



Continuous Achievement Process & Plan

2025 Quarter 1

The community at Mason Middle School is proud of our commitment to personal growth and high standards for learning. We believe that through goal setting, growth mindsets, and targeted efforts that 100% of our students will hit their growth and achievement targets each year. We see our focus on raising happy, healthy, and hopeful children, as not only woven into the supports for academic growth, but in many cases equally as important as academic outcomes.

Our Vision

All Mason Middle School students will meet or exceed their growth and achievement targets for academics while learning skills and mindsets that help them live happy, healthy, and hopeful lives.

Our Mission

Mason Middle School welcomes students, families and the community to an engaging and challenging learning environment that promotes personal growth and academic achievement. We have a clear and shared focus on the collective and individual pursuit of challenges as the pathway to improvement and learning. Together, the Mason Middle School community supports students with the knowledge and skills to become respectful, responsible, life-long learners and citizens.

6th Grade ELA Goal

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

Achieve a [70%] proficiency pass rate for the [70 %] of students currently at Tier 2 and Tier 3 on the selected standard by the end of the semester, if those students provide assessment data.



CURRICULUM: the standards and units we are targeting

STANDARD: W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research - a) Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics") - b) Apply grade 6 Reading standards to literary nonfiction (e.g., "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: Informational/Explanatory Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Common Writing Assessments and Paragraph Rubric, during core instruction, all students will build understanding in Writing 7.9 to draw evidence from literary or informational text. Students will demonstrate growth through formative assignments, feedback measured by Quickwrites, Exit Tickets, Reflections, and/or Embedded Assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing Common Writing Assessments and the Paragraph Rubric, Tier 2 students will receive additional support in Writing 6.9 focusing on the claim, evidence, and reasoning format. Teachers will use scaffolded strategies such as verbal rehearsal before writing, sentence frames/starters, intentional heterogeneous partnering of students. Student progress will be measured by teacher observation, student self-reflections, and student responses/work.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing Common Writing Assessments and the Paragraph Rubric, Tier 3 students will receive additional support from Student Services in Writing 6.9 focusing on the claim, evidence, and reasoning format for recommended frequency and duration based on individualized educational plans. Teachers will use scaffolded strategies such as verbal rehearsal before writing, sentence frames/starters, intentional heterogeneous partnering of students. Student progress will be measured by teacher observation, student self-reflections, and student responses/work.

6th Grade Math Goal

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

By January 31, 2025, 70% of all students in tiers 1, 2, and 3 will improve by one level or will have shown proficiency on the Mason Mastery Scale on 6.NS.A.1 as measured by our classroom-created pre and post-test for unit 1, lessons 5 and 6. The CRT practices of using high yield strategies, encouraging, and implementing student collaboration, and having a welcoming, safe, and engaging classroom 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 purposeful questioning strategies, clearly communicating the intentions of the lessons and the success criteria, and incorporating meaningful student discourse during core instruction, students will build understanding in 6.NS.A.1. Students will demonstrate growth through practice assignments, feedback and the growth will be measured by self-evaluation throughout the unit, communication through Schoology, summative tutorials, feedback back on work completed, and quick understanding checks such as a thumbs-up/down or fist to five.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing purposeful questioning strategies, clearly communicating the intentions of the lessons and the success criteria, and incorporating meaningful student discourse, during core instruction, tier 2 students will receive additional support in 6.NS.A.1. Teachers will use individual and small-group instruction with the teacher and peer support, such as demonstrating and comparing their process on past and current work strategies to provide additional support and feedback to the tier 2 students. This will occur 20 minutes per week. Student progress will be measured by questions students ask about their needs, feedback in-person and on Schoology, as well as improvement on tasks they were struggling with.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing purposeful questioning strategies, clearly communicating the intentions of the lessons and the success criteria, and incorporating meaningful student discourse during core instruction, tier 3 students will receive additional support in 6.NS.A.1. Students will be receiving services with an interventionist, 5 times a week for an average of 50 minutes with a focus on 6.NS.A.1. Teachers will use individual and small-group instruction with the teacher and peer support, such as demonstrating and comparing their process on past and current work. Student progress will be measured by questions students ask about their needs, feedback in-person and on Schoology, as well as improvement on tasks they were struggling with.

6th Grade Science Goal

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

By January 31, all students will improve by one or more levels on NGSS standard 6-PS3-5 as measured by classroom- based assessment. The CRT practices of using high yield strategies, encouraging, and implementing student collaboration, and having a welcoming, safe, and engaging classroom will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: 6-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object

UNIT: Unit 4 - Plate Tectonics and Rock Cycling



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By using strategic questioning, clearly stating lesson goals and success criteria, and facilitating meaningful student discussions during core instruction, students will enhance their grasp of NGSS 6-PS3-5. Their development will be monitored through practice assignments, feedback, and self-assessments throughout the unit. Progress will also be gauged by feedback on their work and quick comprehension checks, such as thumbs-up/thumbs-down or fist-to-five.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Additional support will include, graphic organizers, sentence stems, intentional pairings, 1:1 support, additional time, more frequent feedback.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Additional support will include, graphic organizers, sentence stems, intentional pairings, 1:1 support, additional time, more frequent feedback which will be modified for unique student levels based on their IEP needs and goals.

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 know positions, evidence, issues, events, historical materials, perspectives, world history, causal factors, claim, and use these to create a product for a meaningful audience. Students will focus heavily on CER (claim, evidence, reasoning) to meet this goal. What they will need to do in order to know these facets are to analyze, interpret, create, support]. By [PBL, small group intervention, asset-based feedback, reteaching, and community circles], we will increase the number of students meeting or exceeding standard on SOC6-8.SSS4-Creates a product that uses social studies content to support a thesis, and present the product in an appropriate manner to a meaningful audience from 70% to 75% between September 9th and January 30th.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-8.SSS4- Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience

UNIT: Mesopotamian Milestones



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Employ student note taking strategies to capture thoughts and learning AVID Note taking and Note Making Design student collaboration by having students regularly learn and process in small, collaborative groups Discussion Protocols Class Discussion Strategies Give positive recognition and authentic feedback for academic work Asset Based Feedback Validate, Affirm, Build & Bridge Feedback Lesson Design Ignite, Chunk, Chew & Review - Video ? Integrate Authentic Formative Assessment practices Tools for Formative Assessment

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Utilize a data analysis protocol with your PLC to identify student learning gaps and possible intervention strategies to address skill deficits ATLAS Protocol: Learning From Student Work o Student Work Analysis Protocol Integrate Authentic Formative Assessment practices o Tools for Formative Assessment Progress monitoring at least every two weeks. The progress monitoring tool is tied directly to the focus of the intervention. Wednesday Intervention Structures: AVID Strategy Collaborative Study Groups o Project Based Learning Projects - Project Based Learning: Explained. - YouTube o Stations - Homogeneous small groups, ideally 4-6 students based on progress monitoring data. ***Things to avoid: homework/assessment make-up day***

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Intervention strategies will be used to support the identified students Community Circle How are you feeling about what you read If you could give the main character in the book some advice, what would you tell them Think of an important event in the book How would the story have changed if that event did not happen Intensive, highly structured individualized interventions and supports for a few students significantly below grade level standards Classroom Accommodations for ELs.docx (sharepoint.com) Reading Strategies - Classroom Strategies | Reading Rockets Promote SEL for Students

7th Grade ELA Goal

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

By February 3, 2025, 70% students in Tiers 2 and 3 will achieve a 70% proficiency rate on the Mason Mastery Scale on Writing 7.9 as measured by common classroom writing assessments using the paragraph rubric. The CRT (Culturally Responsive Teaching) practices of implementing high-yield strategies (Graphic organizers/templates & Common Formative Assessments and Rubrics). CRT Practices will be used to create an inclusive and equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research - a) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history") - b) Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

UNIT: Informational/Explanatory Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Common Writing Assessments and Paragraph Rubric, during core instruction, all students will build understanding in Writing 7.9 to draw evidence from literary or informational text. Students will demonstrate growth through formative assignments, feedback measured by Quickwrites, Exit Tickets, Reflections, and/or Embedded Assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing Common Writing Assessments and the Paragraph Rubric, Tier 2 students will receive additional support in Writing 6.9 focusing on the claim, evidence, and reasoning format. Teachers will use scaffolded strategies such as verbal rehearsal before writing, sentence frames/starters, intentional heterogeneous partnering of students. Student progress will be measured by teacher observation, student self-reflections, and student responses/work.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing Common Writing Assessments and the Paragraph Rubric, Tier 3 students will receive additional support from Student Services in Writing 6.9 focusing on the claim, evidence, and reasoning format for recommended frequency and duration based on individualized educational plans. Teachers will use scaffolded strategies such as verbal rehearsal before writing, sentence frames/starters, intentional heterogeneous partnering of students. Student progress will be measured by teacher observation, student self-reflections, and student responses/work.

7th Grade Math Goal

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

By January 30th, 70% of all students in tiers 1, 2, and 3 will improve by one level or will have shown proficiency on the Mason Mastery Scale on 7.NS.A as measured by our classroom-created pre, mid, post-test for unit 1. The CRT practices of using high yield strategies, encouraging, and implementing student collaboration, and having a welcoming, safe, and engaging classroom will be used to create an inclusive & equitable environment.



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 purposeful questioning strategies, clearly communicating the intentions of the lessons and the success criteria, and incorporating meaningful student discourse during core instruction, students will build understanding in 7.NS.A. Students will demonstrate growth through practice assignments, feedback and the growth will be measured by self-evaluation throughout the unit, feedback back on work completed, and quick understanding checks such as a thumbs-up/down or fist to five.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing purposeful questioning strategies, clearly communicating the intentions of the lessons and the success criteria, and incorporating meaningful student discourse, during core instruction, tier 2 students will receive additional support in 7.NS.A. Teachers will use individual and small-group instruction with the teacher and peer support, such as demonstrating and comparing their process on past and current work strategies to provide additional support and feedback to the tier 2 students. This will occur 20 minutes per week. Student progress will be measured by questions students ask about their needs, feedback in-person, as well as improvement on tasks they were struggling with.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing purposeful questioning strategies, clearly communicating the intentions of the lessons and the success criteria, and incorporating meaningful student discourse during core instruction, tier 3 students will receive additional support in 7.EE.B.3 & 4. Students will be receiving services with an interventionist, 5 times a week for an average of 50 minutes with a focus on 7.NS.A. Teachers will use individual and small-group instruction with the teacher and peer support, such as demonstrating and comparing their process on past and current work. Student progress will be measured by questions students ask about their needs, feedback in-person, as well as improvement on tasks they were struggling with.

7th Grade Science Goal

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

By February 2, 2024, 70% of students meeting the standard based on the common pre-assessment using the consensus model related to chemical reactions. Formative assessments collected during the unit will provide data for whole and small groups, and individual scaffold and supports. By the end of the CAP cycle 70% of students will show growth in their ability to correctly interpret when interacting chemicals have produced a reaction. The storyline strategies of the Open Sci curriculum guiding student collaboration, and high yield strategies. For example, utilizing collaborative groups, data talks, and group consensus models will be used to create an inclusive & equitable environment. And, 25% of students in Tier 2 or 3) will improve by 1 level (s) on the Tacoma School District Secondary Scale on 7-PS1-2, Analyze and interpret data on the property of substances before and after the substances interact to determine if a chemical reaction has occurred by teacher developed CRT assessment.



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

Classroom discussion and science circles. Student to student discourse. Collaborative groups. Self-reflections. peer-to-peer feedback. Teacher to student feedback. Student sense making. Progress Tracker reflection notes.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Word walls, data talks, graphic organizers. Modeling CER and keeping examples in notebook, table group work, peer check, initial models in notebook being updated with corrected information.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Sentence stems. Bank of words relating to word wall. Additional mini analyzing data in simpler forms. Deliberate grouping of learners in groups-heterogenous groups.

7th Grade Social Studies Goal

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

We want our students to be able to know positions, evidence, issues, events, historical materials, perspectives, world history, causal factors, claim, and use these to create a product for a meaningful audience. Students will focus heavily on CER (claim, evidence, reasoning) to meet this goal. What they will need to do in order to know these facets are to analyze, interpret, create, support]. By [PBL, small group intervention, asset-based feedback, reteaching, and community circles], we will increase the number of students meeting or exceeding standard on SOC6-8.SSS4-Creates a product that uses social studies content to support a thesis, and present the product in an appropriate manner to a meaningful audience from 0% to 75% between September 9th and January 30th.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-8.SSS4- Creates a product that uses social studies content to support a thesis, and present the product in an appropriate manner to a meaningful audience.

UNIT: Connected



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Tier 1 Strategies (Whole class): Employ student note taking strategies to capture thoughts and learning ? AVID Note taking and Note Making ? Design student collaboration by having students regularly learn and process in small, collaborative groups? Discussion Protocols? Class Discussion Strategies? Give positive recognition and authentic feedback for academic work ? Asset Based Feedback ? Validate, Affirm, Build & Bridge Feedback? Lesson Design ? Ignite, Chunk, Chew & Review - Video? ? Integrate Authentic Formative Assessment practices ? Tools for Formative Assessment

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Tier 2 Strategies (Small group instruction directed by teacher): • Utilize a data analysis protocol with your PLC to identify student learning gaps and possible intervention strategies to address skill deficits ? o ATLAS Protocol: Learning From Student Work ? o Student Work Analysis Protocol ? • Integrate Authentic Formative Assessment practices ? o Tools for Formative Assessment ? • Progress monitoring at least every two weeks. The progress monitoring tool is tied directly to the focus of the intervention. ? • Wednesday Intervention Structures: ? o AVID Strategy Collaborative Study Groups ? o Project Based Learning Projects - Project Based Learning: Explained. - YouTube ? o Stations - Homogeneous small groups, ideally 4-6 students based on progress monitoring data. ? ***Things to avoid: homework/assessment make-up day***

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 subgroup (IEP, ELL, Intervention, Racial/ethnic/gender subgroup): Tier 3 Strategies What intervention strategies will be used to support the identified students? ? ?Community Circle ? How are you feeling about what you read? ? If you could give the main character in the book some advice, what would you tell them? ? Think of an important event in the book. ? How would the story have changed if that event did not happen? ? Intensive, highly structured individualized interventions and supports for a few students significantly below grade level standards ? Classroom Accommodations for ELs.docx (sharepoint.com) ? Reading Strategies - Classroom Strategies | Reading Rockets ? Promote SEL for Students

8th Grade ELA Goal

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

By February 4, 2025, students in Tiers 2 and 3 will achieve a 70% proficiency rate on Writing 8.9 as measured by common classroom writing assessments using the Mason Mastery Rubric. The Culturally Responsive Teaching (CRT) practices using high-yield strategies (Common Formative Assessments and Rubrics and graphic organizers/templates) will be used to create an inclusive and equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research - a) Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new") - b) Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced")

UNIT: Informational/Explanatory Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Common Writing Assessments and the Mason Mastery and Paragraph Rubric, during core instruction, all students will build understanding in Writing 8.9 to draw evidence from literary or informational text. Students will demonstrate growth through formative assignments/assessments, feedback measured by Quickwrites, Exit Tickets, Reflections, and/or Embedded Assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing Common Writing Assessments and the Mason Mastery/Paragraph Rubric, Tier 2 students will receive additional support in Writing 8.9 focusing on the claim, evidence, and reasoning structure. Teachers will use scaffolded strategies such as verbal rehearsal before writing, sentence frames/starters, and intentional heterogeneous partnering of students. Student progress will be measured by teacher observation, student self-reflections, student responses/work, and common rubrics.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing high-yield strategies such as identifying important textual features, highlighting key passages, and annotating the text during core instruction, Tier 3 students will receive additional support from Student Services in drawing evidence from literary or informational texts to support analysis, reflection, and research. Students will also practice structured paragraph writing in the CER-style (claim/evidence/reasoning) structure for 100 minutes every other week for recommended frequency and duration based on individualized educational plans. Teachers will use scaffolded strategies such as verbal rehearsal before writing, teacher observation, student self-reflections, and student responses/work, structured paragraph writing strategies, and graphic organizers. Student progress will be measured by teacher generated prompts and teacher created rubrics.

8th Grade Math Goal

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

By December 30th, 70% of all students in tiers 1, 2, and 3 will improve by one level or will have shown proficiency on the Mason Mastery Scale on HSA-CED.A as measured by our classroom-created pre, mid, post-test for unit 2. The CRT practices of using high yield strategies, encouraging, and implementing student collaboration, and having a welcoming, safe, and engaging classroom will be used to create an inclusive & 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 purposeful questioning strategies, clearly communicating the intentions of the lessons and the success criteria, and incorporating meaningful student discourse during core instruction, students will build understanding in HSA-CED.A. Students will demonstrate growth through practice assignments, feedback and the growth will be measured by self-evaluation throughout the unit, communication through Synergy, feedback on work completed, and quick understanding checks such as a thumbs-up/down or fist to five.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing purposeful questioning strategies, clearly communicating the intentions of the lessons and the success criteria, and incorporating meaningful student discourse, during core instruction, tier 2 students will receive additional support in HSA-CED.A. Teachers will use individual and small-group instruction with the teacher and peer support, such as demonstrating and comparing their process on past and current work strategies to provide additional support and feedback to the tier 2 students. This will occur 20 minutes per week. Student progress will be measured by questions students ask about their needs, feedback in-person and on Synergy, as well as improvement on tasks they were struggling with.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing purposeful questioning strategies, clearly communicating the intentions of the lessons and the success criteria, and incorporating meaningful student discourse during core instruction, tier 3 students will receive additional support in HSA-CED.A. Students will be receiving services with an interventionist, 5 times a week for an average of 50 minutes with a focus on HSA-CED.A. Teachers will use individual and small-group instruction with the teacher and peer support, such as demonstrating and comparing their process on past and current work. Student progress will be measured by questions students ask about their needs, feedback in-person and on Synergy, as well as improvement on tasks they were struggling with.

8th Grade Science Goal

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

Students will improve their ability to write a claim about how Newton's third law applies to related classroom and real-life phenomenon by the end of the unit and measured using a common developed CER rubric. Students have access to sentence stems and group/class collected data to help build understanding.



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

Feedback: daily feedback with students, scientific circle, partner/class collaboration (discussion, lab experiences and assessments), anchor charts, graphic organizers.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to feedback, daily feedback with students, scientific circle, partner/class collaboration (discussion, lab experiences and assessments), anchor charts, graphic organizers, we support students through intentional heterogeneous groups, and continuous progress monitoring.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Providing multiple representations of learning (words, pictures, models) Feedback, daily feedback with students, scientific circle, partner/class collaboration (discussion, lab experiences and assessments), anchor charts, graphic organizers, sentence stems

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 know positions, evidence, issues, events, historical materials, perspectives, world history, causal factors, claim, and use these to create a product for a meaningful audience. Students will focus heavily on CER (claim, evidence, reasoning) to meet this goal. What they will need to do in order to know these facets are to analyze, interpret, create through supports like PBL, small group intervention, asset-based feedback, reteaching, and community circles. We will increase the number of students meeting or exceeding standard on SOC6-8.SSS4- Creates a product that uses social studies content to support a thesis and present the product in an appropriate manner to a meaningful audience from 0% to 70% between September 9th and January 30th.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-8.SSS4- Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience

UNIT: Writing for Change



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Employ student note taking strategies to capture thoughts and learning (including AVID) Design student collaboration by having students regularly learn and process in small, collaborative groups Discussion Protocols Class Discussion Strategies Give positive recognition and authentic feedback for academic work Asset Based Feedback Validate, Affirm, Build & Bridge Feedback Lesson Design Ignite, Chunk, Chew & Review - Video Integrate Authentic Formative Assessment

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

ATLAS Protocol: Learning From Student Work Student Work Analysis Protocol Authentic Formative Assessment practices Wednesday Intervention Structures Project Based Learning Projects Stations - Homogeneous small groups, ideally 4-6 students based on progress monitoring data.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Community Circles Intensive, highly structured individualized interventions and supports for a few students significantly below grade level Classroom Accommodations for MLs Reading Strategies Promote SEL for Students

Behavior Goal

Ensure 97% of students have behaviors NOT resulting in suspension or expulsion.

Working with Student Services team on other interventions because over 50% of exclusionary discipline comes with students with IEP's.



Root Cause Analysis

Male students with an IEP disproportionately have exclusionary discipline then male students without an IEP.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

Working with Counselors and Student Services team to come up with procedure on how to use restorative justice's practices to help students with an IEP.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Working with Counselors and Student Services team to come up with procedure on how to use restorative justices practices to help students with an IEP.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Working with family on alternative discipline/restorative practices.

Art Goal

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

MEASURABLE-the measurement tool to reach the long-range goal is adding artwork to a portfolio each month that shows individual growth and also when all portfolios are viewed as a whole can be measured for percentage of total class growth support AMBITIOUS-That all students will be able to complete this with a changing school schedule each week, attendance issue, etc. and alternative measures will be used to help all succeed. REALISTIC & TIME MANAGED -student accommodations, time management of the goals will support the goals. INCLUSIVE & EQUITABLE -Many students have accommodations that will be supported with adapted strategies to help them complete and collect their artwork for assessment.



CURRICULUM: the standards and units we are targeting

STANDARD: Art-7 Perceive and analyze artistic work

UNIT: Art NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

The students will receive direct instruction in the classroom that includes examples and modeling. We will go step by step and I will follow up with students as we go.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the Tier 1 instruction, I will follow up with students who need additional support. They will have more targeted instruction and be paired with peers who will be able to help them.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to the Tier 1 & Tier 2 strategies. Students in the Tier 3 group will receive modifications based on their specific IEPs. The students may need graphic organizers, simplified directions, or preferential seating for example.

Music Goal

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

6th grade students will improve reading comprehension of musical notation from <10% to 70% by February 1, as measured by assessment tools from sightreadingfactory.com, musictheory.net, and classroom-based assessment. The Culturally Responsive and Relevant Teaching practices of allowing data to be captured in multiple ways, such as students performing either live or by recording, as solo or with peers, will be used to create inclusive and equitable practices.



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

Spending time learning how to work with musictheory.net challenges, how to submit progress reports for verification, and gain understanding of their current skill level.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Partner practice, game-ify the tasks.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Reduce the workload and/or extend the amount of time for practice.

PE Goal

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

Our goal, by the end of the first semester is to have 80% of our 6th period students achieve 40 laps or more on the 20 meter pacer test. This performance goal is based on national healthy fitness zone performance standards.



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

During the first week of instruction our PLC team is going to review national standards for fitness gram assessments and the FITT principle. The FITT principle will be taught for student awareness of healthy habits.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Once students have learned the FITT principle, they will create personal/individual goals for their fitness journey throughout the semester. These goals will give them structure to succeed.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students who are identified as needing additional support will have extra opportunity for one on one mentoring as well as standard modifications to help them become successful. These students will work in a small group or one on one with the teacher, including special education teachers that have study skills to assist with their data input. These students will set goals for their lifestyle health and work towards mastery of recording and documenting.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 70% positive rating on the selected Climate Survey item.

By Spring, 2025 student reports of feeling safe will increase by 15% (to 71.3%).



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Students will practice talking about the things that make them feel unsafe at school and will be given opportunities to express to teachers and counselors. Students will be taught strategies for dealing with anxiety during 4th period Wisdom Sessions.

Student Goal

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

Research clearly shows that a high number of students, nation-wide, experience elevated anxiety levels. By Feb 2, 2024 Students will discuss—and practice—techniques in their Advisory homeroom. Students will discuss—and practice—techniques individually and in small-group settings. Teachers can utilize the parking lot style check-in mood regulations. Counselors will do a brief pre-session (individual) check-in “on a scale of 1-10/10 being most anxious” and a post-session, 1-10 inventory.



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Whole group: "Wisdom Wednesday" SEL lessons and Mr. J's SEL lessons.

World Languages Goal

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

*Using the A*APPL** Presentational Writing Levels, French/Spanish students will advance from 50% meeting Novice Mid (N3) in February 2025 (Semester 1 end) to 70% meeting Novice Mid (N3) by June 2025 (Semester 2 end)***. *ACTFL: American Council on the Teaching of Foreign Languages) **AAPPL: ACTFL Assessment of Performance toward Proficiency in Languages ***Student growth will be based on quarterly presentational writing tasks (fall, winter, spring).*



CURRICULUM: the standards and units we are targeting

STANDARD: World Language WL1.3: Presentational Communication- Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics verbally or in writing

UNIT: World Language - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Familiarize students with the proficiency rubrics & ways to improve their proficiency; Students self- and peer-review based on the ACTFL Proficiency Rubrics; Offer frequent formative opportunities to receive feedback on their written proficiency; address common errors in a whole-class setting.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Opportunities to revise and re-submit work using exemplar writing samples; Focus on the “text type” (per the ACTFL Rubric language) to encourage students to produce more language to advance proficiency levels.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Offering alternate assessment formats (i.e. typed vs. hand-written vs. verbal); breaking assignments into chunks; reading prompts aloud; aid students in mastering essential concepts by reducing extraneous formative or summative tasks.