



Continuous Achievement Process & Plan

2025 Quarter 1

Welcome to our Foss Falcon Family. We believe all students can be successful here at Foss. We are committed in creating a space where all students experience a high quality, challenging, international education.

Our Vision

Henry Foss High School will graduate every student with an International Baccalaureate (IB) education that prepares them for college, career, and life.

Our Mission

Henry Foss High School develops every student to be inquiring, knowledgeable, and reflective through intercultural understanding and respect.

Ninth Grade on Track Goal

Ensure 70% of ninth grade students are passing all their courses.

Specific: 70% of students passing all their classes Measurable/Timely: As measure by credits acquired sem 1 & 2

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Tracking Data: - Keep track of overall passing rate for 9th grade students and attendance - Create and follow a quarterly data cycle that is matched to key deadlines such as mid terms, and end of semester to drive intervention. - Disaggregate and analyze data by tiers 0 (No Es & 3.0+ GPA), tier 1 (1E), tier 2 (2Es), tier 3 (3+Es) - Have student talks by doing a deep dive on two students at each PLC to help identify trends - Distribute the 1E (tier 1 list) to 9th grade teachers and support continued intervention for students who are on the cusp of passing all their classes

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

- Plan out aligned support around key skills which will include: GPA tracking, using synergy, organization, email writing and more - Plan out key interventions like tutoring Thursday, check and connects and family communication plans.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

-Put in place a tier 3 team to reach students and student families if failing 3+ classes to identify barriers and to connect families and students to resources

Behavior Goal

Ensure 93% of students have behaviors NOT resulting in suspension or expulsion.

Our goal is to have more than 93 percent of our students at the end of the year to not have behaviors that result in exclusionary discipline. We will use data in Basecamp and/or Synergy discipline reports, teacher/staff feedback and office referrals to monitor this goal. We will continue to monitor throughout the year in our admin meetings, daily tracking of Synergy referrals and data day trainings.

Root Cause Analysis

Teachers/staff will proactively communicate issues to the admin and counselor teams to address behaviors by emails, phone calls, and Synergy referrals or log information into Synergy Contact notes. These communication tools will assist in the use of intervention strategies that support the whole child. Using district adopted counseling service referrals, holding student support meetings, developing group meetings during lunch and/or seminar around coping strategies. admin team reteaching, modeli

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

Actions will include, but are not limited to, additional professional development opportunities focusing on Character Strong classroom interventions, behavior intervention plans, classroom restorative practices/ conferences, mental health referrals. Admin team will continue to provide restorative supports to students for minor infractions and partner with our school counseling team to create check-in systems to help students identify a trusting adult.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers/staff will proactively communicate directly with families when addressing issues of behaviors or concerns in the classroom by phone calls, emails, and virtual conferences/meetings. Teachers will continue to participate in professional development based on culturally relevant teaching practices, use the character strong curriculum, and equitable restorative alternatives to disciplinary actions to support implementation within the building.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teachers/staff will proactively communicate issues to the admin and counselor teams to address behaviors by emails, phone calls, and Synergy referrals or log information into Synergy Contact notes. These communication tools will assist in the use of intervention strategies that support the whole child. Using district adopted counseling service referrals, holding student support meetings, developing group meetings during lunch and/or seminar around coping strategies. admin team reteaching, modeling and practicing positive behavior expectations for repeated behaviors from students.

Extracurricular Goal

Ensure 50% of students are enrolled in one or more extracurricular activities.

It's a balanced effort. It starts with Admin's focus on wanting to get as many students as possible committed to participating in at least one extracurricular activity. Encouraging students to connect with staff in the positions that coach/lead sports and clubs. The role of the Athletic Director helps by sharing useful information as it relates to athletics, sitting down and talking with students and families about the pros of being involved and answering any questions they may have. Walking them through the process of getting registered in Final Forms. Introducing them to coaches of specific sports teams. Having athletic info nights, where families can come and meet coaches, see pictures and videos of past and current athletic events. Highlight the pros of joining a club and/or sport and what the benefits are of being a part of a team is.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

First, continue to track the data and see what is working and what is not. Implement surveys to both students that are participating to find out what gets them to keep engaging and then surveys to students who are not enrolled in any extracurriculars and assess what the barriers are there. Use of assemblies to highlight student-athletes in front of the student body.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Work on building relationships with these students and find out why they stopped their engagement. Focus on barriers that may have come up that has caused them to stop participating. Identify the positive factors they encountered when they were participating and remind them of those.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Work on building relationships with these students and impactfully challenge them to be willing to try at least one extracurricular activity. But it really has to be based off of having that relationship with them first. Bring in students who are involved in extracurricular activities and let them highlight the positives of joining an activity.

Failing Courses Goal

Ensure only 20% or fewer freshman, sophomores, juniors, and seniors are failing one or more courses.

Specific: 80% of students passing all their classes Measurable/Timely: As measured by credits acquired sem 1 & 2

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Use small group PLC for staff to get feedback on student work, assessments, lessons activities or problem of practice as a means of improving their units, lessons or assessments. This will support tier 1 student (students not failing courses) by ensuring that the teacher has feedback and support in their content area. PLCs can also align on key skills that can be reinforced or delivered across content areas.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By having mixed content small group PLCs staff will be able to hear from different content areas to allow for the exchange of best practices (e.g visible learning strategies, relationship building and engagement). For students that failing 1-2 courses staff will be able to discuss what strategies are working in one content area where a student may be passing that can then be implemented in a different content area.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students that failing 2+ courses staff will be able to identify and refer these students to a tier 3 team. This team will help students identify barriers and connect families and students to resources.

Graduation Goal

Ensure 91% of students are on track to graduate.

I will start the first week of October going over data of students who need credit recovery/retrieval. The following week will be a focus on students in ML and SPED to see where they stand.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

I will tier students.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Meet with the top tier first and work my way down. The top tier will take the most time and are most at risk.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Get students enrolled in Edgenuity or find an alternative program to meet their individual needs.

IRC Goal

Ensure 85% of students earn one or more industry-recognized certificates.

By the end of the second semester 85% of students will earn an IRC. Each and every student who achieves this goal will have a stronger foundation and better conceptual understanding for future career and technical opportunities. Students will use multiple representations to show evidence of mastery as well as relate to prior work in CTE and general education courses. Students will be able to show their understanding and/or mastery using various formative and summative assessments.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Differentiation: Modelling various method to arrive at the same solution. Allowing students to choose their own comfortable ways to practice the concepts with choices; individual, small groups, group with teacher and or pairs. Learning stations for individual learning needs. Providing opportunities for assessment corrections to continue the learning progression. Cooperative learning, Graphic organizers, Exit Slips, Peer teaching, Reading buddies, Tiered assignments, scaffolds, differentiated text prompts, plan monthly assessments to track progress. Our retake assessment policy where students utilize seminar to do targeted studying towards retaking the summative assessment to meet standard on standards that they were not able to hit on the first attempt.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage students in self-reflection and self-report grades using content specific rubrics on the formative and summative assessments to model and encourage rubric use. Individualized instruction, 1:1 support, additional/supplemental assignments based on students need, assign additional assignments for struggling groups of students to provided guided practice within the classroom. Assign challenging assignments and extensions to advance students, parent contact/conferencing, leverage technological shortcuts, continue to build academic vocabulary, revisiting 21st Century Skills and GLAD strategies such as CCD being left up AND 1:1 support during seminar showed the most growth.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Includes all Action Steps in 1 along with: Engage students in self-reflection and self-report grades using content specific rubrics on the formative and summative assessments to model and encourage rubric use. Individualized instruction, 1:1 support, additional/supplemental assignments based on students need, assign additional assignments for struggling groups of students to provided guided practice within the classroom. Assign challenging assignments and extensions to advance students, parent contact/conferencing, leverage technological shortcuts, continue to build academic vocabulary, revisiting 21st Century Skills and GLAD strategies such as CCD being left up AND 1:1 support during seminar showed the most growth.

ML Progress Goal

Ensure 80% of students graduate from ML services or move up a level of English proficiency as measured by WIDA.

Currently, there are 90 students in ML program. By April 2025, 80% of the ML will pass or improve their language proficiency level as measured by WIDA.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Scaffolded academic language instruction Targeted small group instruction Integrated language and content instruction Frequent, data-driven feedback

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Individualized language learning plans Structured oral language practice with modeling Targeted vocabulary instruction Frequent formative assessment Home language support and family engagement

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Intensive small group instruction with focus on specific domains Sheltered instruction Pronunciation practice Regular family communication and involvement

VANI Goal

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

Every senior here at Foss will have at least one VANI before the end of the 2024-2025 school year.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

-Send list of those who qualify for WAGAP -Hold VANI day for all seniors to apply to a institution of their choice by Nov 30th

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps take in Action Step 1 we will: -Develop a plan with all IEP case managers to help support student who missed the VANI day
-Hold afterschool sessions with community partners through the year to support the completion of applications.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to the steps take in Action Step 1 and 2 we will: -Set up one on one meeting with students who do not have a VANI by Dec 30th.

Grade C or Higher Art Goal

Ensure 0% of students earn a C or better in this subject.

We do not currently have an Art program. All art classes are run through CTE or Music.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We do not currently have an Art program. All art classes are run through CTE or Music.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We do not currently have an Art program. All art classes are run through CTE or Music.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We do not currently have an Art program. All art classes are run through CTE or Music.

Grade C or Higher CTE Goal

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

By the end of the semester, 80% of students will earn a C or better in each CTE course. Each and every student who achieves this goal will have a stronger foundation and better conceptual understanding for future career and technical opportunities. Students will use multiple representations to show evidence of mastery as well as relate to prior work in CTE and general education courses. Students will be able to show their understanding and/or mastery using various formative and summative assessments.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Differentiation: Modelling various method to arrive at the same solution. Allowing students to choose their own comfortable ways to practice the concepts with choices; individual, small groups, group with teacher and or pairs. Learning stations for individual learning needs. Providing opportunities for assessment corrections to continue the learning progression. Cooperative learning, Graphic organizers, Exit Slips, Peer teaching, reading buddies, Tiered assignments, scaffolds, differentiated text prompts, plan monthly assessments to track progress. Our retake assessment policy where students utilize seminar to do targeted studying towards retaking the summative assessment to meet standard on standards that they were not able to hit on the first attempt.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Includes all Action Steps in 1 along with: - Engage students in self-reflection and self-report grades using content specific rubrics on the formative and summative assessments to model and encourage rubric use - Individualized instruction - 1:1 support - Additional/supplemental assignments based on students need - Assign additional assignments for struggling groups of students to provided guided practice within the classroom. - Assign challenging assignments and extensions to advance students - Parent contact/conferencing - Leverage technological shortcuts - Continue to build academic vocabulary -Revisiting 21st Century Skills GLAD strategies such as CCD being left up AND 1:1 support during seminar showed the most growth.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Includes all Action Steps in 1 along with: - Engage students in self-reflection and self-report grades using content specific rubrics on the formative and summative assessments to model and encourage rubric use - Individualized instruction - 1:1 support - Additional/supplemental assignments based on students need - Assign additional assignments for struggling groups of students to provided guided practice within the classroom. - Assign challenging assignments and extensions to advance students - Parent contact/conferencing - Leverage technological shortcuts - Continue to build academic vocabulary -Revisiting 21st Century Skills GLAD strategies such as CCD being left up AND 1:1 support during seminar showed the most growth.

Grade C or Higher ELA Goal

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

All students taking English Language Arts classes will improve English standards from 50% to 80% S: All students taking English Language Arts classes will improve English standards from 50% to 80%. M: Measured via Synergy grade book on February 2, 2025. A/R: This goal is reasonable and achievable by standard deviation given the data provided at present. T: This goal's end date is February 2, 2025. I: This goal is inclusive because all students at Foss High School take English classes at any level. E: This goal is equitable. Assessing and measuring practices will be made equitable across students of any race, creed, color, background, orientation, or identity.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Students are regularly asked to monitor their GPA and their missing assignments through StudentVue, and are made aware of how they can make up late work and get their grades up in every English Language Arts class. Outside of the ten-day grading period, students will not be penalized for turning in late work if they meet with their teachers to work out a goal and deadline. Grades will be present and available for students to view and will be updated every two weeks. Teacher feedback follows Tacoma Public Schools grading scale and IB criterion.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students who have a C- or lower will be monitored by the teacher and offered extra support in class and outside of class as well as scaffolding and differentiation. This is also tied to equity and SEL. Parents will be contacted and updated by the teacher as to their students' progress.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students failing multiple classes are availed administrative/counselor support and conferencing as an additional support to teachers/parents/families in creating an environment of holistic support to plan for completion of work and revision of low marks to achieve a passing score.

Grade C or Higher Health Goal

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

There are 69% of Health students meeting the standard of a C or better. Formative assessments collected during the semester will provide data for whole group, small group and individual scaffolds and supports. By the end of the CAP cycle (date), 100% of students will show growth in their understanding and identification of claims, evidence and reasoning. 80% will successfully delineate and evaluate the claims and reasoning in a common post-assessment using a given article. We will accomplish this by establishing an inclusive and equitable class culture that supports small group instruction and group work, ensuring that all text is relevant and at or above grade level in complexity.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Retakes, Revisions, and Item Corrections: We will identify any summative grades that are having a negative impact on student's overall grade, then require them to take a retake the following week in-class. Students will use feedback and engage in a retake, revision, and or item correction. Late Work: Students will use the feedback and engage in a retake, revision, and/or item correction to improve their grades the following week during class.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Stakeholder Collaboration: Conduct a student meeting to build goals to support students. Consider including other stakeholders such as coaches or counselors as needed in the meeting. Schedule a follow up meeting to monitor success.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Conference with student around missing assignments, goals, possible attendance concerns, interest in a club or athletics. Look at overall student success and connecting with other teachers. One on one sessions offered during class and upon request during lunch for students needing extra support.

Grade C or Higher Math Goal

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

R - Through Lap Poverty funds and community partnerships, we can provide additional 1:1 after school support 4x per week. T - We are working to attain this goal by April 15th. As noted earlier, progress will be tracked through formative and summative assessments as well as collaborative review of student work in PLCs. I - Through partnering with all stakeholders, students will be provided supports to bridge any learning gaps that are identified. We encourage students to draw on a wide range of prior learning, various linguistic, ethnic, and cultural backgrounds as they develop their academic voice and take ownership of their learning. E - PLCs will monitor demographics for inequities.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Differentiation will include, but not limited to: • Modelling various method to arrive at the same solution • Individual support for those who struggle • Allow students to choose their own comfortable ways to practice the concepts with choices; individual, small groups, group with teacher and or pairs. • Additional/supplemental problems based on students need • Assign addition practice for struggling groups of students • Assign challenging problems to advance students • Learning stations for individual learning needs. • Opportunities for test corrections to continue the learning progression.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Include all aspects of Action Step 1 plus the following: • Personalized invitation to ELO after school in the library • Parent communication around intervention needs.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Include all aspects of Action Steps 1 and 2 plus the following: • For students with assigned case managers, connect with that teacher to discuss goals for the course and how to leverage support to improve student understanding. • For students with assigned case managers, conduct a review of IEP at-a-glance in PLC to ensure all accommodations and modifications are enacted in class and to get suggestions for best practice. • Connect with counselors and admin team to have a student support meeting to bring all stakeholders together to create a plan for success.

Grade C or Higher Music Goal

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

SJ Students will pass the class with a C or better as shown by their growth through recordings and live participation of assessments after a base line assessment. MJ Use of a performance rubric for instrumental music. AJ Encouragement to "master one thing" every time the musician picks their instrument to play. RJ Thinking as a team component, the musician sees the relevance of knowing their instrument part in relation to the "whole" of the ensemble. TJ Quarterly assessments showing progress. IJ For those who feel uncomfortable performing individually the musician may turn in recordings and/or play as part of a smaller ensemble of like instruments. EJ Every musician has access to an instrument they choose for the year with opportunities to change to an instrument they may feel they may perform better on (limited to once during the year).

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Baseline assessment to assess level of musicianship with instrument

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Questionnaire to the musician to decide on what major goal the student has and steps to make that goal.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Quarterly assessment to assess level of musicianship with instrument. Conversation with student to mutually decide on course of action to improve area of musicianship that is weak.

Grade C or Higher PE Goal

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

Formative assessments are given daily to track data through the semester. This will show trends for students to see if any adjustments need to be given in a whole group, small groups, or individual setting. In physical education 1 students are given assignments through the class website to make up any assignments missed in class. Individual/Team Sports and Weight Training and Conditioning are 100% attendance classes, all work done for the classes are done in class. If a student misses an assignment, they must schedule a time with me to make it up. 85% of students will show skill development and competency in a variety of different activities by the end of the semester. This will be supported with whole group instruction, small group work, and one on one instruction.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Workout Attire: In previous years I have found when students bring proper workout attire they fully participate and achieve a C or better. Daily check ins and contacting home to reinforce this.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Action Step 1 and Assignments: Checking in with students who are missing assignments to get them done in class or at home. Scheduling times for the students to come in during outside of school hours to make up days missed.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Action Step 1, 2, and conferences with student, family, and administrator. Looking through the students schedule to see if they are having success in another class. Collaborating with that teacher to determine how they are working with the student.

Grade C or Higher Science Goal

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

Science students will have a C or higher in their science classes. If they do not meet this on their assessment, they need to utilize the science retake policy and test corrections. They need to utilize this before their next unit test. This will be accomplished over the course of 1st semester.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Various forms of differentiation: Modelling various method to arrive at the same solution. Allow students to choose their own comfortable ways to practice the concepts with choices; individual, small groups, group with teacher and or pairs. Learning stations for individual learning needs. Opportunities for assessment corrections to continue the learning progression. Cooperative learning, Graphic organizers, Exit Slips, Peer teaching, reading buddies, Tiered assignments, scaffolds, differentiated text prompts, plan monthly assessments to track progress. Our retake assessment policy where students utilize seminar to do targeted studying towards retaking the summative assessment to meet standard on standards that they were not able to hit on the first attempt. We had a lot of buy-in and having students come to us when they didn't meet standard. We were able to set up tutoring pairs and small groups. We had 100% of our students who retook meet standard. Our open-ended, student-choice rubrics for our PSAs allowed many students to dig deeper in showcasing the science content in ways that they find engaging. This was evident in the products that were made and the level of quality in how they portrayed the information making it accessible.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Includes all Action Steps in 1 along with: - Engage students in self-reflection and self-report grades using MYP Biology Year 3 rubrics on the formative and summative assessments to model and encourage rubric use - Individualized instruction - 1:1 support - Additional/supplemental assignments based on students need - Assign additional assignments for struggling groups of students to provided guided practice within the classroom. - Assign challenging assignments and extensions to advance students - Parent contact/conferencing - Leverage technological shortcuts - Continue to build academic vocabulary GLAD strategies such as CCD being left up AND 1:1 support during seminar showed the most growth.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Includes all Action Steps in 2 along with: - Engage students in self-reflection and self-report grades using MYP Biology Year 3 rubrics on the formative and summative assessments to model and encourage rubric use - Individualized instruction - 1:1 support - Additional/supplemental assignments based on students need - Assign additional assignments for struggling groups of students to provided guided practice within the classroom. - Assign challenging assignments and extensions to advance students - Parent contact/conferencing - Leverage technological shortcuts - Continue to build academic vocabulary GLAD strategies such as CCD being left up AND 1:1 support during seminar showed the most growth.

Grade C or Higher Social Studies Goal

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

History students will have a "C" or better in their History classes. Students who are below this mark at any time will have opportunities to improve both formative and summative assessments. This will be ongoing throughout both semesters.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Formative assessments early and ongoing in the units. Students have multiple opportunities to work together in a variety of formats. Scaffolded and differentiated assignments are provided regularly. Attempts at retakes on most assignments are offered and encouraged. Deadlines are extended and flexible.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Will include all "Action Step 1" examples. Students will engage in self-reflection on many different activities. Self-reporting grades will also be discussed. Other steps will include individualized instruction, one-on-one support when possible, supplemental assignments based on need, and resources for translation and modification of reading level.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

All previous action steps will be included. Furthermore, we will implement more guided practice, modeling, exemplar papers and examples, extensions to further learning, parent contact and conferencing, and interdisciplinary collaboration whenever possible.

Grade C or Higher World Languages Goal

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

Language acquisition students will have a C or higher in their language acquisition class. If they do not meet standard on their assessments, they will have the opportunity to complete a retake assessment. This will be accomplished during first semester.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Giving students appropriate access to resources and collaboration when appropriate. No penalties for late work. Test retakes as appropriate. Scaffolds. Peer tutors. Reflection and self-evaluation.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

All step 1 items and one-on-one support, additional resources, extra time, identifying parts of rubric descriptors to improve.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

All steps 1 and 2 items and one-on-one evaluation of summative assessments to identify areas to improve, individualized instruction, additional assignments/resources as needed, challenging extension activities for advanced students, parent contact/conferencing

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 70% positive rating on the selected Climate Survey item.

S: According to our Foss HS, Staff SEL Climate survey data, 26% of all staff surveyed feel like Foss is a place where people want to come to work. M: By May of 2025, that percentage will increase to 70% (increase in 44%), as measured by Staff SEL Climate survey data. A: We will accomplish this goal by prioritizing staff culture builders anytime we meet. R: We believe that by prioritizing building a positive culture within the staff during anytime we meet and making this more of a norm, we can make this place be a better place that staff feel like they can come to. T: Sept 2024 to May 2025 is our time for completing this goal. Our 1st check in will be in Feb 2025 and our second check in will be April 2025.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Foss admin team, along with sunshine committee (teacher and staff led), will meet to plan staff culture building pieces in PD, during school day, and after school. Activities will include staff circles, potlucks, relationship building activities, and afterschool SEL activities. Occasionally we will emphasize choice SEL activities during late-start Wednesday and staff meetings. SCDM Chair will check in on department heads to check on department SEL health status before, during, and after SCDM meetings (once a month). Department heads will check in on department and let admin team know if additional help is needed. Instructional coach can assist with teachers needing assistance with onboarding. Also, will positively recognize awesome work staff members are doing in their classrooms. Foss Admin team will find ways to positively recognize awesome work staff members are doing in their classrooms and in the school. This will be in line with their love languages. Staff will continue to create a safe and welcoming environment by doing the following: Check in on staff members and help out when they can Try to learn more about and from their fellow colleagues Greeting staff/students at the door Treat all staff/students with respect Welcome all races, ethnicities and backgrounds Introduce community circles and practice circles consistently with students/staff Data Collection team: Foss Admin team will collect SEL/Climate survey results

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 10% positive rating on the selected Climate Survey item.

We will increase our baseline proficiency for the question "I enjoy coming to school" by 10% by the end of the 24-25 school year. We will do this by implementing new PBIS systems like Green and Gold club, increasing partner, club, and sport involvement at school to increase positive engagement, and increase community building in classrooms through community circles and classroom lessons.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Green and gold club- started 9/27. continued support by principal, teachers, and community partners to support positive behavior systems for students.