



Continuous Achievement Process & Plan

2025 Quarter 1

During my first year leading Gray Middle School, parent engagement and community partnership will be a central focus. Parents will be included in student academic goal setting, volunteer options, and our CAP goals this year. I will work with parents to create a viable PTSA. I will also collaborate closely with our community partners (Boys & Girls Club, STAR Center, and Community in Schools) to support our learning environment, academics, behaviors and students expectation.

Our Vision

My vision for the 2024-25 school year is to create a family model that includes all stakeholders (students, parents, teachers, community partners, and district leaders). I have a vision for our students to attend a school with collective teacher efficacy where they are challenged to meet high expectations both academically and socially emotionally. Gray staff and students will experience an outstanding school year where everyone will feel they belong and feel safe.

Our Mission

We will enhance parent engagement: Staff will include parents in their student growth goals and classroom protocols. Administrators will keep an open line of communication with parents via emails, robo-calls, conferences, and 1 to 1 phone calls. I will deliver a weekly message via robo-call to make sure parents are informed about what is going on weekly. I will have bi-weekly student assemblies to make sure students are aware of the goals and the expectations we have for Gray to be a great school.

6th Grade ELA Goal

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

There are 39% of 6th grade students meeting the standard based on the common pre-assessment using a given set of vocabulary words. Formative assessments collected during the unit will provide data for whole group, small group and individual scaffolds and supports. By the end of the CAP cycle, 70% of students will show growth in their understanding of the word set in a common post-assessment. We have a large number of ML students not meeting this standard. We will add additional support for that group of students by establishing an inclusive and equitable class culture that supports small group instruction and group work, ensuring that all text is relevant and at or above grade level in complexity.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

UNIT: Informational/Explanatory Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will have whole group instruction consisting of using images and the vocab word in a sentence to allow students to predict that the word means. Students will be making study cards with the image, sample sentence, synonyms, and definition. These words will be reinforced when using them in the unit texts. All students will be practicing with the word set using matching, antonyms, and applying it to given paragraphs.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Using data from formative assessments, small groups will be pulled together to reteach and reinforce the word set. We will utilize the ML teacher in the classroom to support ML students and include some translations for ML students to add to their study cards. We will monitor progress and evaluate need for reteaching moving forward.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Using formative assessments, if needed, students with IEPs will get extra support with push-in from SpEd teachers. Teachers will work one-on-one with specific students to support their needs utilizing strategies listed in their 504 plan or IEP. ML teacher will also push in to support our ML in with their language acquisition.

6th Grade Math Goal

Achieve a 43% pass rate for the selected standard by the end of the quarter.

By using High Yield Strategies we will increase the number of students meeting or exceeding standard 6.NS.A from 24% to 43 % by the end of the semester, as measured by the Savvas Topic Assessment and iReady diagnostic results. The CRT practice of Authentic Relationships will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: 6.NS.A Apply and extend previous understandings of multiplication and division to divide fractions by fractions

UNIT: Topic 1 - Use Positive Rational Numbers



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Interactive Notebook, Exit Tickets, Pre/Post Assessment, and Immediate/Corrective Feedback, teachers will use whole group, partner and small group instruction to support students in understanding 6.NS.A to ensure students are able to generate and solve equations that involve all 4 operations. Best math practices will include Interactive notebooks, Exit Ticket, Math review games – Kahoot!, Classroom materials posted on Synergy, immediate/corrective feedback.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing High Yield Instructional Strategies during core instruction, students will participate in small group instruction 2-4 times per week for 15-20 minutes. Students will use scaffolded supports and evidence-based Supplemental Intervention Instruction.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

* Intentional grouping * Intentional Seating * Vocabulary cheat sheet * In class supports * Real-world connections * Differentiated tiered instruction * One on One support * Interactive notebooks

6th Grade Science Goal

Achieve a 40% pass rate for the selected standard by the end of the quarter.

Specific: Our goal is to help 6th grade students become competent in understanding the relationship between the characteristics of light and the path that light takes when traveling to the human eye. Measurable: Students will be taking an assessment 3 times throughout the unit and their scores will be used to measure improvement on the standard. Action: We will be incorporating minilessons to segment out the interactions of light and how it affects, and is affected by, various materials and environments while also including the relationship to human eye. Relevant: We plan on have at least a 39% increase from 2% of proficiency by the end of the CAP cycle for student understanding of the 6-ps-42 standard by practicing these skills with our students. Time: We plan on providing equitable and inclusive instruction multiple times during the CAP timeline. Inclusive: Intentional grouping, relationship building and modeling will be included in instruction. I will also incorporate cooperative learning to better engage my Hispanic and Black students. Equitable: assessing individuals on their current understanding of the standards will be addressed through collaboration, a variety of assessment strategies, and student choice.



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 high yield instructional strategies including whole group, partner and small group instruction to support students in understanding 6-ps4-2 (priority standard) and to ensure students are able to demonstrate the relationship between the characteristics of light and the path that light takes when traveling to the human eye.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During core instruction, students will participate in small group instruction for 10 minutes, 3x times a week with a focus on the 6-ps4-2 standard. Students will engage in one-on-one direction including vocabulary instruction, graphic organizers, and sentence stems.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Enlist push in support from ML and SPED teachers. Collaborate with reading and math interventionist to identify strategies for supporting lowest students.

6th Grade Social Studies Goal

Achieve a 65% pass rate for the selected standard by the end of the quarter.

SOC6-12.H3- Understands that there are multiple perspectives and interpretations of historical events. Students will demonstrate growth or proficiency on standard SOC-12.H3. The goal is to move from 30 % to 65 % by the end of the cap cycle. Students' progress will be measured with minimum of three formatives and a final summative. Growth on this standard is attainable with formative practice over the first semester, with a final summative at the end of the semester. Included in this goal will be my tier 2 students who are ML Learners and tier 3 students that have individual educational plans . Equitable access will be provided with tier 2 and 3 interventions.



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

Whole group instruction will include delivery of the district SS curriculum, interactive notebooks, focused vocabulary activities, practice writing in response to texts, collaborative opportunities, material provided in various modalities.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will be provided a graphic organizer that supports students with the Tacoma 6 Disciplinary Literacy of making inferences and vocabulary comprehension. We will use a Frayer model for vocabulary: Who, What, Where, When, and Why. They will also receive a graphic organizer to determine knowledge they already know, what they actually need to know, and what does it mean in context. The use of graphic organizers will support students breaking material into manageable parts, making connections to their learning, and then seeing the whole picture.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will be able to choose learning partner for buddy time. Flash cards, flocabulary, picture cues will be used increase content vocabulary knowledge. Pictionary Vocabulary. Push in support from Special ed and ML support.

7th Grade ELA Goal

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

DESCRIPTION of your SMARTIE goal: There are 19 % 7th graders meeting the standard based on the pre-assessment. Monitoring through formative assessments will provide data on the whole class and small group growth. By the end of the CAP cycle 70% of students will show growth. Students will use academic and literary vocabulary related to narratives to compose to bring clarity, improve meaning and adherence to narrative style. This will be accomplished by establishing an inclusive, equitable, classroom environment that supports group work and peer to peer interaction. To make sure our Hispanic students are engaged I will team with the ML teacher for strategies and for push-in support.



CURRICULUM: the standards and units we are targeting

STANDARD: R.I.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone

UNIT: Narrative Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Students will use academic and literary vocabulary related to narratives to compose to bring clarity, improve meaning and adherence to narrative style. The students will be provided Frayer model and Word wall to incorporate an understanding of word meaning prior to reading the text as a class. Formative assessment will be given frequently throughout the unit to measure progress.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Based on the results of the formative assessments given, small groups will be provided additional instruction in the following ways: Flashcards, fill in blanks and use it in a sentence. We will be monitoring the Hispanic students that did not meet proficiency in the base assessment.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will receive push in support from ML instructor. Additionally, students with IEPs will receive push in support from their case manager. I will collaborate with the building reading interventionist.

7th Grade Math Goal

Achieve a 25% pass rate for the selected standard by the end of the quarter.

By the Unit 1 Final Assessment, 25% of students will be at or above grade level on the Number Sense strand (with focus on 7.NS.A.) AND 50% of students will have made growth as compared to Unit 1 Preassessment. By using high yield strategies, each and every student who achieves this goal will have a stronger foundation and better conceptual understanding for future mathematical thinking. Students will be able to use various mathematical representations to show evidence of mastery with rational numbers. They will be able to show their understanding and/or mastery using representations of their choice, such as a horizontal and vertical number line. The focus group for 7th grade math are female students of color and we will enhance our inclusion of the group by inserting more female representation into the curriculum. We will be more intentional about building strong relationships within the classroom and establishing more structure and preferred seating to enhance the learning.



CURRICULUM: the standards and units we are targeting

STANDARD: 7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers

UNIT: Topic 1 - Integers and Rational Numbers



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Interactive Notebooks (AVID), Exit Slips, Pre & Post Assignments, and Immediate/Corrective Feedback. Teachers will use whole group, small group, and partnered instruction to support students in the understanding of the 7.NS.A. standard to ensure students are able to use basic operations with positive and negative rational numbers. Teacher will provide best practices.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing High Yield Instructional Strategies during core instruction, students will participate in differentiated small group instruction for 10 minutes about 2 times a week with focus on the 7.NS.A. standard. Teachers will print and post notes to provide after school supports. Students will use scaffolded supports to use basic operations with positive and negative rational numbers. Progress will be measured by all types of formative assessments and consistent feedback and will be brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Check-ins and collaboration with Mrs. Fitzgerald, Mr. Beck, Mr. Fredericks, Ms. Houg and any other instructional support staff for intervention, IEPs, and/or second language. Support teachers will provide differentiated instructions. Students will use 1-on-1 support and interactive notebooks (AVID) to use basic operations with positive and negative rational numbers. Progress will be measured by all types of Formative Assessments (fist of five, Exit Slip, random calls for responses, Thumbs up, thumbs down, side-down, Kahoot Games, etc.) The results will be discussed during PLC meetings to inform teachers of progress.

7th Grade Science Goal

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

Specific: My goal is to help 7th grade students become competent in understanding for Standard 7 PS1-2 for analyzing and interpreting data. Measurable: Students will be taking an assessment 2 times throughout the unit and their scores will be used to measure improvement on the standard. Action: I will teach the progression of lessons for the unit. Relevant: I plan to have a 43% increase of proficiency for understanding on MS-PS1-2 by the end of the CAP cycle. Time: I plan on providing equitable and inclusive instruction throughout the CAP timeline. Inclusive: To engage our students of color, I will use intentional grouping, relationship building, student voice and modeling will be included to enhance collaborative learning. Equitable: Providing student choice, graphic organizers, rubrics, and one-on-one support.



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 high yield instructional strategies including whole group, interactive notebooks, Word Wall, Driving Question Board, partner and small group instruction to support students in meeting proficiency on MS-PS1-2.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During core instruction, students will participate in small group instruction for 10 minutes, 3x times a week with a focus on the MS-PS1-2. Students will engage in one-on-one support including vocabulary instruction, graphic organizers, images and sentence stems.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Enlist push in support from ML and SPED teachers. Collaborate with reading and math interventionist to identify strategies for supporting lowest students.

7th Grade Social Studies Goal

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

Students will grow from 20% to 70% by the end of the CAP cycle on standard SOC6-12.H3- Understands that there are multiple perspectives and interpretations of historical events. Students' progress will be measured with assessments throughout the unit. Included in this goal will be my tier 3 students that have individual educational plans and are multi-language learners. Equitable access will be provided with tier 2 and 3 interventions.



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

Implementing the Tacoma 6 literacy skills with a focus on inferences to improve reading comprehension and rewriting in own words.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will be provided a graphic organizer that supports students with the Tacoma 6 Disciplinary Literacy of making inferences and vocabulary comprehension. We will use a Frayer model for vocabulary: Who, What, Where, When, and Why. They will also receive a graphic organizer to determine knowledge they already know, what they actually need to know, and what does it mean in context. The use of graphic organizers will support students breaking material into manageable parts, making connections to their learning, and then seeing the whole picture.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to the previous supports, I will provide targeted material supporting their IEP goals in reading and writing for my LRC students. I will provide images, translated text, and alternative ways to respond based on the individual needs of my multi-language students. I will present the Power Point discussion in their language with hopes that students' voices are captured in their language as I provide inclusive groupings for my LRC and Multi-Language students.

8th Grade ELA Goal

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

Specific: All 8th grade ELA students will identify and define unknown vocabulary, re-read text for comprehension, and analyze word choices' impact on meaning and tone, including figurative language and allusions. Measurable: Progress will be assessed through text-based questions that evaluate vocabulary understanding, theme, and tone. Weekly rubrics will track proficiency, and students will reflect on their results to set improvement goals. Action-Oriented: A pre-test will be administered, followed by weekly formative assessments. Students will set goals for improvement and celebrate class-wide achievements. Relevant: ELA instruction will include daily opportunities for vocabulary strategy practice, with regular feedback. Time-Bound: By the end of the CAP period, students will show growth on the RI 8.4 reading standard. Students will track their progress based on formative assessments using a line in their Interactive Notebooks. Inclusive: Reading materials will be culturally inclusive with appropriate Lexiles reading material for practice. Equitable: All students will receive numerous practice opportunities, with additional support for those with IEPs, 504 plans, or other needs.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts

UNIT: Narrative Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will create Frayer Model vocabulary graphic organizers of unit vocabulary words as they are generated from reading assignments. Student will generate vocabulary words from passages read in class to define and create sentences using these words. Lessons on using context clues, prefixes, suffixes, word parts Pre-teaching vocabulary of selected reading passages.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Based on formative assessments, I will reteach specific vocabulary strategies in small group settings.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Translation of text for multilingual students. Utilize push in support for ML teacher Collaborate with reading intervention staff to provide additional support.

8th Grade Math Goal

Achieve a 25% pass rate for the selected standard by the end of the quarter.

By using High Yield Strategies we will increase the number of students meeting or exceeding standard HSA.CED.A.1 from 0% to 25% by the end of semester, as measured by the Savvas Topic Assessments. Additional testing will be included (EasyCbm.com) The SEL practices will be used to create an inclusive & equitable environment. Most of my 25% who are approaching are students of color. I will use collaborative learning for this group (based on research).



CURRICULUM: the standards and units we are targeting

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

UNIT: Topic 1 - Solving Equations and Inequalities



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Interactive Notebooks (AVID), Exit Slips, Pre-Post Assignments, and Immediate/Corrective Feedback, teachers will use whole group, and small group instruction to support students in understanding HSA.CED.A.1 standard to ensure students are able to solve, write and understand the meaning of linear equations. Math best practices will also include math content related Kahoot games, daily note taking, and white board activities. I will use a variety of formative assessments to provide immediate feedback and self-reflection. Daily notes will be posted on Synergy for daily access.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing High Yield Instructional Strategies during core instruction, students will participate in differentiated instructions when students have a locus of control in choosing type of activity, for instance: online practice verses worksheet. Teachers will print and post notes and HW assignments to provide after school supports. Students will use scaffolded supports to write and solve linear equations. Progress will be measured by all types of formative assessments, and consistent feedback will be provided.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Check-ins and collaboration with Mrs. Fitzgerald, Mr. Beck, Mr. Fredericks and any other instructional support staff Support teachers will provide differentiated instructions. Students will use one-on-one support and interactive notebooks (AVID style) to solve and write multistep linear equations. Progress will be measured by all types of Formative Assessments ("Give me five", Exit Slip, random calls for responses, White Board activities, Kahoot Games, etc.) The results will be discussed during PLC meetings to inform teachers of progress.

8th Grade Science Goal

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

Specific: Our goal is to help 8th grade students become competent in problem solving for Standard 8-PS2-1 for modeling a collision. Measurable: Students will be taking a formative assessment 3 times throughout the unit and their scores will be used to measure improvement on the standard. Action: We will be incorporating minilessons into the segment about what collisions are and how they can be caused. Relevant: We plan to have at least a 50% increase of proficiency by the end of the CAP cycle for student understanding of the 8-PS2-1 standard by practicing these skills with our students. Time: We plan on assessing 3 times Inclusive: Scaffolding will be provided to students as needed. Along with ELL translation. Collaborative opportunities and student discourse. Equitable: Providing student choice, graphic organizers, rubrics, one on one support.



CURRICULUM: the standards and units we are targeting

STANDARD: 8-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. *

UNIT: Unit 1: Contact Forces



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing high yield instructional strategies, teachers will use whole group, partner and small group instruction to support students in understanding 8-PS2-1 (Priority Standard) to ensure students are able to demonstrate the relationship between the characteristics of forces and collisions.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing High Yield Instructional Strategies during core instruction, students will participate in small group instruction for 10 minutes 3x times a week with a focus on 8-PS2-1 standard. Will be using, graphic organizers, images, sentence starters, vocabulary practice to better assist students for tier 2 category.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Enlist push in support from ML and sped teachers. Collaborate with Reading and math interventionist to identify strategies for supporting lowest students.

8th Grade Social Studies Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

Students will meet standard from 0% to 80% on Standard SOC6-12.C2- by the end of the CAP cycle. Students' progress will be measured with three formatives and a final summative. Growth on this standard is attainable with formative practice over the first semester, with a final summative at the end of the semester. Included in this goal will be my tier 3 students that have individual educational plans and are multi-language learners. Equitable access will be provided with tier 2 and 3 interventions. For example, research demonstrates that if students see themselves in curriculum and work in collaborative groups their outcomes are more attainable. Therefore, we will be adding more curriculum intervention such as Flocabulary, and students will be grouped purposely for maximum effort.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.C2- Understands the purposes, organization, and function of governments, laws, and political systems.

UNIT: Writing for Change



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Students will be presented with Constitutional Scenarios as they begin to unpack their rights given by the Constitution. Students will then debate on a topic determining the powers and functions of the Supreme Court and learning about the power of voice and the people. Students will then analyze different sections of the Constitution for comprehension making connections to today. Within each section of the Constitution, students will have the opportunity to make connections to the writing and debates of the Constitution and how applicable they are still. Students will continue to practice scenarios to demonstrate understanding. Finally, students will research important issues and write a letter to their Congressperson advocating for something their passionate about, while demonstrating their knowledge of standard, SOC6-12.C2- Understands the purposes, organization, and function of governments, laws, and political systems.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will be provided a graphic organizer that supports students with the Tacoma 6 Disciplinary Literacy of making inferences and vocabulary comprehension. We will use a Frayer model for vocabulary: Who, What, Where, When, and Why. They will also receive a graphic organizer to determine knowledge they already know, what they actually need to know, and what does it mean in context. The use of graphic organizers will support students breaking material into manageable parts, making connections to their learning, and then seeing the whole picture.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to the previous supports, I will provide targeted material supporting their IEP goals in reading and writing for my LRC students. I will provide images, translated text, and alternative ways to respond based on the individual needs of my multi-language students. I will present the Power Point discussion in their language with hopes that students' voices are captured in their language as I provide inclusive groupings for my LRC and Multi-Language students.

Behavior Goal

Ensure 85% of students have behaviors NOT resulting in suspension or expulsion.

During the 2023-24 year Gray had 28.3% of their students recieved exclusionary discipline. The 2024-25 goal is to reduce the exclusionary discipline 28.3% down to 15%. By the end of the first CAP cycle, we want to reduce it to 21%. We will do this by focusing on our had most marginalized student groups being African-American and Mixed Race. We will start a male empowerment club to support our male students of color.



Root Cause Analysis

Both student groups listed above made up 55% of the total suspensions at Gray during the 2023-24 school year. With those groups making up 33% of the school, that is a disparity. We are certain that we need to conduct more professional development in cultural competent teaching and some non-traditional classroom management strategies to break status quo.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

Effective Tier 1 instruction based on CRT, Frequent formative assessment and differentiated instruction. Bi-Weekly Fireside Chats. Character Strong curriculum during extended first period. Classroom equity circles. Staff equity circles.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Bi-Weekly Fireside Chats. Character Strong curriculum during extended first period. Classroom equity circles. Staff equity circles.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

MTSS team will incorporate a variety of strategies (ex. Check-in Check-out, behavior contracts, MIP mentorship, afterschool detention, lunch detention and Community in Schools Liason small group support).

Art Goal

Achieve a 35% pass rate for the selected standard by the end of the quarter.

By ____ Feb 2 ____, (30% of students in Tier 2 or 3) will improve by __1__ level on the mastery scale on ____4____ (ART 10 priority standard) as measured by pennant rubric post assessment. The CRT practice of activate prior knowledge through carousel brainstorming and image brainstorming will be used to create an inclusive & equitable environment. Hispanic and Black students have the largest number of students in my Tier 2 and 3 focus groups. I will incorporate a variety of CRP from the following website: Culturally Responsive Practices (sharepoint.com)



CURRICULUM: the standards and units we are targeting

STANDARD: Art-10 Synthesize and relate knowledge and personal experiences to make art

UNIT: Art NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing High Yield Instructional Strategies (sharepoint.com) Action Step 1: By implementing whole group direct instruction, A/B partner protocol, and small group instruction to support students in understanding of "ART 10 standard." Instruction will include hands on activities to "Visualize" / brainstorm how to create visual representations of their interests and direct instruction on coloring techniques. Students generally will be able to apply their drawing & coloring skills to a variety of contexts. Additionally, students will monitor their progress by using the rubric and completing formative checks of understanding as their learning progresses.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing differentiation in Teams or Synergy, students can access all class power points and instructional videos. They will also receive immediate authentic feedback during core instruction and students will participate in small group instruction for 30 minutes each week for a small group intervention. In small groups, teachers will check student progress and offer feedback. Students will also provide positive peer feedback on their art work in a small group setting. 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

Students will participate in social emotional learning through implementing cultural responsive techniques and character strong. Progress will be measured by consistent feedback using language from "Student Effort Rubric and project rubric" and brought to PLC meetings to inform classroom teachers of progress. Relationship building will help build students confidence, anyone can create art...do your best, give it a try. I will try and remove any apprehensions and create a safe environment for creating art and making mistakes is part of the process. Offering choice and options in what art they produce will help with by in. For IEPs/504 rubric can be modified to have less requirements to meet IEP directives, modeling each step of the process as well as a chunking assignment will support all students.

Music Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

There are 5 % of beginning students currently meeting the standard based on the Sight-Reading Factory pre-assessment. Formative assessments collected during the unit will provide data for whole group, small group, and individual scaffolds and supports. By the end of Semester 1, 75% of students will show growth in Sight Reading, Music Standard 1. We will accomplish this by doing our Full ensemble classroom-based instruction and assessment using Sight Reading Factory, Sing at First Sight (choir only) and musictheory.net Individual assessments Semester 1 Post-Assessment



CURRICULUM: the standards and units we are targeting

STANDARD: Music-1 Generate and conceptualize artistic ideas and work

UNIT: Music - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing full group rehearsal and reinforcement of literacy skills, individual assignments and practice, notation recognition, and pre/post assessments, teachers will use whole group and small group instruction to support students in understanding Music Standard 1 to ensure students are able to meet standard on sight reading. Teacher practices will include large group rehearsal, and individual practice. Additionally, teachers and students will monitor progress by use of a sight reading rubric and formative assessment, and feedback will be given on periodic assignments (individual) and full ensemble practice.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the aforementioned high yield strategies, during core instruction, students will participate in small group instruction or tutoring outside of class by request. Students will also receive individual feedback on every assignment with their strengths and areas for growth by rubric and/or written feedback. Progress will be measured by consistent feedback on individual and group sight reading formative exercises.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing the aforementioned High Yield Instructional Strategies during core instruction, students receiving (Title/LAP, EL, SPED) services will utilize extra time for assignments, longer intro time to process their sight-reading exercise before being assessed on it, individualized help, as needed, and/or modified exercise levels. Progress will be measured by consistent feedback on individual and group sight reading formative exercises.

PE Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

80%, (% of students in Tier 2 or 3) will improve by 1 level on the mastery scale on standard 3 (priority standard) as measured by the push-up assessment (assessment). The CRT practice of building authentic relationships will be used to create an inclusive & equitable environment.



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 opportunities for feedback, setting appropriate yet challenging goals and classroom discussion teachers will use whole group, partner and small group instruction to support students in understanding how to do a proper regulation push up correctly to ensure students are able to increase their muscular strength and endurance (components of fitness) through practicing push-ups 3 times a week. Teacher practices will include feedback and discussion (look fors related to the instructional strategy). Additionally teachers and students will monitor progress by technique and alignment and feedback will be given once a week.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

These strategies will be discussed in a future date after the pre assessment has been assigned.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

These strategies will be discussed in a future date after the pre assessment has been assigned.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 50% positive rating on the selected Climate Survey item.

Gray staff will improve from 14% stating there is a willingness to address conflict to 50% by the end of the 2024-2025 school year.



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Provide Adult SEL Centered Professional Development with an emphasis on conflict resolution and camaraderie amongst adults in the building. We will also conduct many team building exercises with staff to foster a more positive staff culture at Gray Middle School.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 70% positive rating on the selected Climate Survey item.

By the end of the 2024-25 school year, students at Gray Middle School will go from 36% of students feeling safe at school to 70% when given a springtime end of year climate survey.



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Bi-weekly fireside chats. Character strong curriculum daily during first period. Counselor interventions. SEL team interventions. 100% club, Pilot Pride Awards.

World Languages Goal

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

There are 10% of 8th grade students meeting the standard based on the pre-assessment. Formative and summative assessments collected during the unit will provide data for whole group, small group and individual scaffolds and supports. By the end of the CAP cycle, 100% of students will show growth in their learning of the basic Korean alphabet and 70% will successfully identify, read, and write the alphabet. We will accomplish this by establishing an inclusive and equitable class culture that supports whole and small group instruction. The Hispanic students who make up some of my Tier 2 and 3 focus groups will have the opportunity to work in collaborative groups with their Hispanic peers to ensure they are engaged in learning a third language together.



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

• Teacher demonstration using various resources/materials • Student demonstration/practice • Teacher monitor/feedback student practice and progress • Student self-assess and peer assess • Frequent formative assessment to check student progress and growth

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

• Teacher work with them a few times a week • Provide direct instruction and monitor student progress • Student practice with the group – self assess and peer assess • Teacher feedback

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

• Teacher one-on-one support • Peer tutoring if student feels comfortable with student help I will also invite the ML teacher in to support my ML students.