



Continuous Achievement Process & Plan

2025 Quarter 1

Stewart believes that the key to a successful learning culture is developing an instructional staff that is grounded in improving kids and always open to growing itself. We are a school united with purpose, grounded in a community rich with culture, collaborative in all areas, and are highly aware of student needs.

Our Vision

Vision Statement - Academics, Activities, Attitude: Students own their learning in order to succeed at Stewart, in high school, and beyond.

Our Mission

Academics: We strive to make our school a safe place that empowers every voice, every way of learning, and creates determined and compassionate students. Activities: We partner with the community and families to promote positive experiences for students outside the classroom, we encourage students to explore their interests. Attitude: We engage every child and strive to mentor students to grow perseverance, restore relationships, demonstrate integrity, and show drive and empathy.

6th Grade ELA Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

By the end of this unit, 50% of students will be able to produce clear and coherent writing that is appropriate to the task, purpose, and audience. To check for progress towards this goal, we will utilize formative assessments to inform what gaps we need to fill for student comprehension and skill building. To support our equity mission, we will collaborate with LRC & MLL teachers to support our highest need students, as well as utilize the tier-2 action steps for the 5 highest-need LAP students in reading (identified by iReady) and 5 highest-need MLL students in reading (identified through iReady and WIDA.) To support equity work with our students in these topics, we will utilize GLAD strategies to support our MLL students and provide a diverse range of mentor texts for students to examine.



CURRICULUM: the standards and units we are targeting

STANDARD: W.6.4 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

Tier 1 strategies include sentence stems for students, writing exemplars, demonstration of analyzing text elements, and a variety of collaborative study strategies such as think pair share, gallery walks, pictorials, etc.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will collaborate with MLL, LRC, and other support professionals to incorporate the use of audio/visual supports. Additionally, we will focus on prioritizing multiple one-on-one and small group check ins with tier 2 students. We will also utilize the building-wide reading protocol "Panther's Read" each and every day to encourage students to grow in their reading, with books of their choice, and discuss the books individually/in small groups. In this unit, we will use literary texts both read independently and read aloud, to break down into pieces (with incident, response and reflection), to build understanding of literary elements and check for comprehension.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Include using graphic organizers, pictorial vocabulary support of high use words, GLAD strategies, use of exemplars, and increased intentional collaboration with case managers; follow specific accommodations as need.

6th Grade Math Goal

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

A teacher created pre-assessment of a number line model showed that 0% of 6th graders could correctly order rational numbers on a number line (Priority Standard 6.NS.C) . By November 15th, 70% of students will meet standard for 6.NS.C. We will accomplish this by establishing an inclusive and equitable class culture that supports small group instruction and group work. Students will create models, revise and make sense of their work using research-based strategies such as Rough Draft Math and Building Thinking Classrooms.

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

Building Thinking Classrooms and Rough Draft Math models during whole group instruction, students will build understanding of rational numbers and their position on a number line. Leveraging student discourse, students will demonstrate growth on the post assessment. -Groups working on Vertical White Boards -Sentence Starters -Anchor Charts -Weekly Quizzes -Pictorial -Graphic Organizers -INBs -Critique and Debate - Hands on learning -Move Back Challenge

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing intentional small groups, around real-time feedback gained through the Move Back Challenge, students will be working on building understanding around rational numbers and their position on a number line. Students were identified to receive Tier 2 support if they scored in the 4th or 5th grade range on the iReady specifically in the area of Vocabulary.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students identified for tier 3 supports were chosen using WIDA data from the Fall. Students with additional learning services such as IEP, 504, ML or intervention will receive the following additional supports: -IEP and 504 accommodations as provided by their case manager -Real Time Feedback -Movement -My Favorite kNOw -Pictures connected to key vocabulary words (picture file cards/sorts) -Math Language Routines including Stronger Clearer and Collect and Display

6th Grade Science Goal

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

75% of students will improve their score on this standard (MS-PS1-4 Matter and its Interactions) by one level or more on the BAME scale by the end of the unit. We will accomplish this by checking in with formal formative assessments throughout the unit and adjusting instruction where needed. Students will receive appropriate verbal and written feedback as well as shown class data to analyze regarding their progress toward meeting the standard. In order to create equity in assessments, students may be allowed to be assessed verbally, given small group settings for testing, allowed to have a scribe, allowed to type, extended testing time, etc. For our culturally and linguistically marginalized students, we use Microsoft translator in addition to GLAD strategies, collaborating with Ms. Paco and Ms. Boyd, and other teacher push-in support.

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

By implementing consensus models and sentence starters during whole group instruction, feedback and investigation modeling during lab space, and completion of lesson progress tracking in student INBs, students will build understanding in designing a solution for a problem related to energy in a system moving from one place to another. By leveraging lab experience feedback, revision opportunities, and student discourse, students will demonstrate growth as measured by the OpenSciEd post-assessment. Other high-yield strategies: Anchor Charts Cognitive Content Dictionary Progress Tracker Discussion of Data Trends- supporting/refuting claims of key model ideas

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing intentional grouping, small group modeling, and real-time feedback around connecting evidence from graphs to a CER statement during our small group instruction, students will build understanding of MS-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 By leveraging practice assignments, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured by the OpenSciEd post-assessment. Other high yield-strategies: Modeling CERs, and CERs in a group as exemplar in INB Probing Questions to help students make connections between claims, data, and key model ideas. Using school-wide support agreements such as Panthers Read and Talking To The Text (T4) Support with informational text will include modeling, T4ing, jig-sawing, popcorn reading, and 6-minute Panthers Read

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Our GLP is committed to building academic language in our ML students. We will provide each ML student translation tools that will be utilized through vocabulary acquisition discourse, as well as sentence stems on open-ended questions or assignments. We will scaffold our use of language as we intentionally require ML students to use multiple words and sentences in their responses. We recognize the cultural importance of our ML families and will employ weekly touchpoints with ML families through synergy updates and schoolwide communications, providing 6th grade science access to resources in home languages, and integrating ML class support-time for science (with the ML teacher). We will use sentence frames to facilitate A/B turn & talks and scaffolded graphic organizers. Utilizing all these strategies for equitable and accessible engagement, we will increase students in ML from 35% to 60% advancement of our ML students lowest WIDA proficiency category (i.e. listening) when instructing this unit's focus of thermal energy transfer.

6th Grade Social Studies Goal

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

About 25% of 6th grade students are meeting standard on understanding the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface using SOC6-12.G1. Formative assessments collected during Unit 1 will provide for whole group, non-intervention supports for high needs readers (Tier 2) and individual scaffolds for Multi-Language Learners (Tier 3). By the end of the CAP cycle, 75% of students will show growth in their understanding of physical & cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface. We will accomplish this by establishing an inclusive and equitable class culture that improves literacy skills. We will also provide equitable service to our tiered students by implementing graphic organizers activities as well using GLAD strategies that help support language and vocabulary skills. ML students will be supported with texts translated into home languages, the opportunity to write assignments in home languages, and extra time for assignments.

CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.G1- Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

UNIT: Mesopotamian Milestones

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

This includes incorporating explicit modeling of close reading techniques for primary sources, along with the implementation of GLAD strategies for clear vocabulary comprehension, strategic grouping, and scaffolded annotation methods will enhance our instructional approach. Additionally, students will engage in a range of active and close reading strategies, such as constructing flowcharts and timelines, employing graphic organizers, deducing unknown vocabulary from context clues, and summarizing their analyses with a table partner.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To identify the students after having filtered those who are currently in my periods from the iReady results, the concept of the Pareto principle was used. Through this, the students with the highest incidence of results below the grade were identified and they were given priority in the selection. Given that 50% of our students are performing two or more grade levels below identifies through the iReady, these strategies are tailored to provide targeted support, particularly focusing on informational text. • Strategic Collaboration within Groups: Small group activities designed to foster peer learning and support, ensuring students can discuss and dissect informational texts together. • Reading Digest: Activities that encourage deeper engagement with texts, such as summarizing sections, identifying key points, analyzing and discussing the information. • Use of Sentence Stems and Discussion Prompts: Providing structured sentence starters and prompts to guide students in articulating their thoughts and engaging in meaningful discussions about the texts. • Guided Note-taking: Showing students how to take effective notes, focusing on key details and main ideas in informational texts. • Utilization of Graphic Organizers: Employing tools like Venn diagrams, flow charts, and concept maps to help students break down and understand complex information.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

To identify the students after having filtered those who are currently in my periods from the WIDA results, the concept of the Pareto principle was used. Through this, the students with the highest incidence of results below the grade were identified and they were given priority in the selection. ML students will be supported by having access to all materials in their home language and having the opportunity to complete assignments in their home language. Additional time for assignments is also available, as well as completing their assignments with the assistance of the ML integrated class support time.

7th Grade ELA Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

By the end of this unit, 50% of students will be able to produce clear and coherent writing that is appropriate to the task, purpose, and audience. To check for progress towards this goal, we will utilize formative assessments to inform what gaps we need to fill for student comprehension and skill building. To support our equity mission, we will collaborate with LRC & MLL teachers to support our highest need students, as well as utilize the tier-2 action steps for the 5 highest-need LAP students in reading (identified by iReady) and 5 highest-need MLL students in reading (identified through iReady and WIDA.) To support equity work with our students in this topics, we will utilize GLAD strategies to support our MLL students, and provide a diverse range of mentor texts for students to examine.



CURRICULUM: the standards and units we are targeting

STANDARD: W.7.4 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

Tier 1 strategies include sentence stems for students, writing exemplars, demonstration of analyzing text elements, and a variety of collaborative study strategies such as think pair share, gallery walks, pictorials, etc. We will continue to support Panthers Read at the beginning of each lesson, and build capacity by supporting the 6 minutes of reading and work to expand 6 to 10 minutes throughout the year.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will lean into GLAD strategies, such as Mind Maps, to support our students. Additionally, we will focus on prioritizing multiple one-on-one and small group check ins with tier 2 students. We selected these students based on iReady reading scores at or below 2 grade levels below reading standard who are not LRC or MLL students. We will continue to support these students through "Panthers Read" by giving them library time to check out their book and comprehension checks as a "Do Now."

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will collaborate with MLL, LRC, and other support professionals to incorporate the use of audio/visual supports. Include using graphic organizers, pictorial vocabulary support of high use words, GLAD strategies (mind maps, process grids, pictorials), use of exemplars, and increased intentional collaboration with case managers; follow specific accommodations as need.

7th Grade Math Goal

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

We have 0% students in our identified group at grade level according to the end of year iReady math scores of 2024 and IXL diagnostic scores from Sept 25th, 2024. By December 20th of the 14 students that are identified as "2 grade levels below" (tier 2), 9 of the students will improve by demonstrating meeting standard 7.RP.A as measured by our end of unit proportional application assessment (all of which can be found in our shared onedrive). The Culturally Responsive and Relevant Teaching practices of building authentic relationships, maintaining a positive classroom environment, using high yield strategies that allow for collaboration and contextual learning will be used to create inclusive and equitable practices. We will accomplish this by establishing an inclusive and equitable class culture that improves discourse by providing class agreed upon norms, opportunities for structured discourse, opportunities to make real world connections to content, and a minimum of weekly feedback via written formative exit tickets and verbal check ins during in class practice times.

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

We will be using a variety of GLAD strategies throughout the unit for the entire class including: "Picture File sort" (as a start and end of unit), Pictorial to start the unit, color coordinating graphics and notes, Partner Reading of real-world applications of the math ("Topic expert"), and more strategies as we engage in more GLAD learning. We will also continue using AVID routines such as daily INB use, discussion protocols like (Partner A-B-Compare) and referring back to notes (along the 10-24-7 lines).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We have identified 20 students in our tier 2 by looking at students with iReady scores 2 or more grade levels below in vocabulary specifically. We also tried to focus on picking students from our iReady data that we serve in our math intervention class so we can provide additional instructional supports. By using some GLAD strategies like our Pictorial, color coordinated graphics and vocabulary, Picture file sort and reading through real world texts together we believe we will be able to better support vocabulary understandings. We can implement these strategies in a double dose with small groups within the core classroom. Giving students discussion supports such as sentence stems, partner A-B-compare protocols, and anchor charts that correlate with the color coordinated class notes we have done together we believe will give opportunity for our MLL students to practice using academic language/symbols.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We plan to build on our GLAD activities (like the Picture file sort and pictorial) that we learned last year. We will also utilize targeting skills in IXL daily in intervention. We will use discussion supports such as sentence stems, partner A-B-compare protocols, and anchor charts that correlate with the color coordinating class notes we have done together we believe we can build our MLL students academic language/symbols comprehension and therefore help them make sense of a greater amount of the math content in real world applications.

7th Grade Science Goal

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

https://tps10-my.sharepoint.com/:w:/g/personal/hhill_tacoma_k12_wa_us/EZduxU-hlXZHRGplPcZt_7MBnwYlr72NMhIKamMVRNulQ?e=9QbhQf

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

By implementing consensus models and sentence starters during whole group instruction, feedback and investigation modeling during lab space, and completion of lesson progress tracking in student INBs, students will build understanding in magnetic forces, and model development of the potential energy between forces at a distance. By leveraging lab experience feedback, revision opportunities, and student discourse, students will demonstrate growth as measured by the OSE post-assessment

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing intentional grouping, small group modeling, and real-time feedback around connecting evidence from graphs to a CER statement during our small group instruction, students will build understanding. By leveraging practice assignments, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured by the OSE post-assessment. Other high yield-strategies: Modeling how to write CERs, working together as a group to write a CER and then keeping that as an example in the INB. Using probing questions to help students make connections between claims, data, and key model ideas. using reading strategies that focus on supporting growth in informational text such as talking to the text (T4, marking the text, annotating the text), leveled readings (varied by lexile to challenge students to meet them where they are at), small group and whole class discussions after reading we will help improve the reading and therefore writing (cer) scores for students in the tier 2. In the Science department PLC we are using the book, "When Kids Can't Read" by Kyleen Beers to help support student in science to grow as readers. We chose students for tier two that are 2-3 grades levels below in their iready reading scores.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Our GLP is committed to building academic language in our MLL students. We will provide each MLL student translation tools that will be utilized through vocabulary acquisition discourse, as well as sentence stems on open-ended questions or assignments. We will scaffold our use of language as we intentionally require MLL students to use multiple words and sentences in their responses. We recognize the cultural importance of our MLL families and will employ weekly touchpoints with MLL families through synergy updates and schoolwide communications, providing 7th grade science access to resources in home languages, and integrating MLL class support-time for science (with the ELL teacher). We will use sentence frames to facilitate A/B turn & talks and scaffolded graphic organizers. Utilizing all these strategies for equitable and accessible engagement, we will increase students in ELL from 35% to 60% advancement of our ELL students lowest WIDA proficiency category (i.e. listening) when instructing this unit's focus on Chemical Reactions and Matter. Other high yield strategies: Closed Captioning on PowerPoint Word Wall Access to translator app Scaffolding questions Use of visuals, hand gestures, drawings, etc. to help student communicate ideas.

7th Grade Social Studies Goal

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

There are 15% of 7th grade students currently meeting the standard based on the common pre-assessment provided by the district. Formative assessments collected during the unit will provide data for whole group and small groups. By the end of the CAP cycle (end of semester), 85% of students will show growth in their understanding of how economic systems work and connect to the history of Washington. We will accomplish this by using the district prescribed curriculum that has been supplemented with extra readings that relate to the content as well GLAD strategies that support all learners, but especially those MLL students.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.E2- Understands how economic systems function.

UNIT: Connected



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Tier one strategies include explicit modeling of close reading methods for primary sources, socratic seminar, utilizing the GLAD strategies for explicit vocabulary understanding, strategic grouping, and scaffolded annotation strategy.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Tier 2 students were identified by reviewing I-Ready data. Supports include using informational text for our daily 6-minute reading, 1:1 check ins, strategic group work, sentence stems, discussion starters, guided notes, as well as graphic organizers that allow students to chunk and chew large amounts of text. We will also pair pictures with text when appropriate. We will also use Socratic seminars to provide students an alternative method to demonstrate their understanding.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 supports include close partnering with students, families and LRC supports. MLL students will be supported by having the opportunity to complete assignments in their home language. GLAD strategies will be used to support our MLL students. GLAD strategies that will be used include CCD, pictorial input charts, gallery walks and choral reading. Captions will also be available in Spanish if needed. Additional time for assignments is also available, as well as completing their assignments with the assistance of the MLL integrated class support time.

8th Grade ELA Goal

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

By the end of this unit, 75% of students will be able to produce clear and coherent writing that is appropriate to the task, purpose, and audience. To check for progress towards this goal, we will utilize formative assessments to inform what gaps we need to fill for student comprehension and skill building. To support our equity mission, we will collaborate with LRC & MLL teachers to support our highest need students, as well as utilize the tier-2 action steps for the 5 highest-need LAP students in reading (identified by iReady) and 5 highest-need MLL students in reading (identified through iReady and WIDA.) To support equity work with our students in this topics, we will utilize GLAD strategies to support our MLL students, and provide a diverse range of mentor texts for students to examine.



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

Tier 1 Tier 1 strategies include sentence stems for students, writing exemplars, demonstration of analyzing text elements, and a variety of collaborative study strategies such as think pair share, gallery walks, pictorials, etc.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will collaborate with MLL, LRC, and other support professionals to incorporate the use of audio/visual supports. Additionally, we will focus on prioritizing multiple one-on-one and small group check ins with tier 2 students. We will use graphic organizers, collaborative paragraph building, big books and expert groups. 6 minute read will be done daily, in fact our team is reading 8 minutes at a time.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Include using graphic organizers, pictorial vocabulary support of high use words, GLAD strategies, use of exemplars, and increased intentional collaboration with case managers; follow specific accommodations as need. Visual vocabulary , working with peer tutors, in book translations with modified quantity same depth of learning. ML supports are collaboration with the ML teacher, use of Glad strategies specificbt the content being taught. Panthers Read in home language as needed.

8th Grade Math Goal

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

Pre-assessment revealed that less than 1% of our 8th grade students could write linear equations to describe a mathematical relationship. By November 20th, 2024, we aim for 70% of our identified students to demonstrate proficiency in writing equations in different forms—Slope-Intercept, Point-Slope, and Standard Form—aligned with Priority Standard HSA.SSE.B. Specifically, students will work on mastering the following: writing equations in Slope-Intercept Form (2-1), converting to and from Point-Slope Form (2-2), and translating equations to Standard Form (2-3). To achieve this goal, we will foster an inclusive and equitable classroom culture that emphasizes small group instruction and collaboration. Students will create and revise models representing linear equations, employing research-based strategies such as Rough Draft Math and Building Thinking Classrooms. This comprehensive approach will help students build on their prior knowledge and develop the necessary skills to succeed in 8th grade mathematics.

CURRICULUM: the standards and units we are targeting

STANDARD: HSA-SSE.B Write expressions in equivalent forms to solve problems

UNIT: Topic 9 - Solving Quadratic Equations

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

-INBs -Color Coded Anchor Charts -Graphic Organizers -Groups working on Vertical White Boards -Collaboration in Small Group

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students in Tier 2 were identified by being a level 2 or lower in iReady score as of January 2024, signifying that they are two or more grade levels below. We will use small group work and reteach with differentiated instruction based on formative assessments. Re teaching will be supported in small groups by using peer to peer collaboration and strategies in Building Thinking Classrooms and MLRs for content specific vocabulary improvement. We will focus on at least 1 specific word each day, writing in INBs, repetition, and anchor charts including vocabulary. Students will make use of structured notes on different forms of linear equations (slope-intercept, point-slope and standard form) in INBs and Achor Charts.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students identified by WIDA test scores and includes students with existing IEPs or intervention classes will receive additional support. -IEP accommodations -504 accommodations -Guided Notes -Word Walls and Vocabulary Notes

8th Grade Science Goal

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

There are 67% of 8th grade students meeting the standard based on the common pre-assessment, that are able to design a practical solution to Newton's Third Law of Motion. 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, 90% of students will show growth in their ability to create a complete model of equal and opposite forces and 80% will successfully identify and explain a design solutions related to Newton's Third Law. We will accomplish this by establishing an inclusive and equitable class culture that supports small group instruction and group work. We will create consensus models using evidence-based claims, guide student discourse with storyline-driven investigation questions, and provide constructive feedback platforms to analyze current student models of equal and opposite forces.

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

By implementing consensus models and sentence starters during whole group instruction, feedback and investigation modeling during lab space, and completion of lesson progress tracking in student INBs, students will build understanding in collision forces, and model elements of force related to mass, speed, kinetic energy, and other contact forces. By leveraging lab experience feedback, revision opportunities, and student discourse, students will demonstrate growth as measured by the OSE post-assessment Other high-yield strategies: Anchor Charts/Consensus Models Cognitive Content Dictionary Progress Tracker Discussion of Data Trends- supporting/refuting claims of key model ideas

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing intentional grouping, small group modeling, and real-time feedback around connecting evidence from graphs to a CER statement during our small group instruction, students will build understanding in MS-PS2-1: developing design solutions to Newton's Third Law of Motion. By leveraging practice assignments, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured by the OSE post-assessment. Also within our PLC space for the 2024-25 Cycle we will use the book "When kids can't Read" to deep dive into reading strategies to support our Tier 2 readers specifically- this in conjunction or paired with OSE assessment data will help us fill curriculum gaps or enhance the practices already in place in OSE with deeper scaffolds to sharpen invisible thinking levels that aim to grow reading comprehension. We will try 5 new strategies from this book study to support specifically Tier 2 readers and collect data to guide our PLC discussions about continued implementation of strategies within our curriculum. These tier 2 readers were selected based on their SBA scores from 2023-2024, and focused on Students with Level 2 or lower in informational text. Other high yield-strategies: Modeling CERs, and CERs in a group as exemplar in INB Probing Questions to help students make connections between claims, data, and key model ideas Sentence Stems

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Our GLP is committed to building academic language in our MLL students. We will provide each MLL student translation tools that will be utilized through vocabulary acquisition discourse, as well as sentence stems on open-ended questions or assignments. We will scaffold our use of language as we intentionally require MLL students to use multiple words and sentences in their responses. We recognize the cultural importance of our MLL families and will employ frequent touchpoints with MLL families through synergy updates and schoolwide communications, providing 8th grade science access to resources in home languages when available, and integrating MLL class support-time for science (with the ELL teacher). We will use sentence frames to facilitate A/B turn & talks and scaffolded graphic organizers. Utilizing all these strategies for equitable and accessible engagement, we will increase students in ELL from 35% to 60% advancement of our ELL students lowest WIDA proficiency category (i.e. listening) when instructing this unit's focus of Newton's Third Law.

8th Grade Social Studies Goal

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

Roughly 47% of 8th grade students in US History are meeting standard on the common pre-assessment regarding understanding the purposes, organization, and function of governments, laws, and political systems using SOC6-12.C2. Formative assessments collected during 10/14-10/18 will provide data regarding students' current mastery of textual analysis and written expression for whole group, non-intervention supports for high needs readers (Tier 2) and individual scaffolds for Multi-Language Learners (Tier 3). By the end of the CAP cycle, 75% of students should show growth in their analysis of text in primary sources and 75% will successfully analyze the structure and powers of government at the national and state level and use knowledge of the function of government to analyze and address a constitutional political issue using written expression in which they select relevant evidence to support a claim with reasoning.

CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.C2- Understands the purposes, organization, and function of governments, laws, and political systems.

UNIT: Writing for Change

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Tier one strategies include explicit modeling of close reading methods for primary sources, Socratic seminar, GLAD strategies like choral reading and team points, utilizing the Frayer model for explicit vocabulary understanding, strategic grouping, and scaffolded annotation strategy.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Tier 2 strategies include 1:1 check ins, strategic group work, sentence stems, discussion starters, guided notes, photos paired with text, as well as graphic organizers that allow students to chunk and chew large amounts of dense informational text. Tier 2 students were selected based on their iReady and SBA scores from this year and last, and they were also selected because their weaknesses in CER are reflective of the larger 8th grade population. Supports that will be successful with those students are likely to be successful with most Tier 2 students.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 supports include close partnering with students, families and LRC supports within the building. MLL students will be supported by having access to all materials in their home language digitally and in print and having the opportunity to complete assignments in their home language. Additional time for assignments is also available, as well as completing their assignments with the assistance of the MLL integrated class support time. Students are also strategically partnered with students who speak their home language. Tier 3 students were selected to focus primarily on meaningful MLL support to help integrate our newest arrivals the most successfully. Supports that will be successful with those students are likely to be successful with most Tier 3 MLL students.

Behavior Goal

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

Goal: By February 2025, Stewart Middle School will implement supportive restorative intervention strategies with a focus on reducing exclusionary discipline practices. Specifically, 75% of students with recorded disciplinary incidents will receive a restorative session, as documented in Synergy. While not all incidents require a restorative response, a large majority should. Additionally, 100% of behavior incidents involving McKinney-Vento (MV) and Special Education (SPED) students will receive a restorative session, as these populations currently show the highest rates of exclusionary discipline. SPED students have experienced the highest onset of major incidents leading to exclusion, and MV students show the most overall impact from exclusion. The goal is to decrease exclusionary incidents within these high-needs populations. A Discipline Review Team will be developed to monitor, review, and investigate these outcomes to ensure progress and equity in our interventions.

Root Cause Analysis

McKinney-Vento (MV) Students: MV students have the highest rates of exclusionary discipline among high-needs populations. The baseline is 75%, with a target of 100% of incidents involving MV students receiving a restorative intervention. Special Education (SPED) Students: SPED students experience the highest onset of major incidents leading to exclusion. The baseline is 75%, with a goal of 100% of incidents involving SPED students receiving a restorative session to address this gap.

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

This is a school-wide implementation goal. We will leverage our Restorative team with the actions steps below. We have committed valuable LAP resources to our restorative program. Our overall outcome between cycle 1 and cycle 2 is to compare incidence re-offense rates of students who have had at least one restorative. That will be the drill-down intent of each of the action steps. A particular sector of examination will be 60% of MV and SPED.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing restorative sessions for direct conflict sessions, administrators will use small group interventions to support high-impact MV students in understanding interactive skills to ensure students are able to process and navigate school in the month of November. Progress monitoring will be tracked through our restorative team.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Our Restorative Team will meet weekly to review the effectiveness of our disciplinary process to ensure an increase in student and teacher support.

Art Goal

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

CANINI: I have 0% of my 2nd period 6th grade students meeting standard on the 1PP pre assessment we took on 9/30/2024. Formative assessments collected during the unit will provide data on what additional supports whole group, high needs and Multi-Language Learning student need in order to meet standard. HAMILL: There are 0% of my 3rd period 7th grade students meeting the standard on engineering design drawing. Formative assessments collected during the unit will provide data on what additional supports whole group, high needs and Multi-Language Learning student need in order to meet standard. Grau: 0% of my 2nd period are meeting basic coding standard. Formative assessments collected during the unit will provide data on the additional supports for the whole group, high needs and MLL students to meet and achieve standards.



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

CANINI: I will use direct instruction, demonstrations, visual examples and custom made handouts. HAMILL: I will use visual aids, demonstrations, discussion of real-world applications, formative assessment, and feedback cycles during whole group instruction and peer collaboration, problem solving challenges, scaffolding, differentiation, and celebrations of student growth. Grau: Presentations, online modules, videos, formative assessments, whole group instruction, and peer collaboration.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

CANINI: Once students begin working on the final version of the project I will begin formatively assessing them daily. These daily assessments will allow me to identify Tier 2 students who are struggling at implementing 1PP within their drawing. I will then pull these students aside and reteach in small groups focusing on the specific vocabulary that is necessary for students to understand in order become proficient in 1PP and meet standard on their drawing. HAMILL: For my students who need additional reading support, I will target vocabulary. I will incorporate vocabulary support through visual aids, word walls, and interactive vocabulary exercises including GLAD strategies to reinforce key terms and concepts for the unit. I will design formative and summative assessment elements to include target vocabulary words and provide sentence stems that encourage students to use the target words both verbally and written. Grau: Working on self-paced coding modules, peer collaboration, celebrations of completion, monitoring progress, small group interventions, and adapting instruction with optional coding exercises to improve understanding.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

CANINI: For MLL students who need additional support I will work with them individually to identify where in the implementation of 1PP they are struggling. I will then use a translation app and the assistance of my many bilingual students along with visual examples and demonstrations to reteach the drawing technique focusing on the specific vocabulary within the unit. HAMILL: For students who are multilanguage learners, additional interventions will include personalized instruction and opportunities for language development integrated with engineering design concepts. I will work closely with these students in small groups, focusing on building their vocabulary and comprehension skills necessary for mastering engineering design drawings. I will use translation tools and other multilingual resources to help student get the concepts and GLAD strategies to help them build meaningful connections to English vocabulary through their home language. Grau: If students are unable to proficiently understand, I will work with them individually and/or pair with another student who is a 2nd year computer science student. There is also additional modules that can be added to help with practicing.

Music Goal

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

Students at level 1 are unable to read notes on either the treble or bass staff, students at level 2 are able to read notes on one of the staves, and students at level 3 are able to read notes on either staff (plus any other clefs they may encounter). By the conclusion of the first semester, 80% of the students assessed will be able to identify notes on lines or spaces of both staves as measured by a final assessment. This assessment will be standardized across all music exploratory classes and will include a rubric that will be given to all students. More inclusive and equitable practices will involve highly capable students learning new clefs and ledger lines (which extend the music staff upward and downward), while students in need of additional support will be given additional level 1 activities to further increase familiarity with the music staff. They will also have more than one chance to complete the final assessment, with accommodations such as extra time or larger print given as needed.

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

Every 3 weeks, students will work in pairs to identify the correct notes on the staff using the note identification tool on musictheory.net and report their progress as the semester progresses.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Tier 2 students will work on identifying the lines and spaces of the staff by labeling each line and space with a number before identifying and writing these notes down on the staff. From there, they can work to associate these lines and spaces with letter names using acronyms (e.g. "Every Good Burger Deserves Fries" for treble clef, "Good Burritos Don't Fall Apart" for bass clef).

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will be given additional time on note identification assignments and will work in smaller groups on each step of the identification process. A translation is also provided on the board via PowerPoint for ML students in the class, as well as occasional instruction and individual assistance in Spanish.

PE Goal

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

By implementing a variety of supportive instructional practices, such as choral reading, think-pair-shares, intentional partner/team groupings, word wall, 1:1 check-ins, and ongoing assessment, 80% of PE students will be able to identify and describe the components of Health-Related Fitness for Cardio, Muscular Strength/Endurance, Flexibility and Body Composition by the end of the unit. Student achievement data will reflect equitable distribution of outcomes across lines of race and ethnicity. ?

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

Glad strategies, word wall, modeling, visual and written instructions

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing a word wall, intentional partner grouping, and effective targeted feedback, we will use whole group, partner and small group instruction to support students in understanding the HRF principles for cardio, muscular strength, muscular endurance, body composition and flexibility to ensure students are able to identify and describe the HRF principles through station work, small group discussion, pictorial charts and assessments. Progress monitoring will be tracked through a pre-assessment, formative checks in class, and post assessment.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to the Tier 2 supports, small intentional grouping with visual supports and peer modeling. We will also administer written materials in their home language as well as implement pictographs to support our low readers.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 99% positive rating on the selected Climate Survey item.

We will focus on staff belonging. To increase feelings of belonging among teachers at Stewart, we aim to create a more inclusive and supportive school environment by the end of the academic year. By fostering a culture where every teacher feels valued, heard, and connected, we hope to improve staff satisfaction and collaboration. By fostering connections and recognizing contributions, our goal is to create a positive, supportive environment where teachers are not only professionally fulfilled but also feel deeply connected to the Stewart community. With clear metrics in place and dedicated time for professional growth.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

To achieve this, we will implement monthly teacher check-ins, peer-led collaboration groups, and regular appreciation events to ensure every educator feels supported both professionally and personally. Our success will be measured through mid-year and end-of-quarter surveys that track increases in teacher engagement, morale, and feelings of belonging.

Student Goal

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

During the Spring 2026, climate survey, 65% of students will be able find a sense of belonging at Stewart Middle School. They have different opportunities to connect and engage with academic and nonacademic programs that we offer during school. We will also help them identify an adult staff member they feel comfortable and can connect with. We will also administer a needs assessment to help identify 6 graders who need support finding belonging and an adult staff they can connect with. The needs assessment will focus on SEL questions to also support middle school transition. We will know students have met these goals when they take the climate survey in the fall of 2025.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

School wide needs assessment to help counselors and administrators identify which programs help incoming 6th grade students to feel they "belong" at Stewart Middle School. The survey was given to 6th grade students in October 2024 via counselor guidance lessons. Each student answered specific questions about which systems/programs they felt helped them connect with Stewart Middle School and which systems/programs they would like to learn more about. Counselors and administrators will collect and analyze data.

World Languages Goal

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

By implementing a variety of supportive instructional practices, such as teaching new concepts in chunks, allowing for peer tutoring/teaching, providing frequent checks for comprehension, and providing prompts and photocopies of notes, 85% of students will be meeting standard by being able to tell the time and ask for the time in spoken and written form by the end of the unit. Student achievement data will reflect equitable distribution of outcomes across lines of race and ethnicity.

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

• Provide visual aids to enhance key concepts • Teach new concepts in chunks • Provide frequent checks for comprehension • Provide additional instruction including reviews, drills, and opportunities for re-teaching

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing a word wall, intentional partner grouping, and effective targeted feedback, we will use whole group, partner and small group instruction to support students in understanding how to use numbers, learned vocabulary and proper verb conjugation to talk about the time In Spanish through station work, small group discussion, pictorial charts and assessments. Progress monitoring will be tracked through a pre-assessment, formative checks in class, and post assessments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to the Tier 2 supports, small intentional grouping with visual supports and peer modeling. We will also administer written materials in their home language as well as implement pictographs to support our low readers.