



Continuous Achievement Process & Plan

2025 Quarter 1

Hunt Middle School, an IB Middle Years Program believes that all children have the right to a robust and well balanced global education. We strive for rigor, relevance, and relationships in and out of the classroom while provideing opportunities for expression.

Our Vision

We Collaborate, We Create, We Make Connections with our Community.

Our Mission

Collaboration: Work with others to develop a product or solution using interpersonal skills. Create: Create understanding through experiences, high-yield strategies, student talk, structured inquiry, application, interdisciplinary learning, and reflection. Connections with community: Seek out what the community needs and apply our learning to provide and serve our communities.

6th Grade ELA Goal

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

There are 8 students at level 1, 14 students at level 2, and 7 students at level 3. By November 12, 2024, 8 of the students at a level 1, 14 of the students at a level 2, and 7 of the students at a level 3 will improve to 20 out of 29 students who score a 5-8 on IB rubric scored by RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Through small groups, feedback provided, and high impact strategies (Somebody, wanted, but...)

CURRICULUM: the standards and units we are targeting

STANDARD: RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

UNIT: Narrative Reading and Writing

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

To improve my feedback while emphasizing systems, I will develop the student's ability to determine importance because students will use the strategy What's Worth Keeping by identifying key textual information, and using strategy Somebody... Wanted... But... So... to summarize key information, with a focus on IB criterion A-Analyzing, B Organizing, and C Production text to ensure student will be to W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences standard.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also use Lifting a Line strategy through having students identify the most important line and describe its important/meaning.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

seating, groupings, push in and pull out, regular feedback, readability

6th Grade Math Goal

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

Based on the pre-assessment data, 4% of my students were able to Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. ~By implementing seminar and small groups, my goal is that by 10/18/2024, 70% will be able to demonstrate an IB 5 or higher on the similar assessment.

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

To improve engagement by emphasizing application, I will develop students' ability to determine importance because students will use the strategy "What's your problem? because students will focus on identifying what the problem is in the tasks given and the strategy What's worth keeping? with a focus on identify the relevant information to ensure students will be able to use positive rational numbers.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also have students implement a reflection strategy by consistently asking themselves, "How do I know?" to push on their ability to justify their thinking through metacognition.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving Title/LAP services will participate in small group instruction for 80 minutes, 2 to 3 times a week with a focus on 6.NS.A.1 standard. Support teachers will implement note processing, games, and feedback protocols. Students will self-evaluate and peer- evaluate to reflect on their progress.

6th Grade Science Goal

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

Based on the pre-assessment data, 3.3% of my students were able to develop a model to show how light is reflected and transmitted through an object based on its material. By implementing Visualizing Strategies my goal is that by October 16th 50% will be able to demonstrate their ability to develop a model to show how light is reflected and transmitted through an object based on its material on the similar assessment.

CURRICULUM: the standards and units we are targeting

STANDARD: 6-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

UNIT: Unit 1: Light and Matter

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

To improve equity by emphasizing access, I will develop student's ability to visualize because students will close read articles and use the Sketch in Chunks Strategy and read lab instructions and use Slow Down for Numbers Strategy with a focus on explaining with drawn models and/or written sentences how light travels in relationship to a variety of materials to ensure students will be able to develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also re-read and annotate articles and use Analogies Strategy with a small group of students.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving Multi Language (ML) services will participate in small group instruction for 80 minutes, two times a week with a focus on MS-PS4-2 standard. Support teachers will help with math and literacy skills. Students will apply these skills to the science classroom, including gathering data and verbally speaking and writing in their INBs their ideas. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

6th Grade Social Studies Goal

Achieve a 89% pass rate for the selected standard by the end of the quarter.

Based on the pre-assessment data, ____% of my students were able to analyze multiple factors make generalizations, and interpret sources. By implementing differentiation via chunking stop and jot, and visuals my goal is that by 10/5, 90% will be able to demonstrate proficiency on the similar assessment.

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

To improve equity while/by emphasizing Differentiation, I will develop student's ability to Determining importance because students will be chunking, and stop and jot with a focus on subject specific content, to build a t to ensure students will be able to analyzing multiple factors, and making generalizations.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also use visuals to provide differentiated access to content to ensure students will be able to analyze multiple factors and make generalizations.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving SPED services will participate in small group instruction for 80 minutes, 10 times a month with a focus on SSS4.6 standard. Support teachers will provide small group instruction. Students will have multiple opportunities to demonstrate understanding with feedback given after each attempt. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

7th Grade ELA Goal

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

Based on the pre-assessment data, 3 of 26 [11.5 %] of my students were able to completely, concisely, and accurately summarize a personal narrative-. By implementing peer feedback, "somebody wanted but so then," and talk strategies, my goal is that by Oct. 31, 19 of 26 [75 %] will be able to demonstrate the ability to write a complete, concise and accurate summary on the similar assessment.

CURRICULUM: the standards and units we are targeting

STANDARD: RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

UNIT: Narrative Reading and Writing

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

To emphasize comprehension of important ideas in the texts, students will learn to use the somebody wanted but so then strategy. Students will use peer feedback by working together to understand the rubric, then applying that understanding to score student examples, and then each others' work. We'll repeat this process with each summarizing assignment. Students will use small-group and one-on-one talk strategies throughout each day's lessons to help each other build understanding.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Additional support with sentence-frames and teacher questioning to help students understand theme and identify important details. Consider offering

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students receive additional support in reading intervention class for 7th graders. Students could also be offered a lower-level text so that comprehension is less of a barrier to the skill of summarization.

7th Grade Math Goal

Achieve a 85% pass rate for the selected standard by the end of the quarter.

Based on the pre-assessment data, 0% of my students were able to analyze and use proportional relationships. By implementing high yield strategies and targeted small group instruction based on formative data my goal is that by 10/4/2024, 40% will be able to demonstrate their ability to analyze and use proportional relationships on the similar assessment.

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

To improve engagement while/by emphasizing application, I will develop student's ability to determine importance because students will be able to determine the problem that needs to be solved by using the "What's the problem?" strategy with a focus on applying the selected mathematics successfully when solving these problems to ensure students will be able to analyze and use proportional relationships.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will use the "How Do I Know Strategy" to ensure students will be able to explain the degree of accuracy for their solution.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving SPED services will participate in small group instruction for 30 minutes, 2 times a week with a focus on 7.RP.A standard. Support teachers will facilitate small group and utilize peer model support. Students will receive visual representations, notebook inserts, and PPT printouts. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

7th Grade Science Goal

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

Based on the pre-assessment data, 6% of my students were able to show and explain how matter in a system looks at a molecular level. By implementing strategies such as, slowing down for numbers and sketch in chunks, my goal is that by November 8th, 45% will be able to demonstrate how matter in a system looks at a molecular level on the similar 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

To improve equity by emphasizing access, I will develop student's ability to visualize by having them sketch in chunk while going through different readings, such as one about discoveries made by scientists centered around chemical reactions; and use analogies to help visualize differences and similarities such as chemical and physical properties as well as chemical and physical changes with a focus on being able to describe and apply scientific knowledge to ensure students will be able to analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also use small groups to review different concepts and use strategies, such as sketch in chunks and slowing down for numbers for additional focus on using visuals to help students synthesize information.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving SPED services will participate in small group instruction for 30 minutes, two times a week with a focus on analyzing and interpreting data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Support teachers will help with math and literacy skills. Students will apply their new learning in our science classroom. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

7th Grade Social Studies Goal

Achieve a 85% pass rate for the selected standard by the end of the quarter.

Student will examine how point of view impacts mapping, and create a map of WA state with an indigenous perspective in mind.



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

To improve equity while differentiating, I will develop student's ability to determine importance because students will use the strategy Visualize and paraphrase chunk of text with focus on G1.6-8.4 to ensure students will be able to Explain how human spatial patterns have emerged from natural processes and human activities.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also use the strategy Stop and Jot to determine the importance of text.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, student receiving SPED services will participate in small group instruction for 40 minutes, 5 times a week in focus on G.1:6-8 standard. Support teacher will use assistive technology (AAC talker), multimedia, speech to text, sentence stems, and other visuals like graphic organizers. Student will use their assistive technology (AAC talker) speech to text and graphic organizer. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers' progress.

8th Grade ELA Goal

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

Based on the pre-assessment data, 12% were able to identify and summarize elements of a narrative and the Hero's Journey. By implementing summarizing and inferring strategies through close reading and story development, my goal is that by October 22nd, 70% of students will be able to demonstrate a 5-6 level on a similar assessment.

CURRICULUM: the standards and units we are targeting

STANDARD: W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

UNIT: Narrative Reading and Writing

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

To improve feedback by emphasizing systems, I will develop student's ability to determine importance because students will use the strategy What's Worth Keeping by identifying key textual information, and using strategy Somebody... Wanted... But... So... to summarize key information, with a focus on IB criterion A- analyzing, B-Organizing, and C- Producing Text to ensure students will be able to (W8.3) Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured sequences of events.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also use the Lifting a Line strategy through having students identify the most important line and describe its importance/meaning.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving LAP services will participate in small group instruction for 80 minutes 3 times a week with a focus on (W8.3) Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured sequences of events. Support teachers will extend support in additional classroom time, and further instruction surrounding core instruction. Students will engage in peer discussions and feedback to further their ability to utilize skills. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress. Daily entry tasks to check for understanding, progress monitoring with the DDS every six weeks, classroom observations, and iReady Progress monitoring. HD Word Curriculum, Wordly Wise, DDS reporting system, and support from Instructional coaches in Title.

8th Grade Math Goal

Achieve a 72% pass rate for the selected standard by the end of the quarter.

Based on the pre-assessment data, 0% of my students were able to solve equations and inequalities in one variable. By implementing "What's the Problem," and "How Do I Know" strategies, my goal is that by 11/29/24, 65% will be able to demonstrate solving equations and inequalities in one variable on the similar assessment.



CURRICULUM: the standards and units we are targeting

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

UNIT: Topic 1 - Solving Equations and Inequalities



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

To improve engagement by emphasizing application, I will develop students' abilities to determine importance because students will be able to determine the problem that needs to be solved by using the "What's the problem?" and consistently asking "How do I know?" strategies with a focus on justifying each step with properties of equality to ensure students will be able to understand how to solve linear equations and inequalities in one variable, including equations with coefficients represented by letters and explain each step in solving a simple equation

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also help students determine the problem that needs to be solved by using the "What's worth keeping?" strategy.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving SPED services will participate in small group instruction for a minimum of 80 minutes 2 times per week with a focus on 8.EE.C.7 – solve linear equations in one variable. Support teachers will use acronyms, visuals, and repetition. Students will practice and master 1 step equations and 2 step equations before moving on to equations with distributing, combining like terms, and variables on both sides of the equal sign. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers or progress.

8th Grade Science Goal

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

Based on pre-assessment data 10% of my students were able to meet (5 or higher) the skill of understanding the motion of 2 colliding objects. By implementing core instruction with an emphasis on equity by emphasizing access, my goal is that by 11/22, 65% students will be able to demonstrate meeting (5 or higher) on a similar assessment.

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

To improve equity by emphasizing access, I will develop students' ability to visualize because students will read an article and utilize the sketch in chunks strategy. And read data chart and utilize the slow down for numbers strategy. With a focus on Student responses are exceptionally thoughtful and bring additional information by connecting previous learning-Their egg survived! Student has a mastery level over designing a solution. To ensure students Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also emphasis vocabulary by utilizing word walls which help recall for vocabulary support needed with our below grade level readers.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instructions, students receiving ML services will participate in small group instruction for 80 minutes, 2 times a week with a focus on MS-PS1-2 standard. Support teachers will provide translated vocabulary for students and translated materials. Students will be able to comprehend the scientific questions and any information that's being asked of them. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

8th Grade Social Studies Goal

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

Based on the pre-assessment data, 45% of my students were able to make a claim and support the claim with at least one piece of historical evidence. By implementing reading comprehension strategies focused on visualizing, determining importance and synthesizing along with turn and talk protocols, and additional close reading strategies, my goal is by November 11, 2024 65% will be able to demonstrate mastery on a similar assessment.

CURRICULUM: the standards and units we are targeting

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

UNIT: Untold Stories of the Revolution

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

To improve equitable practice, while emphasizing differentiation, I will develop student's ability to synthesize by employing a "stop and jot" reading strategy with students and asking students to "stop and think" strategy while reading- "what am I learning?" and "why is this information important?" with a focus on multiple perspectives and interpretations to ensure students will be able to analyze historical materials.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also implement "paraphrasing chunks then put it together" reading strategy to help students determine importance while reading.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving SPED services will participate in small group instruction for 90 minutes, 2 times a week with a focus on citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Support teachers will use 1:1 and small group grouping while implementing the visualizing and determining importance reading strategies. Students will also be asked to share thinking in an A/B protocol. Progress will be measured by exit slips, consistent feedback and brought to PLC meetings to inform classroom teachers of progress.

Behavior Goal

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

Based on last year's data, 2.4 % were excluded from school . By implementing schoolwide common systems and language, friendship groups, mentor groups, edge coaching, TWCI team analysis, Grade Level team analysis, behavior interventions and preventions, our goal is that by 6/20/25 95% of student behaviors will not result in a suspension or exclusionary discipline.

Root Cause Analysis

Teachers have gone through multiple day training of GRASPS training, Problems of Practice, IB approaches to learning and implicit bias/equity training to recognize when our biases interfere with access. Staff are committed to implementing common language and strategies from GLAD/AVID that all classrooms will use that are the same so that it is manageable and accessible for students. In addition, including commonly agreed upon access accommodations for students with IEPs, 504s, EL services.

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

To help students build their executive function skills, conflict resolution skills, and build upon relationships, self management, self awareness and awareness of others we will be working on several different systems that will work together to provide a complex web of supports for students and staff. We have increased our restorative support team to include 2 counselors, 2 counselor interns, a building ESP, PAC/restorative Coach, security staff, Admin Intern & 2 admin.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Continue strengthening schoolwide systems including adult supervision and relationship building (including Character Strong in Advisory, Unity Circles, Restorative Circles request system). Implement a restorative team and program that will facilitate restorative conversations at the classroom door and in circle conversations. Implement a male mentorship (Dad's) and (Black girls' Excellence) groups working with males of color (or without significant positive male role models), friendship groups, edge coaching for a specific and identified list of kids . Provide positive reinforcement regularly to individuals, to groups both planned and surprise. Partner with metro for late night Fridays.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will be building upon our grade level team meeting/PLCs with tools and resources to discuss students with needs (SWAN), picking strategies to implement, collect data and reflection. There will be a tool document for strategy starters, a document to track students, and protocols at the PLC to help give all teachers voice with a concluding component that requires an action step by the teaching staff that they are responsible for. Meanwhile, TWCI team also reviews discipline and restorative data to create a cycle of problem-finding, reflections on systems and practices, and potential updates.

Art Goal

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

Based on the pre-assessment data, 5% of my students were able to identify attributes of line (artistic) at 75% proficiency. By implementing direct instruction, 1-to-1 instruction, and artistic application/creation, my goal is that by Oct 30, 2024, 70% will be able to demonstrate 75% proficiency (6 or higher on 8pt scale) on the similar assessment.



CURRICULUM: the standards and units we are targeting

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

UNIT: Art NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

To improve engagement while emphasizing application, I will develop student's ability to infer because students will be employing Lifting the Line and Notice a Pattern/Give Advice strategies with a focus on creative skill/technique and application of artistic line to ensure students will be able to Generate and conceptualize artistic ideas and work.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also use artwork examples for critique using FQR (facts, questions, response) strategy.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group instruction, students who need additional support will participate in small group instruction with a focus on generate and conceptualize artistic ideas and work standard. I will implement 1-to-1 teacher-student conversation and peer conversation. Progress will be monitored by exit slips, consistent feedback and brought to team meetings to inform teachers of progress.

Music Goal

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

Based on the pre-assessment data, 5% of my students were able to identify and perform basic notes and rhythms on their instruments. By implementing inference and application my goal is that by December 1st 75% of students will be able to identify and perform basic notes and rhythms on their instrument.

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

To improve engagement by emphasizing application, I will develop student's ability to infer because students will be engaging with noticing a pattern and give advice by using beginning note and rhythm reading skills to infer if there are noticeable patterns with how the music looks and sounds. Students will also be engaging in lifting a line where they will have a visual example of a melody from a popular piece of music and then will listen to that short section. Afterwards they will write their thoughts, comments, and reactions. The focus will be on identifying function behind musical notation and symbols, recognizing how musical notation and symbols effect the sound of the music to ensure students will be able to generate and conceptualize artistic ideas and work.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also develop Fact Question Response sheets to help students organize their thinking. Students will use the music and performance recording to fill in the chart to see what they know and what questions they have. Then they will try to answer their questions and fill in the gaps in their thinking. Students will then use their FQR sheets to ask their teacher and peers appropriate questions to see if they were correct.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group instruction, students who need additional support will participate in small group instruction with a focus on generating and conceptualizing musical ideas and work. I will implement peer modeling and choral reading. Progress will be monitored by exit slips, consistent feedback and brought to team meetings to inform teachers of progress.

PE Goal

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

Based on the pre-assessment data, 10% of my students were able to demonstrate and apply a range of skills and techniques of coordination, timing, speed, and character. By implementing dynamic movement warmups, partner/peer feedback during practice performances, breaking down movement in chunks, inquiry chart, and student choice my goal is that by October 24th, 2024, 75% will be able to demonstrate and apply a range of skills and techniques of coordination, timing, speed, and character on the similar assessment.

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

To improve equity while emphasizing differentiation I will develop student's ability to visualize because students will use "slow down in numbers" strategy by visualizing head-to-toe body isolations, drawing an example, and then demonstrating the movement section and "sketch in chunks" strategy by pausing quickly to sketch a section of the dance, picture what they learned over the span of whole class instruction, and review what movements or isolations they are missing with a focus on clear isolations and movement, accurate timing, and performance shows collaboration to ensure students will be able to recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will use repetition and modeling of dance movement and zombie character as well as an easy-to-access video link tutorial that helps break down the movement sections more slowly for students who want extra review.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group instruction, students who need additional support will participate in small group instruction with a focus on PHE standard 2. I will implement 1:1 instruction with encouragement and a safe space for students to demonstrate the movement using high yield instructional strategies. Movement will be broken down and simplified in certain sections. Progress will be monitored by exit slips, consistent feedback, and brought to team meetings to inform teachers of progress.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 96% positive rating on the selected Climate Survey item.

Increase staff capacity for willingness to change from 91% to 96% while undergoing development and implementation of IB standards and practices that will require a stronger push towards adoption and adaptation to those IB standards and practices (SGOs, Unit Plans, Objectives/Objective Strands, Rubrics, SOIs, Key Concepts, Related Concepts, Global Context, LPs, ATIs, Service Learning) as well as Interdisciplinary Unit Plans.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Action Steps will include: 1. Analyzing current data regarding staff trust 2. Developing with staff a vision and path forward on IB standards and practices that need to have increased fidelity in their implementation. This will include Professional Development supporting by Instructional Coach and Administrators. 3. Design staff professional development to continue to build trust and resilience to support willingness to accept, adopt and own needed changes (including circles, team building activities, vertical and lateral content team collaboration). 4. Conducting quarterly staff survey check-ins to measure level of confidence in implementing IB standards and practices with increased fidelity. 5. Analyze staff feedback and be responsive to adjust Professional Development to support staff in implementation of IB standards and practices with increased fidelity.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 85% positive rating on the selected Climate Survey item.

Based on pre-assessment data 48% of our students felt that they enjoyed school with a positive response. By implementing an advisory program with fidelity, unity in the community sessions, counseling lessons, and an inclusion leadership team, my goal is that by January 20, 2025 85% will be able to demonstrate positive response on a similar assessment

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

To improve students enjoyment of school while emphasizing belonging, We will develop the inclusion model within Hunt and shift the leadership role amongst the students providing learning and development around tools and skills they can use in the classroom and building capacity amongst their peers. A student leadership group will meet once or twice a month and receive development around strategies and role play to use in classroom settings to ensure students with differing inclusive needs are engaged by their peers.

World Languages Goal

Achieve a 85% pass rate for the selected standard by the end of the quarter.

Based on the pre-assessment data, 70 % of my students were able to identify basic greetings and introductions, first meeting questions and answers, numbers, and colors in French by getting a 6 or higher on the assessment using the 1-8 IB grading scale. By implementing building schema by comparing new to known, my goal is that by 10/11/24 85% will be able to demonstrate identifying basic greetings and introductions, first meeting questions and answers, numbers, and colors in French by getting a 6 or higher on the similar assessment.

CURRICULUM: the standards and units we are targeting

STANDARD: World Language WL.1.2: Interpretive Communication- Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics

UNIT: World Language - NA

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

To improve engagement by emphasizing application, I will develop students' ability to build schema because students will prime themselves with prior knowledge through the use of a GLAD Inquiry chart and compare new to known using a language comparison graphic organizer with a focus on identifying stated information in a variety of simple authentic texts to ensure students will be able to understand, interpret, and analyze what is read on a variety of topics.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To further support learners, I will also provide a consistent and organized Interactive Notebook routine including learning target, IB Learner Profile, Approaches to Learning, Do Now, Notes/Processing, and Reflection. I will provide a printed outline of each day's INB structure ahead of each class for students who need that preview, writing support, or closer concrete visual. I will post each day's INB cycle on my classroom website for students who need more time, were absent, or need to review at home with an adult.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students who need additional support will participate in small group instruction with a focus on interpretive communication (reading). I will implement PWIM (using visuals to access students' funds of knowledge, color coding (highlighting certain types of words certain colors), and sentence stems. I will check their INB and give feedback. I will contact parent/guardians of students receiving SPED services to A) give a progress update, B) give suggestions for supporting their student, and C) ask for parent feedback on their student's needs. Progress will be monitored by exit slips (reflections) and consistent feedback, brought to team meetings to inform teachers of progress, and shared with case manager/SPED teacher for collaboration on next steps.