



## **Continuous Achievement Process & Plan**

### **2025 Quarter 1**

*Stadium students have access to a range of courses, clubs, and athletics, all within a school that is nationally recognized as one of America's Most Challenging High Schools and locally recognized as one of the best schools in Pierce County. This combination of excellence and variety allows students to explore all their interests, discover their passions, and prepare for success after graduation. Participation in extra-curricular activities is continuing to increase among the diverse population.*

### **Our Vision**

Our Vision is to prepare all students to be college and career focused, become lifelong learners and responsible citizens ready to meet the challenges of the future. We will promote academic excellence in a safe and professional environment that supports the educational success and social, emotional, and physical development of all students.

### **Our Mission**

At Stadium High School, we create spaces for students to learn, grow, and discover by promoting self-selection of courses, including Advanced Placement and College in the High School classes. We provide opportunities for students to earn dual credit and Industry Recognized Certifications in our wide array of Career and Technical Education classes. We honor student voice and social-emotional learning in all classes. (There are not enough characters for our entire Mission Statement.)

# Ninth Grade on Track Goal

*Ensure 80% of ninth grade students are passing all their courses.*

*Stadium's goal is to increase 9th Grade on track rates to 85%. To do this, we will pull 9th grade on track rates every two weeks, disaggregating this data by gender, race and IEP status to identify trends and areas where specific student populations need support.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Biweekly data pulls for 9th graders will identify students early who may be falling off track. All students will have access to How to Be Successful posters, posted building wide for students to know where to access class materials and how to get help in classes. The 9th grade success team will also push into classes after progress reports to conduct a grade audit activity, help students identify areas for improvement and learn about resources that are available to them.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students who are failing 1-2 classes at the biweekly data pull will be sorted into 2 categories - the 1 F List and 2 F list. Teachers will receive a list of student(s) who have 1 F in their classes, and be asked to check in with the student or provide context as to what kind of support this student may need. In conjunction with the Center for High School Success, the team will identify, develop and implement interventions at the classroom level to help students get back on track.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In conjunction and collaboration with the 9th Grade Success Team, and the model being developed, the Student Resource Team will develop and implement a system of interventions for students failing 3+ classes. Additional factors, like behavior and attendance, will also be examined for students who are falling into the Tier 3 category.

# Behavior Goal

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

Stadium will use current behavior data (tardies & disruptions), climate survey data, and SEL survey data to prioritize weekly SEL Check-Ins to promote students' sense of belonging and decrease disruptive behavior among our students. Our focus is decreasing the number of disruptive incidents, specifically decreasing the number of students in the hall after the bell, and closely monitoring students who have previous exclusionary discipline related to 'failure to cooperate' or 'disruptive conduct'. Stadium's goal is to connect specifically with the targeted groups to develop relationships where students feel they have a trusted adult to support and encourage them while at school and finding ways to motivate students to be in class on time. The support team includes, APs, BIS, Counselors, case managers, CSOs, certificated staff. Our targeted area for this goal would be 9th grade students.



## Root Cause Analysis

Specifically the intervention would focus on 9th grade male, female, & non-binary students. -Staff provide check-ins daily with students before school and in the classroom to ensure an emotionally safe and healthy environment -Staff will display monthly equity questions and utilize the equity question of the month to engage student voice. -SRT will provide individual staff support for individual interventions -SRT Team improve building-wide Tier 1 supports



## STEPS: how we will accomplish this goal

### ACTION STEP INTRODUCTION

Staff will: - Be present in the hallways encouraging students to be on time to class and greeting students at the door -Focus on relationship building through the use of Whole Child practices -Provide emotional check-ins where students can connect with a trusted adult -Implement Class Meetings/Circles/Clubs: creating safe spaces for students to share their stories -Hold Restorative meetings with students about disruptive behaviors, tardies, and attendance as the greatest indicator of success

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Stadium staff will focus on building supportive classroom environments using SEL/Whole Child strategies by: -Greeting students at the door - Partnering with families -Building one on one positive relationships in the classroom -Knowing students names

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

The administrative team will continue to provide restorative support to students for minor infractions and partner with our school counseling team to create daily or weekly check-in systems to help students identify a trusting adult to provide SEL support. Admin team will complete Becca meetings for students with attendance concerns and continue to loop in families about continuous concerns.

# Extracurricular Goal

**Ensure 55% of students are enrolled in one or more extracurricular activities.**

*Stadium hopes to engage 55% of all students in extra curricular activities. We will know we achieved this goal based on an end of season attendance review. To keep students engaged and interested in extra curricular activities teams submit morning announcements, post flyers advertising when their club meets, and ASB has created a club wall in the cafeteria. We expect these results to be achieved based on growing turn out for clubs and activities in the Fall of 24-25. We hope to meet this goal by the end of the Fall season. Stadium will continue to be inclusive of all students by utilizing student voice to start requested clubs (ie. Black Student Union, Sustainable Fashion Club, Jesus Club, Middle Eastern Culture Club, NHS). Stadium will insure extra-curricular opportunities are equitable by offering them year-round & on various days so that students can participate in multiple activities.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

- Information in the weekly call home about the start of seasons and clubs - Club wall in cafeteria - Enrollment information Night - Hiring coaches and advisors in the building

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

- Parent night at the start of each sports season - The introduction of prospective clubs based on student interest.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Work with counselors IEP case managers, SRT staff, vision staff, and coaches/advisors to engage students who need to develop a meaningful connection at school.

# Failing Courses Goal

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

*Stadium's goal is to increase student on track rates to 80%. To do this, we will pull 9th grade on track rates every two weeks, disaggregating this data by gender, race and IEP status to identify trends and areas where specific student populations need support. For grades 10-12, we will pull the same set of data at multiple points each semester.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Regular data pulls, similar to those of the 9th Grade Success Team's, will identify students early who may be falling off track. All students will have access to How to Be Successful posters, posted building wide for students to know where to access class materials and how to get help in classes.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students who are failing 1-2 classes at the data pulls will be sorted into 2 categories - the 1 F List and 2 F list. Teachers will receive a list of student(s) who have 1 F in their classes, and be asked to check in with the student or provide context as to what kind of support this student may need. In conjunction with the Center for High School Success, the team will identify, develop and implement interventions at the classroom level to help students get back on track.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In conjunction and collaboration with the 9th Grade Success Team, and the model being developed, the Student Resource Team will develop and implement a system of interventions for students failing 3+ classes. Additional factors, like behavior and attendance, will also be examined for students who are falling into the Tier 3 category.

# Graduation Goal

**Ensure 92% of students are on track to graduate.**

*Our goal is 92%. We know that reaching 97% is phenomenal, and it is something we will continue to strive toward. We will know we are on track or have met this goal at the end of the school year based on our 4-year on-time graduation rate. Steps to help us achieve this goal are freshman check and connects with their counselor, sophomore and junior grad planning with counselors, and senior meetings with counselors to ensure students are on track to graduate. Our goal is relevant as it pertains to student achievement and on-time graduation. The deadline will be the end of each school year, but we will continue to work until CEDARS submission closes. Stadium is inclusive of all students and families in the continuous efforts of working towards graduation. Stadium counselors and CSF liaison provide students with general and targeted supports.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Freshmen: Introductions & check and connect with counselor. All freshmen will get face time with their counselor. Sophomores: Craft grad plan with counselors, attendance monitoring Juniors: Follow up on grad plan, craft next steps for senior year, attendance monitoring Seniors: Semester check ins and HSBP finalization, attendance monitoring

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Freshmen: Our newly formed 9th Grade Success Team is meeting at least twice monthly to support with 9th graders being on-track. We will also utilize SRT referrals and Becca meetings. Sophomores: SRT referrals as needed, loop in families, Becca meeting Juniors: Review credits/courses, discuss plan for off-track students, meet with families about plan, Becca meeting, Edgenuity credit retrieval Seniors: Craft plan for off-track students, confirm with families about plan of action, Becca meeting, Edgenuity credit retrieval

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Freshmen: Teacher/family meeting w/counselor & admin, summer school Edgenuity Sophomores: Teacher/family meeting w/counselor & admin, summer school Edgenuity Juniors: Teacher/family meeting w/counselor & admin, summer school Edgenuity, discuss the potential of non-Stadium graduation pathway Seniors: Edgenuity, discuss non-Stadium graduation pathway with student & family

# IRC Goal

**Ensure 70% of students earn one or more industry-recognized certificates.**

*Our goal is for 70% of Stadium students to earn an industry recognized certification (IRC) in the 24-25 school year. We expect teachers to offer IRCs that are relevant to their content area, to work with all students enrolled in CTE classes to complete their IRC, and to enter the completed IRCs into Basecamp in a timely manner. Mr. Tuman will monitor the IRC completion rate in Basecamp. We expect the first large batch of IRCs to be completed at the end of 1st semester and understand that some of our yearlong classes will complete IRCs by the end of 2nd semester.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

CTE teachers will identify at least one IRC to offer for each of their classes. All students will have a due date once for IRC completion.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students who do not complete their IRC will have an opportunity to meet with their CTE teacher to review expectations. CTE teachers will offer support opportunities students needing more guidance. Our Solution Partner, Brady Bekker, will help CTE teachers access appropriate IRCs and help teachers offer these to students.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students who have shown no progress toward completing an IRC may have high impact behaviors that are affecting their overall academic success. The CTE teacher will confer with the counselors and administrators to bring issues to light. Stadium staff will partner with families and the other teachers to hold staffings and reengage students in their education. Mr. Tuman will work with teachers who are having difficulty implementing IRCs with their students.

# ML Progress Goal

**Ensure 65% of students graduate from ML services or move up a level of English proficiency as measured by WIDA.**

*Our goal is for 65% of Stadium's current ML students to graduate from ML services or move up a level on the ACCESS WIDA. Our brand-new teacher, Lea Anne Fischer, will target the areas of Reading, Writing, Listening, and Speaking to improve students' scores in each area to increase the overall student score by at least 1.0 level.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Mrs. Fischer is meeting with each of her students individually to assess their strengths and areas of growth. She is working with Stadium content-specific teachers to increase practice on content-specific vocabulary for her students.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Mrs. Fischer is building rapport with her students and working with the guidance counselors to make sure students are in classes that meet their individual needs. Through Back to School Night and conferences, Mrs. Fischer is working to engage families. She will differentiate her lessons to target these Tier 2 students.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students who have shown no progress or regression have high impact behaviors that are affecting their overall academic success. Mrs. Fischer will work with our Behavior Intervention Specialist, Instructional Coach, and alpha assistant principals to address these students' needs. She will partner with families and general education teachers to hold staffings and reengage students in their education.



# VANI Goal

**Ensure 93% of students have a verified acceptance letter from their next institution.**

*Our goal is for every single graduating student to complete a VANI. For students who have not received acceptance to a next institution of their own choosing, a branch of the military, or an apprentice opportunity, we will support them in completing an application to Tacoma Community College (TCC). This is relevant because students who have completed this process with us in the past have used their acceptance to TCC and thanked us for facilitating their admission. We will enter VANIs as they are submitted so we can track our completion %.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

The Stadium guidance counselors and Mikaela Mattes with the College Success Foundation will hold a townhall with the Class of 2025 to rollout the HSBP, FAFSA, and VANI requirements. Reminders to complete the HSBP and VANI will be communicated through Mrs. Marshall's Sunday message to students and families. All students are expected to provide at least one admission confirmation for VANI completion.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students who do not submit their VANI will have an opportunity to meet with Mikaela Mattes to review expectations. Mikaela hosts sessions for students after school three days per week for where students may receive more support with college admissions. She is also available during both lunches four days per week. Mikaela will provide support with college essays and hosts colleges in the College and Career Center during lunches.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students who have not engaged with support opportunities will be escorted to the Career Center and/or their guidance counselor to complete their VANI or apply to TCC.

# Grade C or Higher Art Goal

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

*By the end of semester one, 90% of students in Stadium art classes will be earning a C or better.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Look at our roster of struggling students from 10/10/24 and identify what we already know about these students. Design interview questions to ask all students and get to know them better and find out why they are or are not struggling in art classes. Keep due date (with ten-day final due date) prominently posted in the classroom.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Identify students who are earning Ds and look at why: attendance, not doing work, both? Personally interview these students to identify their reasons for not being successful. Asking them for what they need to complete assignments for class.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Look at list of students earning Es and identify whether they are failing multiple classes or just one or two. If they are being successful in other classes, connect with those students' teachers to learn about the student and figure out what is working for them in other classes. If they are 9th graders, work with 9th Grade Success Team. Call families to learn more about their students.

# Grade C or Higher CTE Goal

*Ensure 70% of students earn a C or better in this subject.*

*By the end of first semester, 70% of students will be earning a C or better in CTE courses.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

- Grades Reflect Evidence of Student Learning - District Grading Scales - Grading Timeliness and Communication - Retakes, Revisions, and Item Corrections - Teacher Feedback and Late Work - Impact of Attendance on Grades CTE staff will review the above list for which apply to specific students' situations and apply where necessary at varying degrees

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

1. Individual conferences with students who are in danger of failing. Creating a plan for making up missed work. 2. Communication of concern with student's caretakers.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1. Identify and communicate with student's IEP case manager, if appropriate 2. Modifying assignments as needed 3. Offer alternative ways to meet standards 4. If struggling student is a 9th grader, work with 9th Grade Success Team. Call home to establish supportive relationship with family.

# Grade C or Higher ELA Goal

*Ensure 73% of students earn a C or better in this subject.*

*There are 0% of students meeting the standard because school hasn't started yet. Formative assessments collected will provide data for whole group, small group and individual scaffolds and supports. By the end of the CAP cycle (1st semester), 73% of students will have a C or higher. 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

Stop, Look and Listen thinking routine for clarifying claims and sources · 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 · Label the elements related to the argument: claims, reasons stated or implied, evidence cited, and how that evidence relates to and supports the claims · Determine the type of claim: claims of fact, claims of value, claims of policy · Work in groups to graphically represent claims and evidence from arguments

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small groups—student and teacher led--Together go through a complex text that makes claims and identify the precise claim and its type · Small group---student and teacher led---Stop, Look and Listen thinking routine with differentiated texts · Small groups---student and teacher led-- Work together to evaluate the logical conclusion that is reached and determine if the evidence is relevant and sufficient · Small Groups—student and teacher led--Practice evaluating claims by using examples with progressive complexity

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Communicate with case managers Teacher staffings/collab with other teachers 9th Success Team Collaborate with parents

## Grade C or Higher Health Goal

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

*At least 85% of students in first semester health class will earn a grade of C or higher.*

### **STEPS:** how we will accomplish this goal

#### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Monitor students' attendance and grades. Continue to create community and belonging in classes.

#### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Identify students who are earning low grades but not yet failing. Conference with those students about what is keeping them from getting to school or completing work. Work with Katrina Caldwell, 9th grade counselor, and other 9th grade teachers to support struggling students.

#### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Work with 9th Grade Success Team to come up with interventions for supporting students who are failing.

# Grade C or Higher Math Goal

*Ensure 80% of students earn a C or better in this subject.*

*At the end of 1st semester, 80% of Math students will be earning a C or better.*

## **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 Teachers remind students/families of the new grading regulation which allows late work and test make ups within a minimum of ten days.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

1. Individual conferences with students who are in danger of failing. Creating a plan for making up missed work. 2. Alternate ways to show mastery of standards. 3. Monitor attendance. Reach out to admin for support with attendance. 4. Small group and differentiated lessons. 5. Encouraging the use of tutor.com as provided by the district.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1. Individual conferences with students who are in danger of failing. Creating a plan for making up missed work. 2. Alternate ways to show mastery of standards. 3. Monitor attendance. Reach out to admin for support with attendance. 4. Small group and differentiated lessons. 5. Encouraging the use of tutor.com as provided by the district and OSPI

# Grade C or Higher Music Goal

*Ensure 89% of students earn a C or better in this subject.*

*By the end of first semester, 90% of students in music classes will be earning a C or better.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Monitor students' grades. When a student's grade slips, talk to that student to see what the problem is and come up with an intervention to support them.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Follow up with student each week until their grade is up to an acceptable level. Continue to identify and address obstacles.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Connect with administrators and/or counselors to see what larger issue is impacting the student's success, and come up with a coordinated plan to support the student.

# Grade C or Higher PE Goal

*Ensure 92% of students earn a C or better in this subject.*

*By the end of the semester, 92% of students will reach a grade of C or higher, an improvement of 1.4 %, in our courses based on semester end grades.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will \*provide regular and timely feedback \*utilize synergy to ensure easy access to grades and other pertinent class information. \*utilize email and/or synergy communication to communicate clearly with students and parents regarding policies and concerns. \*Create engaging and accessible lessons for students that meet students where they are at \*Provide a welcoming environment for students \*Create a culture of focused on individuality vs comparison \*Routinely check in with students and discuss their progress

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will \*partner with parents and other stakeholders in the school to find out the best ways to support these students \*utilize formative assessment data to drive instruction and interactions with students to aid in their success. \*utilize small groups to help provide support to students with similar skill challenges \*work to identify at risk students and refer them to 9th grade success team and/or guidance team.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will \*Use proximity and intentional seating or location choices with students to aid in their success \*Use intentional grouping to group students into teams or working groups that best set them up for success \*Ensure 504 and IEP accommodations are being accessed as needed \*communicate with parents and other educational advocates \*Utilize counselor and other support staff as needed \*Utilize guidance team and 9th grade success team as needed.



# Grade C or Higher Science Goal

*Ensure 78% of students earn a C or better in this subject.*

*By the end of first semester, 80% of students in science classes will be earning grades of C or better.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teach curriculum as designed. Work with IEP case managers and ML teacher to offer scaffolding and accommodations/modifications. Use 10 day late work/retest policy. Periodic emails to all families outlining current class projects, assignments, and assessments. Teach study strategies.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Connect personally with students who are in the C-/D range. Encourage assessment retakes. Help students identify the habits or beliefs that are getting in the way of their success.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Work with 9th Grade Success Team, 9th grade counselor, administrators, and IEP case managers for students failing biology. Work with counselors, administrators, and IEP case managers to support students failing other science classes. Work individually with students to see what they need to complete work, turn work in, study for exams, and retake assessments. Build students' confidence in their abilities.

# Grade C or Higher Social Studies Goal

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

\_\_\_\_ % of students in social studies courses will be earning a C or better in those classes at the end of the semester, as measured by their final grade.

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

- Grades Reflect Evidence of Student Learning - District Grading Scales - Grading Timeliness and Communication - Retakes, Revisions, and Item Corrections - Impact of Attendance on Grades - Encourage formative as it relates to summative - Student reflection worksheet

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

1. Individual conferences with students who are in danger of failing. Using Student Reflection Worksheet students will create a plan for success. 2. Family contact will be made.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1. Contact students' families. Be sure to include positives about the student. 2. Individual conferences with students who are in danger of failing. Using Student 2. Reflection Worksheet students will create a plan for success and discuss with teacher. 3. Work with IEP case managers, ML teacher, counselors, administrators, and colleagues to support students who are failing or in need of substantial support to be successful in school. 4. SRT referral if needed

# Grade C or Higher World Languages Goal

*Ensure 84% of students earn a C or better in this subject.*

*At the end of first semester 2024-2025, 85% of students in world language classes will be earning a C or better.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Monitor grades. Emphasize creating community and belonging in our classrooms so students are willing to participate and practice the language.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Monitor grades. Connect individually and discreetly with students who are earning C- and D grades to identify what is impacting their learning.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For 9th graders who are failing, work with 9th grade success team to re-engage them in their learning. For upperclassmen, connect with counselors, administrators, IEP case managers, and colleagues to get those students more support.

## Staff Goal

**Support staff SEL (social awareness or relationship skills), resulting in at least 65% positive rating on the selected Climate Survey item.**

*Stadium is striving for 65% of staff members will say that Stadium is almost always or often a place where people want to come to work on the 2025-2026 Climate Survey.*

### **STEPS:** how we will accomplish this goal

#### PROMOTING SEL FOR STUDENT IMPACT

During the two Professional Growth Days and the Waiver Day at the beginning of the year, we focused on Staff SEL. We invited Jimmy Gere in to conduct a sound bath for those wanting a rejuvenating experience. We offered pickleball and badminton for those wanting an active experience. We are using our SCDM to provide staff members the opportunity to voice their opinions and affect change. Principal Marshall creates a comprehensive staff email each week so staff can find consistent information in a dedicated space. All staff are included on the weekly email that is sent to all students and families, so they are in the loop with all things. The Instructional Coach at Stadium solicits feedback from teachers and uses this information to plan building professional growth opportunities.

# Student Goal

**Implement Whole Child practices with fidelity, resulting in at least a 91% positive rating on the selected Climate Survey item.**

*Engage at least 70% of students in regularly attending school at least 91% of the time (as per OSPI Report Card). Admin and attendance staff will track data throughout each quarter, semester, and at the end of year. Throughout the year admin and attendance team will pull data and identify student needs to improve attendance such as Becca meetings, counselor referrals/support, and involving family. Throughout this process our hope will be to help keep students on track towards graduation. Placing a significant emphasis on 9th grade on track and support will hopefully lead towards more consistent and on time attendance for the duration of the high school experience. The goal will culminate with the end of the year in June, while we will review data quarterly and at the end of S1. Stadium will plan to lean into students and families lived experiences to best support student/family in meeting the educational needs of the students. Stadium will prioritize student and family voice to guide our practice. The Tigers extracurricular opportunities are also used as ways to more closely engage students in their education. To ensure equitable opportunities to support students in meeting this goal administration, staff, etc will meet with students/families at times that best meet family needs in order to make sure families feel heard in supporting their students education.*

## **STEPS:** how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

-Track student attendance -Review data to look for trends -Meet with students to review attendance -Meet with families to review data and identify successful ways to engage student in their education.