



Continuous Achievement Process & Plan

2025 Quarter 1

We believe all our students deserve and are worthy of a safe, beautiful space to learn and grow. Teachers are passionate about their craft and care about their students and want them to be successful as they move through school to become contributing members of our global world.

Our Vision

Prepared for high school, prepared for life, and ready to change the world.

Our Mission

Students learn to positively change the world when they are guided by staff who respect and care for them. Great teachers know their students, build healthy relationships with families, provide the appropriate level of challenge, engagement, and support. These educators are relentless in their pursuit to develop their craft.

6th Grade ELA Goal

Achieve a 30% pass rate for the selected standard by the end of the quarter.

By February 18, 2025 (% of students in Tier 2 or 3) will improve by (+15%) level on the mastery scale on 6.RI.8 (priority standard) as measured by (assessment/CFA). The culturally responsive practice of contextual learning will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

UNIT: Argumentative Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing close reading and use of metacognitive markers, teachers will use whole group, partner, and small group instruction to support students in understanding 6.RI.8 to ensure students are able to identify the main idea and find supporting evidence through modeling, scaffolding, practice, and knowledge of terms with a focus on main idea and supporting evidence. Additionally, students will monitor their progress by self-scoring and feedback will be given every 1-2 weeks for the duration of the unit.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 20 minutes 1-2 times/week with a focus on drawing evidence from informational texts to support main idea and supporting evidence. Teachers will use graphic organizers, close reading strategies, and metacognitive markers to give students opportunities to learn to locate evidence in texts to support analysis, reflection, and research. Students will read passages, write claims, support claims with evidence, and defend their evidence with reasoning that fits the context of the assignment. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving Title/LAP, EL, SPED services will participate in small group instruction for 20 minutes, 1-2 times a week with a focus on 6.RI.8 standard with their support teacher. Support teacher will provide additional 1:1 instruction with student per their progress. Students will get additional support with sentence frames and starters as well as talk to text as an option. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

6th Grade Math Goal

Achieve a 17% pass rate for the selected standard by the end of the quarter.

6th grade students will increase their proficiency using number lines to represent positive and negative rational numbers from 2% to 17% measured by the pre- and post-test curriculum-based assessment (Benchmark 1 and Benchmark 2).



CURRICULUM: the standards and units we are targeting

STANDARD: 6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers

UNIT: Topic 2 - Integers and Rational Numbers



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing manipulatives and note-taking with graphic organizers, teachers will use whole group, partner, and small group instruction to support students in graphing points on number lines and coordinate grids while assessing with Common Formative Assessments. Additionally, students will monitor their progress by checking their standard mastery through Synergy StudentVue grades and through a self-reflection involving the rubric. Individualized feedback will be given by the teacher at least once every other week until the end of the unit.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, teachers will provide notes and graphics as well as pre-filled graphic organizers as necessary. Students will also participate in small group instruction for 10-15 minutes at least once a week with a focus on CCSS.6.NS.C.6.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core guided instruction, students will receive 1:1, 1:2, 1:3, other structured instruction as needed/available. Students will self-reflect on their strengths and weaknesses in relation to the standard, check grades on Synergy StudentVue, and reflect on feedback from teachers from assignments and assessments. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress. Also, recommended students (at the request of previous year teachers) are currently enrolled in a LAP Math Intervention class alongside their core math class. These students represent a population of learners who typically do not receive additional supports (IEP resource room or push-in core math support from SpEd teachers) in mathematics learning. These intervention class sections are ideally capped at 20 students (will be larger for the 2024-25 school year) and use multiple approaches to support their math learning needs such as IXL, small group support, and reteaching of core math concepts.

6th Grade Science Goal

Achieve a 20% pass rate for the selected standard by the end of the quarter.

20% of students will earn an IB 3 or higher on their Final Model of One-way Mirror Phenomenon when assessed before the end October 2024. There will continue to be interim assessments as well from formative assessments including laboratory investigations and the progress trackers all of science will have in common. As discussed elsewhere, this is relevant to their science learning, with our focus on Physical science and specifically how light is reflected or transmitted through materials and how our eye takes that data. As mentioned earlier in our discussion of equitable practices, this will be accessible by all students through various strategies to appeal to all learners.



CURRICULUM: the standards and units we are targeting

STANDARD: 6-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

UNIT: Unit 1: Light and Matter



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing class discussion, questioning and transforming notes, teachers will use whole group, partner and small group instruction to support students in understanding MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, and transmitted through various materials. Additionally, students will monitor their progress by modeling what they discover in progress trackers and feedback will be given on their initial model, final model, as well as the intermittent progress trackers and various other formative assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Identified strategies from students referred through SST, which might include small group instruction, daily check-ins, preferential seating, and 1:1 help if needed. Making pre-made notes for students with IEPs.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

No double dose in science. For students that are getting additional supports outside of science, those students may receive in-class supports including the following as needed: Accommodations aligned to IEP and/or 504 Intentional grouping Intentional Seating Additional time reading/completing assignments Copies of Vocabulary In class supports such as sentence starters and discussion prompts

6th Grade Social Studies Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

By 1/15/25, 8 students in Tier 2 (achieving a score of 3-4 on the benchmark assessment) will improve by one proficiency level on the mastery scale (to at least a 5-6) on H3.6-8.2 as measured by CFAs and post assessment. The culturally responsive practices of intentional seating and grouping, student collaboration through partner and teacher supported close reading, jigsaw, text-rendering, anchor charts, and chunking the material will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.H3- Understands that there are multiple perspectives and interpretations of historical events.

UNIT: Mesopotamian Milestones



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing close reading, partner reading, anchor charts, intentional seating, and text rendering, teachers will use whole group, partner, and small group instruction to support students in understanding H3.6-8.2 to ensure students are able to support a claim about a historical event with a focus on comparing more than one perspective. Additionally, students will monitor their progress by self-assessment on each rubric, and feedback will be given after each CFA by the teacher. Students will receive immediate feedback on daily classroom activities.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes twice per week with a focus on H3.6-8.2. Teachers will support small groups with intentional instruction in smaller chunks, focusing first on claim, then evidence, then reasoning, then citations. Progress will be measured by exit slips, continuous feedback, and brought to PLC+ meetings to discuss instructional moves. *

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Assessments will include scaffolds so all students can access the material. There will be alternative assessments for students that need more support.

7th Grade ELA Goal

Achieve a 42% pass rate for the selected standard by the end of the quarter.

7th grade students are at 0% meeting standard RL.2 according to common pre-assessment data. By the end of the CAP cycle February, (+15%) will move from approaching to meeting standard. We will accomplish this goal by creating common formative assessments and analyzing student performance on those assessments to determine action steps throughout the unit.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

UNIT: Narrative Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By modeling note taking, close reading and analyzing plot of narratives to help identify themes, teachers will use whole group, partner and small group instruction to support students in understanding how to identify themes, articulate it's development, and summarize a story to ensure all students are able to write a personal narrative essay through analysis and reflection with a focus on Ai being able to identify and explain the content. Additionally, students track their own progress in their notebooks and feedback will be given according to CFA results.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

use graphic organizers, close reading strategies, and metacognitive markers to give students opportunities to learn to locate evidence in texts to support analysis. Students will read short stories and watch pixar shorts, complete plot diagrams, summarize the stories, and identify the themes. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves..

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving Title/LAP, EL, SPED services will participate in small group instruction for 20 minutes, 1-2 times a week with a focus on RL.2 standard. Support teacher will provide additional 1:1 instruction with student. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

7th Grade Math Goal

Achieve a 33.7% pass rate for the selected standard by the end of the quarter.

By Jan. 30th, 33.7% of students will improve by 3 IB levels on the mastery scale on 7.RP.A.2 as measured by the post-assessment. The culturally responsive practice of building authentic relationships with students, using random groupings, providing opportunities for self, peer, and teacher feedback and utilizing Classroom Discussions and Collaboration will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: 7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems

UNIT: Topic 3 - Analyze and Solve Proportional Relationships



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing manipulatives and using alternate work spaces like individual or vertical white boards, teachers will use whole group and small group instruction to support students in understanding real-life and mathematical problems to ensure students are able to solve multi-step equations through Common Formative Assessments. Additionally, students will monitor their progress by tracking their results. Specific written or verbal feedback will be given by the teacher at least once every two weeks.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, teachers will provide partially completed graphic organizers or printed notes as necessary. Students will also participate in small group instruction for 10-15 minutes once a week with a focus on CCSS 7.RP.A.2. Progress will be measured by exit slips, continuous feedback, and brought to PLC+ meetings to discuss instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, Students receiving special education services will self-reflect on their strengths and weakness in relations to the standard, check formative scores and grades in StudentVUE and reflect on feedback from teachers from assignments and assessments. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress. Select students provided to you by SPED. Also, recommended students (at the request of previous year teachers) are currently enrolled in a LAP Math Intervention class alongside their core math class. These students represent a population of learners who typically do not receive additional supports (LRC) in mathematics learning. These intervention class sections are capped at 20 students and use multiple approaches to support their math learning needs such as IXL, small group support, and reteaching of core math concepts.

7th Grade Science Goal

Achieve a 20% pass rate for the selected standard by the end of the quarter.

20% of students will earn an IB 3 or higher on their final model of chemical reactions by December 15. The culturally responsive practice of student collaboration will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: 7-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

UNIT: Unit 1: Chemical Reactions and Matter



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing class discussion, questioning and transforming notes, teachers will use whole group, partner and small group instruction to support students in understanding PS1-2: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred to ensure students are able to analyze and interpret data from investigations with a focus on identifying reactants, products, and their properties. Additionally, students will monitor their progress by modeling what they discover in progress trackers and feedback will be given on their initial model, final model, as well as the intermittent progress trackers and various other formative assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction students will participate in small group instruction as intentionally grouped lab groups for 10-15 minutes per week, depending on number of labs this may be multiple times, with a focus on the NGSS priority standards being addressed that unit. Teachers will question students, model using manipulatives and summarize concepts. Students will demonstrate understanding with manipulatives/lab materials, practice reciprocal teaching of concepts with teacher. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students that are getting additional supports outside of science, those students may receive in-class supports including the following as needed: Accommodations aligned to IEP and/or 504 Intentional grouping Intentional Seating Additional time reading/completing assignments Copies of Vocabulary In class supports such as sentence starters and discussion prompts

7th Grade Social Studies Goal

Achieve a 53% pass rate for the selected standard by the end of the quarter.

By 1/15/25, 8 students in Tier 2 (achieving a score of 3-4 on the benchmark assessment) will improve by one proficiency level on the mastery scale (to at least a 5-6) on H3.6-8.2 as measured by CFAs and post assessment. The culturally responsive practices of intentional seating and grouping, student collaboration through partner and teacher supported close reading, jigsaw, text-rendering, anchor charts, and chunking the material will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.H3- Understands that there are multiple perspectives and interpretations of historical events.

UNIT: Decisions That Define Us



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing close reading, partner reading, anchor charts, intentional seating, and text rendering, teachers will use whole group, partner, and small group instruction to support students in understanding H3.6-8.2 to ensure students are able to support a claim about a historical event with a focus on comparing more than one perspective. Additionally, students will monitor their progress by self-assessment on each rubric, and feedback will be given after each CFA by the teacher. Students will receive immediate feedback on daily classroom activities.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes twice per week with a focus on H3.6-8.2. Teachers will support small groups with intentional instruction in smaller chunks, focusing first on claim, then evidence, then reasoning, then citations. Progress will be measured by exit slips, continuous feedback, and brought to PLC+ meetings to discuss instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Assessments will include scaffolds so all students can access the material. There will be alternative assessments for students that need more support.

8th Grade ELA Goal

Achieve a 5% pass rate for the selected standard by the end of the quarter.

This year, 8th grade students will be instructed through a humanities approach. This will primarily focus on Educurious resources, so a separate goals for ELA will not be present this year.



CURRICULUM: the standards and units we are targeting

STANDARD: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases - gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

UNIT: Argumentative Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

This year, 8th grade students will be instructed through a humanities approach. This will primarily focus on Educurious resources, so a separate goals for ELA will not be present this year.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

This year, 8th grade students will be instructed through a humanities approach. This will primarily focus on Educurious resources, so a separate goals for ELA will not be present this year.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

This year, 8th grade students will be instructed through a humanities approach. This will primarily focus on Educurious resources, so a separate goals for ELA will not be present this year.

8th Grade Math Goal

Achieve a 45% pass rate for the selected standard by the end of the quarter.

By Jan. 30th 45% of students will improve by 3 IB levels on the mastery scale on HSA.CED.A as measured by the post assessment. They culturally responsive practice of building authentic relationships with students, using random grouping, providing opportunities for self, peer, and teacher feedback and utilizing Classroom discussions and collaboration will be used to create an inclusive and equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: HSA-CED.A Create equations that describe numbers or relationships

UNIT: Topic 2 - Linear Equations



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Number Talks, Random Grouping, graphic organizers teachers will use whole group, partner, and small group instruction to support students in understanding Linear Equations to ensure students are able to solve real world problems through Common Formative Assessments with a focus on writing linear equations. Additionally, students will monitor their progress by looking at rubrics and feedback will be given on a regular, bi-weekly basis.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10-15 minutes once a week times per week with a focus on HSA.CED.A.1. Progress will be measured by exit slips, continuous feedback, and brought to PLC+ meetings to discuss instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing Number Talks, Random Grouping, and graphic organizers during core instruction, students receiving special education services services will participate in small group instruction for 20 minutes, 5 times per week with a focus on HSA.CED.A.1 standard or skill with the support teacher(s). Support teachers will use individual and small-group instruction with teacher and peer support, such as demonstrating and comparing their process on past and current work. Students will self-reflect on their strengths and weakness in relations to the standard, check grades, and reflect on feedback from teachers on assignments and assessments. Progress will be measured by exit slips, consistent feedback, and brought to PLC+ meetings to inform the team of the progress.

8th Grade Science Goal

Achieve a 20% pass rate for the selected standard by the end of the quarter.

20% of students will earn an IB 3 or higher on their Final Model of How Sound causes objects to move when assessed before December 15, 2024. There will continue to be interim assessments as well from formative assessments including laboratory investigations and the progress trackers all of science will have in common. This is relevant to their science learning at this time with our focus on Physical science and specifically sound waves, as well as the scientific processes practiced with Claims, Evidence, and Reasoning. To be sure to address equitable practices, the culturally responsive technique of student collaboration will be emphasized throughout the unit.



CURRICULUM: the standards and units we are targeting

STANDARD: 8-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

UNIT: Unit 2: Sound Waves



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing class discussion, questioning and transforming notes, teachers will use whole group, partner and small group instruction to support students in 8-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. This will ensure students are able to analyze and interpret data from investigations with a focus on identifying the influence of frequency and amplitude on wave movement and energy involved, as well as the material through which it is moving. Additionally, students will monitor their progress by modeling what they discover in progress trackers and feedback will be given on their initial model, final model, as well as the intermittent progress trackers and specific formative assessment investigations at least 3 times over the course of the unit.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction students will participate in small group instruction as intentionally grouped lab groups for 10-15 minutes per week, depending on number of labs this may be multiple times, with a focus on the NGSS priority standard 8-PS4-2. Teachers will question students; model using manipulatives and summarize concepts. Students will demonstrate understanding with manipulatives/lab materials, and practice reciprocal teaching of concepts with teacher. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students that are getting additional supports outside of science, those students may receive in-class supports including the following as needed: Accommodations aligned to IEP and/or 504 Intentional grouping Intentional Seating Additional time reading/completing assignments Copies of Vocabulary In class supports such as sentence starters and discussion prompts

8th Grade Social Studies Goal

Achieve a 60% pass rate for the selected standard by the end of the quarter.

Based on baseline teacher designed quiz, (4%) of students are currently meeting SOC6-12.H3- Understands that there are multiple perspectives and interpretations of historical events. By Jan. 30, 2025, (60%) of the students will meet standard as measured by their podcast (End Unit Project) that challenges people to consider multiple perspectives in American history.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.H3- Understands that there are multiple perspectives and interpretations of historical events.

UNIT: Untold Stories of the Revolution



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Warm demander, Ignite/Chunk/Chew, Costa's Levels of Questioning, Marking the Text, Assets Based Feedback, Reciprocal Teaching Strategy,

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Jigsaw Strategy, KWL Charts, Frayer Models, Validate, Affirm, Build, & Bridge Feedback, Discussion Protocols

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Speaking and Listening Techniques, Discussion Starters, Sentence Stems/Starters or Writing Frames, and Prior Knowledge Activities, such as anticipation guides prior to reading and word walls.

Behavior Goal

Ensure 95% of students have behaviors NOT resulting in suspension or expulsion.

By spring of 2025, less than 1% of students will have behaviors such as use of vapes, marijuana and/or tobacco that result in suspension or expulsion.



Root Cause Analysis

When an exclusionary disciplinary decision is made, each student will have weekly check-ins and support with academics, counseling services when excluded. This may include spot checking students for controlled substances and creation of goals for staying clean for students with repeat behaviors.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

Our current baseline is that 99% of Gaudrone students have NOT been suspended or expelled from school from September 2024 to October 2024 for vaping or the use of marijuana. There were 5 incidents of students using a vape or using marijuana but other non-confirmed cases have been reported. Based on this data, the projected percentage of students involved in incidents related to vaping or marijuana will be 25 by the spring of 2025.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

School staff will commit to engaging with families about the use of vapes/marijuana in our youth. Staff will partner with the Tacoma Health Department to provide information and resources to families related to the use of vaping/marijuana in our youth. Additionally, staff will commit to creating and implementing lessons for advisory related to the use and dangers of vaping/marijuana in children.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Gaudrone admin team and counselors will commit to partnering with parents and Consejo Counseling and Referral Service to provide substance abuse counseling to students that are involved with incidents of use of vaping/marijuana. The partnership will include referrals and space/time for their counselors to meet with students in our building during the school day.

Art Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

____25____ (% of students in Tier 2 or 3) will improve by ____1____ level on the mastery scale on Organize and develop artistic ideas and work (as measured by (assessment/CFA). The culturally responsive practice of Leveraging students' cultural capital (Culturally Responsive Practices) will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: Art-2 Organize and develop artistic idea and work

UNIT: Art NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Models, Critique and Descriptive Feedback, Talking Stems for Discussions, and Think, Pair, Share, teacher will use whole group, partner, and small group instruction to support students in understanding Anchor2: Organize and develop artistic ideas and work to ensure students are able to use the art to develop personal styles and communicate their ideas and feelings through applying techniques and skills they gained using various art mediums with a focus on specific characteristics of Cubism and Expressionism Art Movements. Additionally, students will monitor their progress by teacher feedback, self-critique and peer- critique and feedback will be given for summative projects every two week by the teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for ____7__ minutes ____2__ times per week with a focus on Anchor 2: Organize and develop artistic ideas and work. Teacher will demonstrate the art making process using examples and provide additional supporting in developing and organizing ideas. Students will use examples and use information from diverse sources to develop a personal approach to the work. Progress will be measured by exit slips, continuous feedback, and brought to PLC+ meetings to discuss instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Follow IEP and 504 Plan

Music Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

The culturally responsive practice of creating a safe classroom environment will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: Music-5 Develop and refine artistic techniques and work for presentation

UNIT: Music - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing giving effective feedback, making appropriately challenging goals, and improving teacher clarity teachers will use whole group, partner, and small group instruction to support students in understanding priority standard 5 (develop and artistic techniques and works for presentation to ensure students are able to perform a one octave chromatic scale through practicing aural skills (half vs whole steps), learning to read fingering charts, reviewing music theory concepts (half vs whole steps, enharmonics, how scales are built), performing music selections with chromatic accidentals, reviewing their Bb Major scale from last year with a focus on fluent performance of the scale, without any repeated notes. Additionally, students will monitor their progress by breaking the scale down and doing chunks at a time, and feedback will be given in writing (rubrics) after each performance – approx. 1x/week, automatically for aural skills practice through musictheory.net, and by peers in class every class period during chromatic scale time.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for approx. 10 minutes 2 times per week with a focus on standard 5, develop and refine artistic techniques and works for presentation (name priority standard). Teachers will review fingering patterns and drills for at home practice, review theory concepts and aural concepts as needed. Students will attend small group sessions, and use practice time wisely – including at home, if possible/ needed. Progress will be measured by exit slips, continuous feedback, and brought to PLC+ meetings to discuss instructional moves

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

n/a

PE Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

Achieve 25% growth (10) students demonstrating adequate evidence of learning (3-4) for the selected standard by the end of the quarter.



CURRICULUM: the standards and units we are targeting

STANDARD: PE-3 Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

UNIT: PE - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing appropriately challenging goals and feedback teachers will use whole group, partner, and small group instruction to support students in understanding Standard 3 to ensure students are able to demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness, through cardiorespiratory games and assessment, with a focus on improving cardiorespiratory endurance during monthly fitness testing. Additionally, students will monitor their progress by recording and reflecting on their fitness tracker monthly, and feedback will be given monthly during fitness testing.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 20 minutes 5 times per week with a focus on Standard 3. Teachers will coach students to improve cardiorespiratory endurance and conditioning. Students will practice cardiorespiratory endurance conditioning through warm-ups, and class activities. Progress will be measured by exit slips, continuous feedback, and brought to PLC+ meetings to discuss instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing appropriately challenging goals and feedback during core instruction, students receiving ML, SPED, Title/LAP services will participate in small group instruction for 5 minutes 3 times per week with a focus on Standard 3 with the support teacher(s). Support teachers will coach students to improve cardiorespiratory endurance and conditioning incremental increases in Cardiorespiratory programming. Students will practice cardiorespiratory endurance conditioning through warm-ups, and class activities. Progress will be measured by exit slips, consistent feedback, and brought to PLC+ meetings to inform the team of the progress.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 86% positive rating on the selected Climate Survey item.

By spring 2025, 86% of staff will acknowledge that they believe their colleagues are willing to work at changing the school for the better as measured on the Educational Effectiveness Survey.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Classroom teachers will demonstrate their willingness to change the school for the better by implementing community agreements to improve student learning. This includes the shared duties that are outlined within SCDM and completion and monitoring of CAP.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 51% positive rating on the selected Climate Survey item.

By spring of 2025, 51% or more students will rate "I enjoy coming to school" as often to always true when given a Climate Survey.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Teachers will use whole group discussion protocols to collect the thoughts and opinions of students about what steps adults can make within classrooms to make school more enjoyable. Once semester, students will be asked to complete a QR Code survey with the following questions:

"School is enjoyable when..."

World Languages Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

By December 15, 2025 (60% of students in Tier 2 or 3) will improve by 1 level on the mastery scale on World Language WL.1.2 (priority standard) as measured by (assessment/CFA). The culturally responsive practice of Contextual learning (building choice and relevance into assignments and projects) will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: World Language WL.1.2: Interpretive Communication- Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics

UNIT: World Language - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Cloze reading, 'What doesn't belong' 'Same or different'(name 2-3 High Yield Instructional Strategies) teachers will use whole group, partner, and small group instruction to support students in understanding, interpreting, and analyze what is heard, read, or viewed on a variety of topics to ensure students are able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (what do students need to do- explanation of standard) through multimodal texts(types of tasks) with a focus on predicting and inferring (look-fors in task specific rubric). Additionally, students will monitor their progress by using monthly learning tracker (Can DO) and feedback will be given by the teacher, through game-based feedback, Synergy notes 2-3 times per week (how often, by who, & when).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 5-10 minutes 5 times per week with a focus on understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Teachers will provide timely feedback with progress charts. Students will update their progress chart in FIN (journal). Progress will be measured by exit slips, continuous feedback, and brought to PLC+ meetings to discuss instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students that are getting additional support outside of Language Acquisition, those students may receive in-class supports including the following as needed: Accommodations aligned to IEP and/or 504 Intentional grouping and/or seating Additional time reading/completing assignments In class supports such as sentence starters and discussion prompts In addition to implementing identifying similarities and differences between languages, advance organizers and non-linguistic representations (name 2-3 High Yield Strategies from above) during core instruction, students receiving (ML, SPED, Title/LAP) services will participate in small group instruction for 8-10 minutes, 4 times per week with a focus on WL.1.2 standard or skill with the support teacher(s). Support teachers will reinforce effort and provide immediate feedback. Progress will be measured by exit slips, consistent feedback, and brought to PLC+ meetings to inform the team of the progress.