when.
Students should completely disconnect from social media while studying or completing assignments.	All juniors and seniors in my classes.	This should occur at all times in class and at home while completing assignments or studying.	Students need to close all social media apps and focus instead on their classes when they are in class or working on assignments at home.
Create a daily routine for homework/studying.	All juniors and seniors in my classes.	This should occur at home when students are working on assignments.	Students should establish a set routine to help them manage their time and complete their assignments punctually.
Create study groups before unit tests or exams.	All juniors and seniors in my classes.	This should occur before all major assessments in academic classes.	Students can form groups to help each other study and explain concepts from academic classes. This should ideally occur on a regular basis, but especially before exams.

Data Collection Tools

Formative Assessments: Classwork, homework, class discussions, comprehension check questions.

Summative Assessments: Essays, quizzes, and exams.

Diagnostic Tools: Verbal comprehension check questions, informal quizzes.

Vendor Assessments: NWEA benchmark program, Edgenuity curriculum.

RTI/Progress Monitoring: Periodic check-ins and collaborating with the SPED department and 504 coordinator.