



## **Continuous Achievement Process & Plan**

**2025 Quarter 1**

**Our Vision**

**Our Mission**

# Ninth Grade on Track Goal

*Ensure 65% of ninth grade students are passing all their courses.*

*Oakland High School 9th graders will as a group pass all of their classes with 60% or more reaching this goal using a variety of techniques including one on one intervention, group intervention, parent partnership and weekly goal setting and accountability.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Placement in classes that best fit the students' needs in both remediation and enrichment. Tracking systems established for each student and implemented by teachers.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Weekly plans established to respond to students needs and implementation of those plans with extra time provided to the students above normal class time with content teachers.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Student placement gauged and adjusted as need in partnership with the family.

# Behavior Goal

*Ensure 90% of students have behaviors NOT resulting in suspension or expulsion.*

*Oakland High School will reduce exclusionary data from 22% to 10% at the conclusion of the school year June 2025.*



## Root Cause Analysis

Social Media interactions and community based conflicts are the main reasons for a majority of the conflicts. Basketball games also a root cause for the male population.



## STEPS: how we will accomplish this goal

### ACTION STEP INTRODUCTION

Restorative Practices including circle, Development of Study Skills Program with emphasis on Character Strong.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Meeting with Counselor or teacher to remediate challenge. Restorative questions asked and plan made will student involved to mediate situation.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Meeting or contact with Parent/Guardians to address concerns and development of a plan for remediation.

# Extracurricular Goal

**Ensure 80% of students are enrolled in one or more extracurricular activities.**

*80% of Oakland Students, regardless of the grade level band, will be involved in at least one extracurricular activity by the end of the 2023-24 school based on data provided by club advisors, supervisors, or chaperones*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will use the high level strategy of feedback in the form of Survey to help the students identify their interest. We have purposely set a challenging goal to ensure that we do as much as possible to get students involved in extracurriculars. We will use multi forms of communication to encourage both students and families to get involved in our school.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

If these fail to reach the desired results we will begin to personally invite students who show a specific passion to start a club and get others involved

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

If after all of this has not gotten the desired results we will offer incentives to join using the school incentive program originally designed for recognition of the three R's

# Failing Courses Goal

*Ensure only 60% or fewer freshman, sophomores, juniors, and seniors are failing one or more courses.*

*Oakland High School will have 60% of our students passing all of their classes in the first semester of the 2024-25 school year by utilizing a tiered response to instruction that includes TOL, ESP's, and Certificated Instructors*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Collect data using TOL Instrumentation and use PLC time to evaluate specific needs and goals for each student, each week.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Meet with students both in FLEX classrooms, through pull out or push in, and in Study skills to enhance intervention and enrichment

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Meeting with parents and or guardians to discuss current strategies being used, interventions attempted, and placement in program

# Graduation Goal

*Ensure 70% of students are on track to graduate.*

*Oakland High School will have raised their graduation rate from 50% to 70%*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

With the support of On-Time Grad Specialist and Counselor we will track each student and ensure they are in the correct classes to get to increased grad rates

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

General Education Teachers will assist to ensure student progress was made. checking in each week or day as necessary

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Parent Conferences and schedule modifications will be done if students fail to meet success criteria. Other programs may be utilized

# IRC Goal

**Ensure 50% of students earn one or more industry-recognized certificates.**

*Oakland High School will raise our number of ICR's from 32.5% to 50% y incorporating additional opportunities to complete IRC's using our Study Skills Programs specifically targeting First Aid, Food Service, and Curriculum Based Certification offered in Partnership with TOL.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

As a PLC group determine methodology, timeline, and phased in implementation of the IRC focus. Obtain necessary supplies and approvals.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Advertise and implement classes both in Study Skills and as part of the TOL Sequencing of classes for Industry Standard.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Offer and Complete Classes, Give out Certification and note within system.

# ML Progress Goal

*Ensure 0% of students graduate from ML services or move up a level of English proficiency as measured by WIDA.*

N/A



## **STEPS:** how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

N/A



# VANI Goal

**Ensure 100% of students have a verified acceptance letter from their next institution.**

*By Graduation Day 2024-25 100% of all Oakland Seniors will have a VANI completion form. This will be completed through the use of Additional Time provided in class at the beginning of each quarter and facilitated by the staff.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

The completion of the VANI will be facilitated by our On-Time Graduation Specialist and our Senior Advisor for every student. Each instructor will ensure that HSBP is completed and revised throughout the year using the beginning of quarters and alternate schedules to complete the work.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students who fail to complete either the HSBP or the VANI for seniors will be required to attend a meeting with parents to ensure that compliance can be met.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

If Action Step 1 and Action Step 2 cannot be satisfied within reasonable timelines, then students will be asked to attend a special session of VANI Camp in the Library until they have the necessary documents completed.

## Grade C or Higher Art Goal

*Ensure 0% of students earn a C or better in this subject.*

N/A



### **STEPS:** how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

N/A

## Grade C or Higher CTE Goal

*Ensure 60% of students earn a C or better in this subject.*

*Will increase the percentage of students passing with a C or Better by 11% by the end of the semester utilizing content-specific enrichment opportunities, flex check-in, and parent outreach.*

### **STEPS:** how we will accomplish this goal

#### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

- Progress Updates, Reflect Evidence of Student Learning - District Grading Scales - Grade Book for 6-12 - Grading Timeliness and Communication  
- Retakes, Revisions, and Item Corrections - Teacher Feedback and Late Work - Impact of a Grade - Impact of Attendance on Grades Example:  
Retakes, Revisions, and Item Corrections: We will identify any summative grades that are having a negative impact on student's overall grade, then require them to take a retake the following week in-class.

#### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

- Progress check in with parents - Extended time for class & enrichment including Flex and one-on-one pull out on Wednesdays - Alternative options for demonstrating learning

#### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

- Meeting with Student and Parents - Use of Community Partners - Use of School Partners

# Grade C or Higher ELA Goal

*Ensure 64% of students earn a C or better in this subject.*

*Our first semester ELA SMARTIE goal is to have 64% of our students will earn a C or better in an ELA course before February 2025.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

List specific high-impact strategies your ELA team will leverage to maximize students on track to earn a C or better in each ELA course. How will your ELA team leverage the TPS' Grading Regulations to maximize students on track to earn a C or better in each ELA course? - Grades Reflect Evidence of Student Learning - District Grading Scales - Grade Book for 6-12 - Grading Timeliness and Communication - Retakes, Revisions, and Item Corrections - Teacher Feedback and Late Work - Impact of a Grade - Impact of Attendance on Grades Example: Retakes, Revisions, and Item Corrections: We will identify any summative grades that are having a negative impact on student's overall grade, then require them to take a retake the following week in-class.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will do the following in their ELA course: • Check Synergy weekly for current ELA grade. • Create midterm and end of quarter ELA SMART goals. • Reevaluate and adjust SMART goal. • Instruction time to submit missing assignments and revise assignments. • Provide feedback on assignments in a timely manner. • Communicate with guardians about students' grades. • Conferencing with students about their grades.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Follow Action Step 2 but include the following: • Include graduation specialist, counselor, and administration with communication of grades. • In person conference with guardian, student, and administration to create a plan for student to increase their grade

## Grade C or Higher Health Goal

*Ensure 1% of students earn a C or better in this subject.*

NA



### **STEPS:** how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

NA

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Na

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Na

# Grade C or Higher Math Goal

*Ensure 75% of students earn a C or better in this subject.*

*Oakland will see and increase in C or passing grades from 49% to 75% using the Edgenuity platform, enrichment activities, and Formative Feedback by the end of the 1st semester.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

List specific high-impact strategies your Math team will leverage to maximize students on track to earn a C or better in each Math course. How will your Math team leverage the TPS' Grading Regulations to maximize students on track to earn a C or better in each Math course? Work with TOL teachers to ensure: - Grades Reflect Evidence of Student Learning - District Grading Scales - Grade Book for 6-12 - Grading Timeliness and Communication - Retakes, Revisions, and Item Corrections - Teacher Feedback and Late Work - Impact of a Grade - Impact of Attendance on Grades Example: Retakes, Revisions, and Item Corrections: We will identify any summative grades that are having a negative impact on student's overall grade, then require them to take a retake the following week in-class.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Offer extra support during the school day, pulling out students who need additional help. Focus on accommodations as outlined in IEP Plans for those children that have additional supports in place.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Offer extra support during the school day as students work on Edgenuity courses. Extra focus on accommodations as outlined in IEP Plans for those children that have additional supports in place. Keep clear communication channels between the student, home, and teacher.

## Grade C or Higher Music Goal

*Ensure 0% of students earn a C or better in this subject.*

N/A



### **STEPS:** how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

N/A

## Grade C or Higher PE Goal

*Ensure 0% of students earn a C or better in this subject.*

N/A

### **STEPS:** how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

N/A



# Grade C or Higher Science Goal

*Ensure 74% of students earn a C or better in this subject.*

*Students working in Edgenuity will move from 30 % students earning a C or higher to 74% students earning a C or higher. This will help students move toward graduation and open up more classes for students to take within the semester.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Progress monitor as a whole class and check weekly progress.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group pull out model. Teacher pulls small groups that need support with making it past difficult concepts in classes.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

One on one sessions with students to review goal and work past major misconceptions or roadblocks that prevent from achieving progress and earning an overall grade.

# Grade C or Higher Social Studies Goal

*Ensure 50% of students earn a C or better in this subject.*

*Social Studies covered by TOL*



## **STEPS:** how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

*Social Studies covered by TOL*

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

*Social Studies covered by TOL*

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

*Social Studies covered by TOL*

# Grade C or Higher World Languages Goal

*Ensure 0% of students earn a C or better in this subject.*

N/A



## **STEPS:** how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

N/A

## Staff Goal

**Support staff SEL (social awareness or relationship skills), resulting in at least 90% positive rating on the selected Climate Survey item.**

*100% of the staff will feel professionally supported at work while at least 90% will feel staff members are collegial and work well together. This will be evaluated at the end of each semester*

### **STEPS:** how we will accomplish this goal

#### PROMOTING SEL FOR STUDENT IMPACT

Meet with individual staff who are struggling to manage their behaviors and find restorative methods that can help them self-manage that event and those in the future. This might include taking a break, having a decompression area, journalling, drawing, music, or any means to allow them to self-regulate and problem solve.

# Student Goal

*Implement Whole Child practices with fidelity, resulting in at least a 90% positive rating on the selected Climate Survey item.*

*90 % of the students will be able to identify their emotions and self-regulate using learning skills and restorative practice techniques o Use self-check-ins o Use of student surveys o Teacher data and observations of student interaction ? Progress monitoring each day while in remote learning with at least two days picked for data collection each month.*

## **STEPS:** how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

Meet with individual students who are struggling to manage their behaviors and find restorative methods that can help them self-manage that event and those in the future. This might include taking a break, having a buddy room, having a decompression area, journalling, drawing, music, or any means to allow them to self regulate.