



Continuous Achievement Process & Plan

2025 Quarter 1

The Tacoma School of the Arts (SOTA) is a specialized public high school dedicated to fostering creativity and artistic expression. Offering a unique interdisciplinary curriculum, SOTA provides students with an immersive education in visual arts, music, theater, dance, and more, while maintaining a strong focus on academic excellence. With strong community ties and a collaborative learning environment, SOTA encourages students to explore their artistic passions and prepare for creative future.

Our Vision

We believe all students have the right to high-quality educational experiences that develop their unique needs and passion.

Our Mission

The Mission of the Partner Schools is to change public education by emphasizing creativity and utilizing a fully inclusive model that educates the whole student through our core values of Empathy, Community, Balance, and Thinking.

Ninth Grade on Track Goal

Ensure 85% of ninth grade students are passing all their courses.

By June 2025, 85% of students will have passed all of their courses.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

UDL strategies that support all types of learners, weekly grade reflections in mentor group

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Intervention on Wed afternoon, additional support at lunch

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Intervention, meetings with student, family, mentor, additional support in mentor group

Behavior Goal

Ensure 98.8% of students have behaviors NOT resulting in suspension or expulsion.

By the end of 24/25 school year, 98% of students will have behaviors not resulting in suspension or expulsion.



Root Cause Analysis

Restorative practices and relationships are foundational to our school's mentor model. Our school also has a fully inclusive model that emphasizes individualized instruction for all learners.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

The baseline for the whole school is 98.8% based on data from 23/24 school year. 6 of the 10 behavioral incidents were involving female students and 4 of the 10 were involving male students.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Weekly mentor group reflections, project based learning opportunities, inclusive model, UDL strategies, community building circles

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Weekly intervention, additional support at lunch, attendance calls home from teachers and mentor, restorative circles.

Extracurricular Goal

Ensure 40% of students are enrolled in one or more extracurricular activities.

By the end of the 2024/2025 school year, SOTA's extracurricular participation will increase from 15% to 40%.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Share clubs/extracurricular activities with students in Mentor Group. Share opportunities at showcase.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Provide in school opportunities for students to engage in extracurricular activities

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

At conferences, mentors, students, and families will identify opportunities for students who have not had the opportunity to engage in a club.

Failing Courses Goal

Ensure only 18% or fewer freshman, sophomores, juniors, and seniors are failing one or more courses.

By end of spring semester 2025, 18% or less of 9th-12th graders will fail one or more classes

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Weekly mentor group reflections, project based learning opportunities, inclusive model, UDL strategies

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Weekly intervention, additional support at lunch, attendance calls home from teachers and mentor

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Weekly intervention, meeting with MTSS, student, and mentor

Graduation Goal

Ensure 100% of students are on track to graduate.

By the end of Spring Semester 2025, 100% of seniors will be on track for graduation.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Weekly mentor group reflections, project based learning opportunities, inclusive model, UDL strategies

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Weekly intervention, additional support at lunch, attendance calls home from teachers and mentor

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Weekly intervention, meeting with MTSS, student, and mentor

IRC Goal

Ensure 40% of students earn one or more industry-recognized certificates.

By the end of the 24/25 school year, 40% of students will have earned an IRC.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

CTE teachers will identify at least 1 IRC that students can earn as part of their courses.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

CTE teachers will track IRC completion

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

CTE teachers in their PLC will partner with the Solutions Partner to identify additional IRC opportunities

ML Progress Goal

Ensure 30% of students graduate from ML services or move up a level of English proficiency as measured by WIDA.

By the end of the 24/25 school year, 30% of students will graduate from ML services as measured by WIDA.



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Weekly mentor group reflection and support.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Intervention on Wednesdays

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Care Team meetings with ML Coordinator, MTSS team, Mentor, Co-Director, student, family

VANI Goal

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

By the end of Spring Semester 2025, 100% of seniors will complete their VANI.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Weekly mentor group reflections, project based learning opportunities, inclusive model, UDL strategies

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Weekly intervention, additional support at lunch, attendance calls home from teachers and mentor

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Weekly intervention, meeting with MTSS, student, and mentor

Grade C or Higher Art Goal

Ensure 90% of students earn a C or better in this subject.

By end of spring 2025 semester, 90% of students will be earning a C or better in all music, dance and theater classes.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

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

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will offer one on one support. We will use bridges to support student learning, We will communicate with families and CARE team at our school.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

All of the above plus, offering additional time through workshop and after school meetings. We will create an individual success plan with the student.

Grade C or Higher CTE Goal

Ensure 85% of students earn a C or better in this subject.

By the end of the quarter, 80% of students will demonstrate proficiency in utilizing digital tools for artwork presentation according to VA:Pr5.1, including professional lighting, cameras, and file management systems like OneDrive and Adobe Bridge, while integrating peer and teacher feedback into their final works.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Support for each CTE Course: - High-Impact Strategies: - Incorporate training on technical tools during class time, allowing students to practice using professional lighting and cameras. - Provide a tutorial on large format scanning and the importance of quality in digital representation. - Implement a consistent file naming convention for digital submissions to streamline organization and access.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Additional support for students who have a D: - Strategies for Support: - Offer individualized sessions to help students learn how to use digital tools effectively for their presentations. - Create a shared resource folder on OneDrive that includes tutorials and examples of effective digital presentations.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Intervention support for students who have an E: - Intervention Strategies: - Set up hands-on workshops focused on mastering digital tools, providing additional support and one-on-one guidance. - Encourage students to create digital portfolios using OneDrive and Padlet.com to showcase their progress and work.

Grade C or Higher ELA Goal

Ensure 85% of students earn a C or better in this subject.

Standard: RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. Goal There are 79% of ELA students at SOTA meeting the standard based on the common pre-assessment using a given article. 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 (date), 85% of students will show growth in their understanding and identification of claims, evidence and reasoning. 85% will successfully delineate and evaluate the claims and reasoning in a common post-assessment using a given article. We will accomplish this 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.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Action Steps—Tier 1 • Stop, Look and Listen thinking routine for clarifying claims and sources

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Sort different claims into appropriate categories: explain ideas or positions, persuade people to change, or to mediate or reconcile conflicts between parties about the truth

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Action Steps Tier 2 • Small groups—student and teacher led--Together go through a complex text that makes claims and identify the precise claim and its type

Grade C or Higher Health Goal

Ensure 100% of students earn a C or better in this subject.

By the end of the 24/25 school year, 100% of students will earn a C or higher in health.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

- Grades Reflect Evidence of Student Learning - District Grading Scales - Grade Book for 6-12 - Grading Timeliness and Communication - Retakes, Revisions, and Item Corrections - Teacher Feedback and Late Work - Impact of a Grade - Impact of Attendance on Grades

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will offer one on one support. We will use bridges to support student learning, We will communicate with families and CARE team at our school.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

All of the above plus, offering additional time through workshop and after school meetings. We will create an individual success plan with the student.

Grade C or Higher Math Goal

Ensure 83% of students earn a C or better in this subject.

As measured at the end of S1 of the 2024-2025 school year, 83% of students in Geometry and Algebra 2 courses will have earned a C or higher.



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Performance tasks, revision of work, collaborative learning, guided notes

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Math Intervention, Bridge Program, re-assessment

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Phone calls home, mentor teacher collaboration, one-on-one Bridge support, conference, Intervention during Workshop

Grade C or Higher Music Goal

Ensure 90% of students earn a C or better in this subject.

By end of spring 2025 semester, 90% of students will be earning a C or better in all music, dance and theater classes.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

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

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will offer one on one support. We will use bridges to support student learning, We will communicate with families and CARE team at our school.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

All of the above plus, offering additional time through workshop and after school meetings. We will create an individual success plan with the student.

Grade C or Higher PE Goal

Ensure 87% of students earn a C or better in this subject.

By end of Spring Semester 2025, 87% of PE students are SOTA will earn a C or higher.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Talk one on with students about attendance issues.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Talk one on with students and the student's mentors about attendance issues.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Conference with student, mentor and parent about attendance issues.

Grade C or Higher Science Goal

Ensure 85% of students earn a C or better in this subject.

As of last semester 82.1% of science students had a grade of C or better. We will increase the percentage of science students earning a C or better in all science classes to 85% by the end of the semester, Spring 2025.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Encourage students to retake or revise assessments in class. Encourage students to turn in missing work, even if it is late. Have conversations with students about how attendance affects grades.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Intervention referrals, in class support and assessment opportunities.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Conversations and collaboration with parents on how to best support students.

Grade C or Higher Social Studies Goal

Ensure 85% of students earn a C or better in this subject.

S: On the next summative identity assessment, 85% of students will met or exceed standard, up from 59%. M: See S A: Students will have received feedback on the baseline assessment and will have the opportunity to discuss ways in which they can more specifically answer the prompt. Additional lessons will focus on things that will help all students raise their grade based on what we say as insufficient. R: The conversations about identity, labels and intersectionality directly reflects our student population and the lived experiences of all Americans. T: Our students will complete the second baseline by late November. I: Students are exposed to a variety of different American experiences and history, inclusive of a variety of ethnic and racial experiences (specifically Indigenous identities and AANHPI identities) E: A variety of lessons involving different modalities of learning (auditory, visual, hands on, project based, writing centered) will be offered as well as scaffolded for different learning letters.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We are having our SPED liaison (Zach Hightower) adapt all readings and assignments for the next summative assessment to encourage students with differing learning levels to find access points. Students will be referred to intervention to get additional 1:1 support from a history staff member. We will contact families and mentor to encourage additional support.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We are having our SPED liaison (Zach Hightower) adapt all readings and assignments for the next summative assessment to encourage students with differing learning levels to find access points. Students will be referred to intervention to get additional 1:1 support from a history staff member. We will contact families and mentor to encourage additional support.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We are having our SPED liaison (Zach Hightower) adapt all readings and assignments for the next summative assessment to encourage students with differing learning levels to find access points. Students will be referred to intervention to get additional 1:1 support from a history staff member. We will contact families and mentor to encourage additional support.

Grade C or Higher World Languages Goal

Ensure 88% of students earn a C or better in this subject.

By the end of the year, we will have 90% of our students earning 75% or higher on vocabulary assessments.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will teach grade level content and standards through varied teaching strategies, allowing students the opportunity to practice through multiple formative and summative assessments targeting listening, reading, writing, and speaking.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will offer differentiated instruction and opportunities outside of class time to work with teachers and get support.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will work with mentors and the care team to increase student attendance and offer opportunities for students to get support.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 6% positive rating on the selected Climate Survey item.

The I vs We gap for readiness for change will decrease from 12% to 6% based on Climate Survey data.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Provide more opportunities for staff to collaborate, wrestle with new ideas, take risks that support student learning.

Student Goal

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

Based on data from the 2025 student climate survey, we will increase the percentage of students that say they are good at solving conflict with others ("Almost always true" or "Often True") from 53% to 70%.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

This year we have started a restorative justice class that will operate during the school day. We are also in the process of building out a RJ center where students can come to get support with solving conflict.