



Continuous Achievement Process & Plan

2025 Quarter 1

Welcome to our 2024-2025 CAP plan for Hilltop Heritage Middle School. Within this document you will find how we strive to make our students academically, socially, emotionally and physically whole. This plan overviews how we will do this in all subject areas and schoolwide.

Our Vision

Students to be academically strong in writing, inquiry, collaborations, organization and reading to become a well-rounded student who is ready for high school and beyond.

Our Mission

We believe in empowered students. To do this, Hilltop Heritage strives to make our students academically, socially, emotionally and physically whole. Ours students will be prepared for college and post-secondary learning through Hilltop Heritages commitments to AVID, restorative justice and human rights.

6th Grade ELA Goal

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

75% of the students identified by the teacher (3 or more years behind on IREADY reading) will grow 1+ years on the Vocabulary portion of the IREADY Reading test. Identified students will also grow 1+ years on common ELA assessments based on the standard, RL.6.4 (Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds).



CURRICULUM: the standards and units we are targeting

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

Tier 1 Strategies (Whole class): AVID WICOR Warm Demander Discussion Protocols Ignite-chunk-chew-review Quick and effective feedback Reciprocal Teaching

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Tier 2 Strategies (Small group instruction directed by teacher): Differentiation in Synergy GLAD social T-chart for pillars and collaboration Wednesday intervention using iReady supports

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Behavioral Interventions Promote SEL Wednesday Interventions Boys/Girls group

6th Grade Math Goal

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

We want our students to be able to know the relationship between multiplication and division, visual representations of fraction division problems and be able to model fraction division, divide multi-digit numbers, add/subt/mult/div multi-digit decimals, create a story context for a division situation. By using Interactive Math Notebooks, giving positive recognition and authentic feedback, using AVID notetaking strategies, and integrating formative assessment and self-scoring practices authentic formative assessment practices, progress monitoring, and eliciting student-choice in note-taking resources (Understanding by Design), using whole child strategies, consistency, predictability, structure, routine, assessment feedback and encouraging perseverance, we will increase the number of students meeting or exceeding standard on 6.NS.A.1 - Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. from 0% [baseline percentage] to 30% [goal percentage] between October 1st, 2024 and February 2nd, 2025



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

Interactive Math Notebooks, giving positive recognition and authentic feedback, using AVID notetaking strategies, student choice in learning mediums (Understanding by Design), and integrating formative assessment and self-scoring practices.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Interactive Math Notebooks, giving positive recognition and authentic feedback, using AVID notetaking strategies, student choice in learning mediums (Understanding by Design), and integrating formative assessment and self-scoring practices.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

whole child strategies, consistency, predictability, structure, routine, assessment feedback and encouraging perseverance (corrections and retakes)

6th Grade Science Goal

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

We want our students to be able to explain that when light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light and demonstrate that the path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. By using small groups, interactive notebooks, conducting investigations and writing conclusion using the CER method, we will increase the number of students meeting or exceeding standard on "6-PS4-2: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials" from 21.2% to 70% by the end of the unit.



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

-a consistent routine through daily lesson plan/flow. -consistent class expectations; starting with the do now, introducing the concept through note taking, student discourse, AVID strategies and reflections/processing assignments. -intentional seating, using Learning Modalities (acting/visuals), GLAD strategies, student friendly lab procedures to help accommodate reading levels. -AVID strategies (such as one-pagers, acrostic poems, graphic organizers, bullseyes, fold its) -routine INB set up. Processing/Reflecting in INB is formative feedback for me/students. - progress monitoring will be tracked in a data tracking graph in their INB (pretest, notebook checks, summative assignments), classroom discussions and collaboration through project- based learning.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

-templates and vocabulary development through use of CER templates

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

peer tutoring graphic organizers, collaborative learning (through lab groups), use of a whole group word bank on assignments and assessments, extended time to complete assignments and rubrics for lab conclusions (CER) which students can finish in small groups collaboratively?

6th Grade Social Studies Goal

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

We want our students to be able to construct and analyze maps using scale, direction, symbols, legends, and projections to gather information. We will do this by 1) Employing student note taking strategies to capture thoughts and learning 2) Design student collaboration by having students regularly learn and process in small, collaborative groups 3) Give positive recognition and authentic feedback for academic work 4) Lesson Design Ignite, Chunk, Chew & Review – Video we will increase the number of students meeting or exceeding from 23% to 70% between October 17th, 2024 and February 2nd, 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.G1- Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

UNIT: Mesopotamian Milestones



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student note taking strategies and student collaboration teachers will use whole group, partner and small group instruction to support student in understanding G1 maps, scale, direction, symbols, legends, projections, and information, plus how to construct, analyze, and gather information from maps. Progress monitoring will be tracked through authentic formative and summative assessments related to the G1 priority standard.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing data analysis protocol, Authentic Formative Assessment practices, Progress monitoring, Project Based Learning Projects teachers will use whole group, partner and small group instruction to support student in understanding H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by: Individuals and movements, Cultures and cultural groups, Technology and ideas. to ensure students are able to Explain, analyze, and develop an argument and know Individuals and movements, Cultures and cultural groups, Technology and ideas. Progress monitoring will be tracked through authentic formative assessments and module summative assessments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

By implementing Community Circle, Classroom Accommodations for ELLs, Promoting SEL for Students, teachers will use whole group, partner and small group instruction to support student in understanding H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by: Individuals and movements, Cultures and cultural groups, Technology and ideas to ensure students are able to Explain, analyze, and develop an argument and know Individuals and movements, Cultures and cultural groups, Technology and ideas. Progress monitoring will be tracked through authentic formative assessments and module summative assessments.

7th Grade ELA Goal

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

75% of the students identified by the teacher (3 or more years behind on IREADY reading) will grow 1+ years on the Vocabulary portion of the IREADY Reading test. Identified students will also grow 1+ years on common ELA assessments based on the standard, RL.6.4 (Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone).



CURRICULUM: the standards and units we are targeting

STANDARD: RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings - analyze the impact of rhymes and other repetitions of sounds (eg, alliteration) on a specific verse or stanza of a poem or section of a story or drama

UNIT: Informational/Explanatory Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will intentionally plan the WICOR strategies into all of their lessons. Frayer models Vocabulary quizzes Zinc or Quizlet Stems- "It says/I think it means/I believe this because... Word Wall cards Root words, Prefix/Suffixes Context Clues

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Once data has been analyzed, teachers will plan appropriate supports for identified students and will pull them into intervention groupings for focused lessons. ?

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Once data has been analyzed, teachers will plan appropriate supports for identified students and will pull them into intervention groupings for focused lessons. ?

7th Grade Math Goal

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

Based on our Topic 3 pre-assessment, 0% of students are currently meeting 7.RP.A2 By February 3, 2025. 30% of the students will meet standard as measured by a Savvas adapted Topic 3 summative assessment. We will using the following Culturally Responsive and AVID strategies to create inclusive and equitable practices, and help students grow:



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

Action Steps - Tier I: Word Wall for math terms, Focused notes, Talking Points Protocol, World Café, Level-up station activity where problems increase in complexity, Partner collaboration on solving in-class problems, Formative assessments after lessons, Ignite, chunk, chew, review lesson format

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Action Steps - Tier II: Small-group reteaching based on exit tickets, Khan Academy videos and practice problems, Purposeful partnering based on formative assessments, Wednesday choice board activities with targeted intervention based on previous lessons

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

whole child strategies, consistency, predictability, structure, routine, assessment feedback and encouraging perseverance (corrections and retakes)

7th Grade Science Goal

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

We want our students to be able describe the properties of matter and use models to explain chemical reactions. By focused notes, warm demander, templates, vocabulary development, word banks and peer to peer tutoring we will increase the number of students meeting or exceeding standard on 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 from 5% to 65% between October 9th, 2024 and the end of the unit.



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

AVID WICOR AVID focused note Warm Demander Collaborative turn and talk

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Note templates. GLAD Heads together w/intentional peer grouping Small intervention group with teacher. Wednesday vocabulary development Interactive notebook & AVID 10x24x7

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Peer tutoring Whole group word bank Collaborative small group

7th Grade Social Studies Goal

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

We want our students to be able to Explain, analyze, and develop an argument and know Individuals and movements, Cultures and cultural groups, Technology and ideas. By student note taking strategies and student collaboration, data analysis protocol, Authentic Formative Assessment practices, Progress monitoring, Project Based Learning Projects, Community Circle, Classroom Accommodations for ELLs, Promoting SEL for Students, we will increase the number of students meeting or exceeding standard on H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by: Individuals and movements, Cultures and cultural groups, Technology and ideas. from 53% [baseline percentage] to 70% [goal percentage] between October 17th, 2024 and February 2nd, 2025.



CURRICULUM: the standards and units we are targeting

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

UNIT: Connected



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student note taking strategies and student collaboration teachers will use whole group, partner and small group instruction to support student in understanding H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by: Individuals and movements, Cultures and cultural groups, Technology and ideas. to ensure students are able to Explain, analyze, and develop an argument and know Individuals and movements, Cultures and cultural groups, Technology and ideas. Progress monitoring will be tracked through Module 1 and Module 2 summatives

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing data analysis protocol, Authentic Formative Assessment practices, Progress monitoring, Project Based Learning Projects teachers will use whole group, partner and small group instruction to support student in understanding H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by: Individuals and movements, Cultures and cultural groups, Technology and ideas. to ensure students are able to Explain, analyze, and develop an argument and know Individuals and movements, Cultures and cultural groups, Technology and ideas. Progress monitoring will be tracked through Module 1 and Module 2 summatives

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

By implementing Community Circle, Classroom Accommodations for ELLs, Promoting SEL for Students, teachers will use whole group, partner and small group instruction to support student in understanding H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by: Individuals and movements, Cultures and cultural groups, Technology and ideas to ensure students are able to Explain, analyze, and develop an argument and know Individuals and movements, Cultures and cultural groups, Technology and ideas. Progress monitoring will be tracked through Module 1 and Module 2 summatives

8th Grade ELA Goal

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

75% of the students identified by the teacher (3 or more years behind on IREADY reading) will grow 1+ years on the Vocabulary portion of the IREADY Reading test. Identified students will also grow 1+ years on common ELA assessments based on the standard, RL8.4



CURRICULUM: the standards and units we are targeting

STANDARD: RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative 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

Tier 1 Strategies (Whole class): AVID WICOR Warm Demander Discussion Protocols Ignite-chunk-chew-review Quick and effective feedback Reciprocal Teaching

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Tier 2 Strategies (Small group instruction directed by teacher): Differentiation in Synergy GLAD social T-chart for pillars and collaboration Wednesday intervention using iReady supports

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Behavioral Interventions Promote SEL Wednesday Interventions Boys/Girls group co-taught classroom

8th Grade Math Goal

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

By January 31st, 2024, 35% of the students will be at or above a B as measured Topic 1 Mid-Topic and/or Post Assessment. We will be using the following Culturally Responsive and AVID strategies to create inclusive and equitable practices, and help students grow: Interactive Math Notebooks, giving positive recognition and authentic feedback, using AVID notetaking strategies, student choice in learning mediums (Understanding by Design), and integrating formative assessment and self-scoring practices



CURRICULUM: the standards and units we are targeting

STANDARD: HSA-REI.B Solve equations and inequalities in one variable

UNIT: Topic 1 - Solving Equations and Inequalities



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Interactive Math Notebooks, giving positive recognition and authentic feedback, using AVID notetaking strategies, student choice in learning mediums (Understanding by Design), and integrating formative assessment and self-scoring practices

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Interactive Math Notebooks, giving positive recognition and authentic feedback, using AVID notetaking strategies, student choice in learning mediums (Understanding by Design), and integrating formative assessment and self-scoring practices

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

whole child strategies, consistency, predictability, structure, routine, assessment feedback and encouraging perseverance (corrections and retakes)

8th Grade Science Goal

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

I will increase the number of students meeting or exceeding standard on [MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.] from 2.9% [baseline percentage] to 60% [goal percentage] between October 2024 and December 2024 as measured by in-class assessments at the beginning and end of the unit. This will be done by focusing on modeling, vocabulary building, strategic grouping, and frequent formative assessments with feedback.



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

Specific Strategies for Tier 1: Warm demander, Frequent Formative Assessments with Feedback, Utilizing class norms that allow for all student to actively participate in a discussion, WICOR strategies, 10-24-7 notes, whole group, partner and small group instruction to support student in understanding

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Specific Strategies for Tier 2: Small Group instruction will focus on modeling tasks in small groups, background knowledge strengthening, and SMARTIE goals. These small groups will focus on MV students to fill gaps from attendance issues.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Specific Strategies for Tier 3: Vocabulary strategies including Frayer Models, heads together, and think-pair-share?. Tier 3 will focus on students with 504 plans. Utilize trauma informed teaching strategies including promoting predictability and consistency, employ thoughtful interactions, and to expect unexpected responses. ??

8th Grade Social Studies Goal

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

We want our students to be able to analyze and interpret historical materials from a variety of perspectives in United States history (1763- 1877). By Warm demander, Chuck and Chew, Costa's Levels of Questioning, Marking the Text, Assets Based Feedback, Reciprocal Teaching Strategy, Jigsaw Strategy, KWL Charts, Frayer Models, Validate, Affirm, Build, & Bridge Feedback, Discussion Protocols, Speaking and Listening Techniques, Discussion Starters, Sentence Stems/Starters or Writing Frames, and Prior Knowledge Activities, such as anticipation guides prior to reading, we will increase the number of students meeting or exceeding standard on H3.6-8.4 Analyze and interpret historical materials from a variety of perspectives in United States history (1763- 1877) from NEED [baseline percentage] to 70% [goal percentage] between October 17th, 2024 and February 2nd, 2025.



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

By implementing Warm demander, Chuck and Chew, Costa's Levels of Questioning, Marking the Text, Assets Based Feedback, and Reciprocal Teaching Strategy teachers will use whole group, partner and small group instruction to support student in understanding H3.6-8.4 Analyze and interpret historical materials from a variety of perspectives in United States history (1763- 1877) to ensure students are able to analyze and interpret a variety of perspectives in Us History.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing Jigsaw Strategy, KWL Charts, Frayer Models, Validate, Affirm, Build, & Bridge Feedback, and Discussion Protocols teachers will use whole group, partner and small group instruction to support student in understanding H3.6-8.4 Analyze and interpret historical materials from a variety of perspectives in United States history (1763- 1877) to ensure students are able to analyze and interpret a variety of perspectives in Us History.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Build background info with visuals/realia Explicit instruction of key academic vocabulary Explicit instruction on key reading strategies: visualizing, using context clues, inferring, summarizing, identifying text structures Use before, during, and after reading strategies For academic language, provide alternate words or definitions. Peer readers for higher leveled texts Shorten text length of texts that students have to read quickly. Provide and promote use of graphic organizers

Behavior Goal

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

We will continue to have two boys' groups for identified students who are in need of more adult mentoring to understand the importance of school and how it can change life.



Root Cause Analysis

Over representation of males and students of color in our exclusionary discipline. Focused mentor groups are built to support these young men of color and their struggles in school.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

16% of students last year were excluded from school for behavior choices. We are looking at targeting some of those students and new students who are struggling with behavior in a weekly mentor group with males from our community. We meet with a group called "The Journeyman" and we also meet with John Gaines and his male mentor group.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Identify students who had repeated behavior problems in previous years to be a part of the group.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Invite students and get parent permission to have students participate in the group activity.

Art Goal

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

We want our students to be able to [build upon the skills learned in Beginning glass to design and create a self-designed glass object.] By [Providing opportunities for student discourse, teacher clarity, providing immediate corrective feedback, brainstorming and Asset Based Feedback, 1:1, additional instruction with teacher or counselor Check and Connect with individual goals and social and emotional circles], we will increase the number of students meeting or exceeding standard on [VA:Re8.1.1a – Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.] from x% [baseline percentage] to x% [goal percentage] between October 17th, 2024 and February 2nd, 2025.



CURRICULUM: the standards and units we are targeting

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

UNIT: Art NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing [Providing opportunities for student discourse and teacher clarity] teachers will use whole group, partner and small group instruction to support student in understanding [VA:Cr2.1.IIA – Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.] to ensure students are able to [... learn new skills to build upon what they already know and use those skills to design a glass object.].

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By providing immediate corrective feedback, validating, brainstorming and giving Asset Based Feedback, teachers will use whole group, partner and small group instruction to support student in understanding [VA:Cr2.1.IIA] Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form to ensure students are able to learn new skills to build upon what they already know and use those skills to design a glass object.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

By implementing 1:1, additional instruction with teacher or counselor, Check and Connect with individual goals and social and emotional circles in the classroom] teachers will use whole group, partner and small group instruction to support student in understanding [VA:Re8.1.1a] Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. to ensure students are able to learn new skills to build upon what they already know and use those skills to design a glass object.

Music Goal

Achieve a 56% pass rate for the selected standard by the end of the quarter.

We want our students to be able to Count rhythms up to 16th notes, identify treble/bass clef notes, react and initiate dynamics while playing, define musical symbols, and demonstrate articulations. By Ensemble rehearsal, Student collaboration within sectionals, Student friendly language, Ignite, chunk, and chew, Reviewing lessons from the day before, Formative assessment: performance progress, positive recognition and authentic feedback. We will increase the number of students meeting or exceeding standard on Standard 6: Convey meaning through the presentation of artistic work from 56% [baseline percentage] to 85% [goal percentage].



CURRICULUM: the standards and units we are targeting

STANDARD: Music-6 Convey meaning through the presentation of artistic work

UNIT: Music - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Ensemble rehearsal Student collaboration within sectionals Student friendly language Ignite, chunk, and chew Reviewing lessons from the day before Formative assessment: performance progress Positive recognition and authentic feedback

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Sectionals Demonstrations Partner: beginner with advanced student Partner: check work Explain using different language, examples, or memory tricks.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Individualized extra resources Classroom accommodations Reading Strategies: Writing in note names/rhythm counts Scribe for students as needed to complete daily work Tracking for students as they read

PE Goal

Achieve a 38% pass rate for the selected standard by the end of the quarter.

We have (4) students at level 1, (10) students at level 2, and (6) students at level 3. By 1-30-24, (2) students at level 1, (8) students at level 2, (10) students at level 3, will improve by (50%) of levels) on the Sit-up and push up test as measured by our summative post fitness testing. The Culturally Responsive and Relevant teaching practices of (CRRT) will be used to create inclusive and equitable practices.



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 [giving authentic positive recognition, integrating formative and self-scoring practices, goal setting and student friendly language] teachers will use whole group, partner and small group instruction to support student in understanding [Standard 3-Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness] to ensure students are able to [increase their muscular strength and endurance, improve their sit up and push up technique, progress monitor and set realistic goals].

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing [progress monitoring, intervention Wednesdays, give positive recognition and authentic feedback for work, validate, affirm, build and bridge] teachers will use whole group, partner and small group instruction to support student in understanding [Standard 3-Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness] to ensure students are able to [increase their muscular strength and endurance, improve their sit up and push up technique, progress monitor and set realistic goals].

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

By implementing [intensive, highly structured individualized interventions and supports for students significantly below grade level, encouraging, consistency, authentic feedback] teachers will use whole group, partner and small group instruction to support student in understanding [Standard 3-Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness] to ensure students are able to [increase their muscular strength and endurance, improve their sit up and push up technique, progress monitor and set realistic goals].

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 20% positive rating on the selected Climate Survey item.

We will continue to focus on collective teacher efficacy as we know this has the largest effect size on improving student learning through continued PLC opportunities and supports for teachers to bring them together in their teaching and learning of students.



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Use staff Wednesday PLC to continue to build rapport with and amongst teachers focused on AVID and student learning. Share CEE data to help them understand the GAP between staff.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 60% positive rating on the selected Climate Survey item.

We continue to address the outside street influence on our students increasing, we will continue to target students to encourage them to engage in school activities and become more engaged in our school in a positive manner.



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Continue to ensure the safety of students and staff on campus through safety protocols and support for staff and students from outside sources.

World Languages Goal

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

50% of Spanish 1 students will achieve a level of Novice Mid A (N2) on the Interim Speaking Assessment by April 2024.



CURRICULUM: the standards and units we are targeting

STANDARD: World Language WL.1.1: Interpersonal Communication- Learners interact in spoken or written conversations to share information, reactions, feelings, and opinions

UNIT: World Language - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Turn and talk in pairs. Volleyball groups (2 turns to 4). Whole group discussion. Project based learning.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Strategic pairing, 1:1 or small group with teacher, video support

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1:1 work with teacher, video support for extra listening/speaking work at home