TACOMA PUBLIC SCHOOLS

Continuous Achievement Process & Plan

2025 Quarter 1

Our Vision

Our Mission

ACADEMIC EXCELLENCE

6th Grade ELA Goal

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

There are 26% of 6th grade students meeting the standard based on the common pre-assessment of i-Ready. 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, 100% of students will show growth in their determine the meaning of words within context of the text and 35% of focus students will successfully determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 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.

CURRICULUM: the standards and units we are targeting

STANDARD: RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
UNIT: Narrative Reading and Writing

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Reciprocal teaching, gallery walks, and kinetic learning strategies.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Close Reading and Kinetic Learning strategies

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Immediate corrective feedback, using kinetic learning strategies such as total body response and gallery walks.

ACADEMIC EXCELLENCE

6th Grade Math Goal

Achieve a 32% pass rate for the selected standard by the end of the quarter.

Based on Fall i-Ready, 18% of students were on grade level for Algebra and Algebraic Thinking demonstrating mathematical skills related to identifying patterns within problems, understanding how to transform a word problem into symbols and equations, and use them to find a solution to a situation. By engaging each and every student in comprehension strategies around "Monitoring Meaning/ Fixing Up", students will develop their understanding of how to check to make sure answers are reasonable for the problem they are solving, discuss and write about their problem-solving process to clarify meaning, and use accurate vocabulary and show their work in clear concise forms. By the end of the CAP data cycle (January 31), 100% of students will make growth and/or improvements in their understanding of the relationship of positive and negative numbers and how they are represented in a word problem. 33% of students will be successful in solving problems around positives and negatives at a 6th grade level.

CURRICULUM: the standards and units we are targeting

STANDARD: 6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers
UNIT: Topic 2 - Integers and Rational Numbers

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Syntax Surgery (Beers)

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Math Intervention support class Positive/Negative/ Zero Word Bank Manipulatives and pictures to make student thinking visual Select and sequence

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Small group instruction (support from SPED teacher and ML teacher) Individualized instruction

ACADEMIC EXCELLENCE

6th Grade Science Goal

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

Based on formative assessment data, 20% of students were able to clearly create a model that describes how particle motion, temperature, and how physical state of a substance changes based on thermal energy. By engaging each and every student in the science and engineering practices of "Developing and Using Models", focusing on "visualizing" as a reading skill. Students will apply their knowledge of thermal energy to explain the phenomenon. Students will deepen their understanding of modeling in small groups. 85% of students will growth and/or improve their models and explanations of how different materials retain heat with 35% meeting proficiency. Students will be successful in modeling using sketch in chunks, classroom discussions, sentence stems.

CURRICULUM: the standards and units we are targeting

STANDARD: 6-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
UNIT: Unit 2: Thermal Energy

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
"monitoring and fixing" -*Retell and Jump Back In" strategy Serravillo "Visualizing" --Sketch in chunks, (create and use imagery during and after experience), use concrete models and manipulatives, Classroom Discussion

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Write in the margins, classroom discussion (students-to-students)

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Sentence stems -

ACADEMIC EXCELLENCE

6th Grade Social Studies Goal

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

Achieve a__70___% pass rate for the selected standard by the end of the semester. There are 16% of 6th, grade students meeting the standard, SOC6-8.SSS4, based on the common pre-assessment using a given text. 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 (January 30, 2025), 70% will successfully analyze positions and provide evidence supporting an issue or event in a common post-assessment using a given text. 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.

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
By implementing the close reading during core Social Studies students will build understanding in SOC 6-8.SSS4, and make a claim and use text to support claim.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Tier 2: Small Group—student and teacher led using sentence stems to support making claims SpEd/Deaf Education: small group and specially designed instruction in ELA and WSH/SS classes focused on vocabulary and reading strategies.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
SpEd/Deaf Education class: intense specially-designed instruction with reading strategies and vocabulary development, modified assessment (at reading level), visuals to support comprehension, modified opportunities to provide responses to assessment for students who are unable to write. Modified visual rubric for student self-assessment. GenED: One-on-one support and conferencing and/or small group (2-3) help 4 - 5 times a week sharing a model of what students should be focusing on. Read with students and use think aloud to show how to identify the most important part of a text without all of the details.

ACADEMIC EXCELLENCE

7th Grade ELA Goal

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

There are 16% of 7th grade students meeting the standard based on the common pre-assessment of i-Ready. 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, 100% of students will show growth in their ability to determine the meaning of words within context of the text and 35% of focus students will successfully determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 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.

CURRICULUM: the standards and units we are targeting

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

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Reciprocal teaching, gallery walks, and kinetic learning strategies.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Close Reading and Kinetic Learning strategies

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Immediate corrective feedback, using kinetic learning strategies such as total body response and gallery walks.

ACADEMIC EXCELLENCE

7th Grade Math Goal

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

Based on formative assessment data, 23% of students were meeting grade level standards at the end of 6th grade. By engaging each and every student in comprehension strategies around "Monitoring Meaning/ Fixing Up", students will develop their understanding of how to check to make sure answers are reasonable for the problem they are solving, discuss and write about their problem-solving process to clarify meaning, and use accurate vocabulary and show their work in clear concise forms. develop their understanding of how to check to make sure answers are reasonable for the problem they are solving, check their thinking and work along the way. By the end of the CAP cycle (Jan 31st.) 38% of students will meet the standard 7.RP.A and be able to Recognize and represent proportional relationships between quantities and use proportional relationships to solve multistep ratio and percent problems based on summative assessment data collected at the end of the instructional unit.

CURRICULUM: the standards and units we are targeting

STANDARD: 7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems
UNIT: Topic 3 - Analyze and Solve Proportional Relationships

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Syntax surgery

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Small groups based on formative assessment data. Specifically address misconception and errors in math concepts.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Individual conference, remediation work, individualized and leveled assessment.

ACADEMIC EXCELLENCE

7th Grade Science Goal

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

There are (15) students at Meeting, (24) students at approaching, and (102) students at Beginning. By December 8th, 2024, (35) of the students at a Beginning, (75) of the students at approaching, and (31) of the students at meeting, will improve one level or beyond on the CER Rubric for Analyzing and interpreting data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. As measured by 7.1 lesson 6 assessment. The Culturally Responsive and Relevant Teaching practices of Scientists circles will be used to create inclusive and equitable practices.

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
Questioning, All students will engage in the 3 Big Questions (Beers) Before, During and After an investigation.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Think aloud with individual groups.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
One on One Modeling of the questions and thinking strategies.

ACADEMIC EXCELLENCE

7th Grade Social Studies Goal

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

Achieve a 70% pass rate for standard SOC6-12.H3 by the end of the semester. Currently, there are 13% of 7th grade students meeting this standard based on the common pre-assessment. Formative assessments collected during the unit will provide data for whole group, small group, and individual scaffolds and supports. By the end of the CAP cycle (January 30, 2025), 70% will understand that there are multiple perspectives and interpretations of historical events in the second administration of this common assessment. We will accomplish this by establishing and inclusive and equitable class culture that supports small group instruction and group work, ensuring that all text is relevant and at or above grade level in complexity.

CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.H3- Understands that there are multiple perspectives and interpretations of historical events.
UNIT: Decisions That Define Us

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By utilizing close reading skills in Washington State History classes, students will build understanding in SOC6-12.H3 and understand that there are multiple perspectives and interpretations of historical events.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
For those who still struggle with close reading, sentence stems will be used. SpEd/Deaf Education: small group and specially designed instruction in ELA and WSH/SS classes focused on vocabulary and reading strategies.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
GenED: One-on-one support and conferencing and/or small group (2-3) help 4 - 5 times a week sharing a model of what students should be focusing on. We will read aloud to better understand the text so we can use our prediction skills. SpEd/Deaf Education class: intense specially-designed instruction with reading strategies and vocabulary development, modified assessment (at reading level), visuals to support comprehension, modified opportunities to provide responses to assessment for students who are unable to write. Modified visual rubric for student self-assessment.

ACADEMIC EXCELLENCE

8th Grade ELA Goal

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

There are 32% of 8th grade students meeting the standard based on the common pre-assessment of i-Ready. 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, 100% of students will show growth in their ability determine the meaning of words within context of the text and 35% of focus students will successfully determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 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.

CURRICULUM: the standards and units we are targeting

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

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Reciprocal teaching, vocabulary triangles, visualization.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Close reading, small group instruction, ZPD aligned groups.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
1:1 conferencing, peer mentor,

ACADEMIC EXCELLENCE

8th Grade Math Goal

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

Based on data collected during the Unit 2 pre-test, our students need support in creating a mathematical representation of a real-world situation. In the upcoming unit on linear equations, we are focusing on representing a situation in three different forms: with an equation, with a graph, and with a table. Given a content-relevant problem, students will be able to make sense of quantities and relationships, and to create a logical representation of a situation using these relationships. To do this, teachers will ask students to explain the meanings of their representations, and the symbols therein, in both the problem and the solution. As a result, each student will engage in work that is focused on growth in this skill.

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
Syntax Surgery

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
By implementing integrating authentic formative assessment practices, progress monitoring, eliciting student voice and eliciting student-choice in Wednesday intervention teachers will use whole group, partner and small group instruction to support student in understanding HSA-CED.A

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Teachers will use individualized instruction, partner talk and small group instruction, and Scaffolded syntax surgery to support student in understanding HSA-CED.A.

ACADEMIC EXCELLENCE

8th Grade Science Goal

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

Students will analyze and interpret data from group investigations that leverage student experiences in order to explain how objects collide. They will demonstrate learning by making a claim about a phenomenon, and use evidence & reasoning to support their claim. They will achieve a 60% pass rate for the standard 8-PS2- 1 by the end of the CAP cycle.

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
3 big questions, talk to the text

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Turn & Talk, Think aloud with small groups

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Small group instruction

ACADEMIC EXCELLENCE

8th Grade Social Studies Goal

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

There are 5% of 8th grade students meeting the standard (SOC 6-8SSS4) based on the common pre-assessment. Achieve a 75% pass rate for the selected standard by the end of the semester. There are 5% of 8th grade students meeting the standard, SOC6-8.SSS4, based on the common pre-assessment using a given text. 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 (January 30, 2025), 75% will successfully analyze positions and provide evidence supporting an issue or event in a common post-assessment using a given text. 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.

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: Untold Stories of the Revolution

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Use close reading strategies for comprehension and analysis as well as to annotate the text. Multiple opportunities for students to learn, practice and grow their comprehension using getting the gist, to summarize and infer regarding text sources.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Tier 2: Small Group—student and teacher led—analyze certain words and phrases, text features that the author uses and how it supports text Small Group—student and teacher led—mark the text to annotate to identify main idea and supporting evidence in a reading passage. SpEd/Deaf Education: small group and specially designed instruction in ELA and WSH/SS classes focused on vocabulary and reading strategies. Use sentence stems to support students struggling to get the gist more successfully.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Tier 3: In small groups and/or one on one, have students read the text in chunks to answer a set of text-dependent questions. Use a read aloud strategy in a small group so that students are guided to choose responses that make generalizations to support the gist they are growing their ability to identify. SpEd/Deaf Education class: intense specially-designed instruction with reading strategies and vocabulary development, modified assessment (at reading level), visuals to support comprehension, modified opportunities to provide responses to assessment for students who are unable to write. Modified visual rubric for student self-assessment.

ACADEMIC EXCELLENCE

Behavior Goal

Ensure 95% of students have behaviors NOT resulting in suspension or expulsion.

Last year 94.3% of Baker students did not have behaviors that resulted in exclusionary discipline. There is a 2.2% gap between white and Black students. By June, we will increase to 95% and the gap will be no more than 2%. This will be done by connecting teachers and students to the BULLDOG WAY as a prevention and learning tool to support growth around resiliency and conflict resolution. All teachers and students will have access to this.

Root Cause Analysis

Equity is being addressed in the following ways: 1. BULLDOG WAY is a representation of student voice. It was developed by students for students 2. All teachers are using BW as a reward system and as an anchor for common language around SEL.

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION
Action step 1 focuses on teachers, action step 2 focuses on students.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
teachers, admin and counselors will incorporate BULLDOG WAY into classroom re-set conversations, restorative circles, and community circles as a way to help students build resiliency and conflict resolution. continued PD to support this work.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
students will use the BULLDOG WAY to support their work on conflict resolution.

ACADEMIC EXCELLENCE

Art Goal

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

Based on data collected during the Spring 2024 semester, our students need support in problem solving (CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.) To support our building goal, we are also focusing on reading information texts for understanding (CCSS.ELA.LITERACY.RI.6-8.7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue). For Fall 2024, our goal is to build to a 70% baseline proficiency in problem solving with our new students. Given a content-relevant problem, students will be able to read relevant texts for information, identify constraints and givens in a problem, develop a plan to solve the problem, and reflect and re-try based on the result of their plan. To do this, teachers will model problem solving while teaching adaptability and flexibility. Using intentional grouping and rigorous tasks, we will build a culture of problem solving and all students will engage in honing these skills.

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
Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
See, Think, Wonder, visual examples, rubric analysis, turn & talk, think-pair-share, performance adjustments, focused note taking, practice partners, sectionals, peer tutors, graphic organizers, instructional videos, visual support, small group support, modeling of behavior and skills, check-ins

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Self Assessments, Small Group Work / Peer Tutors, Formative Assessments, modified curriculum (i.e. picture supported, errorless), 1 on 1 Instruction/Support, Re-Teaching, breaking material into small parts

ACADEMIC EXCELLENCE

Music Goal

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

Based on data collected during the Spring 2024 semester, our students need support in problem solving (CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.) To support our building goal, we are also focusing on reading information texts for understanding (CCSS.ELA.LITERACY.RI.6-8.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue). For Fall 2024, our goal is to build to a 70% baseline proficiency in problem solving with our new students. Given a content-relevant problem, students will be able to read relevant texts for information, identify constraints and givens in a problem, develop a plan to solve the problem, and reflect and re-try based on the result of their plan. To do this, teachers will model problem solving while teaching adaptability and flexibility. Using intentional grouping and rigorous tasks, we will build a culture of problem solving and all students will engage in honing these skills.

CURRICULUM: the standards and units we are targeting

STANDARD: Music-5 Develop and refine artistic techniques and work for presentation
UNIT: Music - NA

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Additional support in the core classroom: See, Think, Wonder, visual examples, rubric analysis, turn & talk, think-pair- share, performance adjustments, focused note taking, practice partners, sectionals, peer tutors, graphic organizers, instructional videos, visual support, small group support, modeling of behavior and skills, check-ins.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Self Assessments, Small Group Workshops, Discussion Boards, Formative Assessments, modified curriculum (i.e. picture supported, errorless), 1 on 1 Instruction/Support, Re-Teaching, & Peer Support.

ACADEMIC EXCELLENCE

PE Goal

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

DESCRIPTION of your SMARTIE goal: Based on data collected during the Spring 2024 semester, our students need support in problem solving (CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.) To support our building goal, we are also focusing on reading information texts for understanding (CCSS.ELA.LITERACY.RI.6-8.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue). For Fall 2024, our goal is to build to a 70% baseline proficiency in problem solving with our new students. Given a content-relevant problem, students will be able to read relevant texts for information, identify constraints and givens in a problem, develop a plan to solve the problem, and reflect and re-try based on the result of their plan. To do this, teachers will model problem solving while teaching adaptability and flexibility. Using intentional grouping and rigorous tasks, we will build a culture of problem solving and all students will engage in honing these skills.

CURRICULUM: the standards and units we are targeting

STANDARD: PE-4 Students will exhibit responsible personal and social behavior that respects self and others
UNIT: PE - NA

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Additional support in the core classroom: See, Think, Wonder, visual examples, rubric analysis, turn & talk, think-pair- share, performance adjustments, focused note taking, practice partners, sectionals, peer tutors, graphic organizers, instructional videos, visual support, small group support, modeling of behavior and skills, check-ins.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Interventions (This is more for students receiving a double dose of instructional support for this content): Self Assessments, Small Group Workshops, Discussion Boards, Formative Assessments, modified curriculum (i.e. picture supported, errorless), 1 on 1 Instruction/Support, Re-Teaching, & Peer Support.

ACADEMIC EXCELLENCE

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 95% positive rating on the selected Climate Survey item.

Increase staff willingness to adopt instructional practices that enhance access and belonging through the BULLDOG WAY and Content Reading Instruction. We will achieve a staff proficiency level of 9f5% in implementation of these practices up from current 79%. We will provide professional development sessions, resources, and support to facilitate this change, ensuring that staff feel equipped and competent in their abilities as well as belief in their colleagues. Additionally, we will ensure that all staff members, regardless of experience level or background, are included in the PD and implementation process. this goal aligns with our commitment to fostering our inclusive environment that supports all students needs and enhances their learning experiences. Teachers will tailor support and resources to meet the diverse needs of students, ensuring that every individual has ability to succeed. This will increase our collective efficacy. We will achieve this goal by June.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT
Through ongoing PD and PLC work, Teachers will align the Bulldog Way attributes to their instructional practices around content literacy in a way that highlights inclusion through making their classroom practices more accessible. the will be open to new modes of instructional delivery that promote access.

ACADEMIC EXCELLENCE

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 55% positive rating on the selected Climate Survey item.

S- 55% of students to meet standard M – Utilizing a pre and post assessment in the form of climate survey and sentence stem/ strategy quiz. A – Tier 1 Whole school instruction (sentence stems), Tier 2 small group follow up, Tier 3 individual support R - Allowing students to be more assertive when addressing conflict with peers and adults. T – Now until the end of the school year (10/2024-06/2025) I - Collaborating with all programs in the building to provide access to the lessons. E - providing the same questionnaire/survey to the students.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT
Whole class extension lessons, Small group counseling sessions for Tier 2/3 students, Individual counseling interventions for Tier 3 students

ACADEMIC EXCELLENCE

World Languages Goal

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

Based on data collected during the Spring 2024 semester, our students need support in problem solving (CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.) To support our building goal, we are also focusing on reading information texts for understanding (CCSS.ELA.LITERACY.RI.6-8.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue). For Fall 2024, our goal is to build to a 70% baseline proficiency in problem solving with our new students. Given a content-relevant problem, students will be able to read relevant texts for information, identify constraints and givens in a problem, develop a plan to solve the problem, and reflect and re-try based on the result of their plan. To do this, teachers will model problem solving while teaching adaptability and flexibility. Using intentional grouping and rigorous tasks, we will build a culture of problem solving and all students will engage in honing these skills.

CURRICULUM: the standards and units we are targeting

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

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Additional support in the core classroom: See, Think, Wonder, visual examples, rubric analysis, turn & talk, think-pair- share, performance adjustments, focused note taking, practice partners, sectionals, peer tutors, graphic organizers, instructional videos, visual support, small group support, modeling of behavior and skills, check-ins.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
nterventions (This is more for students receiving a double dose of instructional support for this content): Self Assessments, Small Group Workshops, Discussion Boards, Formative Assessments, modified curriculum (i.e. picture supported, errorless), 1 on 1 Instruction/Support, Re-Teaching, & Peer Support.