



# **Continuous Achievement Process & Plan**

**2025 Quarter 1**

**Our Vision**

**Our Mission**

# Ninth Grade on Track Goal

*Ensure 82% of ninth grade students are passing all their courses.*

*82% of continuously enrolled 9th grade students will end Semester 1 on track to graduate and be failing no classes as measured by daily marks and teacher gradebook data.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

No New Work Wednesdays-used to catch up on work, reteach concepts small group/1-1, retake assessments, touch base with teachers for specific questions. High yield Tier 1 interventions to support student success-focused notetaking, interactive notebooks, collaboration/discourse strategies to verbally engage all students and provides access for limited English students.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Student Talks focused on Tier 2 students with similarly identified students (4-5) who will also receive targeted interventions. Biweekly grade checks and monitoring student progress-including accountability plan to support pathways to improvement and success.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students are being focused on by 9th grade IC, counselors, and 9th grade admin. Action plans are being cocreated with the student including timelines and shared with all stakeholders. Technology supports and strategies are being implemented to support with access and getting work turned in. Working on attendance barriers and engaging students in attending school.

# Behavior Goal

*Ensure 92% of students have behaviors NOT resulting in suspension or expulsion.*

*92% or higher of Mount Tahoma students will have behaviors NOT resulting in suspension or emergency removal as measured by basecamp discipline data. Discipline data will be more proportionally distributed when exclusion is necessary.*

## **Root Cause Analysis**

High yield instructional practices: focused note taking, discourse/collaboration strategies, DOK for questioning

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

### ACTION STEP INTRODUCTION

End of 2023-24 school year, 10% total discipline and 8.1% resulting in exclusion. Failure to cooperate and disruptive conduct highest incidents for discipline. Hispanic males make up 31% of discipline group while all other subgroups range from 10-14%.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Attendance systems to support increased learning time and decreased out of class time. Improved engagement

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

See something say something to keep us up to date on happenings. Having a trusted adult for support.

# Extracurricular Goal

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

*Ensure 50% percent of freshmen, sophomores, juniors, and seniors enrolled in one or more extracurricular activities for each season.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Have coaches encourage and help their current sport athletes to sign up for the next season with a sport to participate in. Have advisors encourage their students to recruit new members.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Reach out to these student athletes and ask why they are not participating in a sport. Find out if it is due to the coaches, issue in the program and/or other. Ask advisors to reach out to former members to see what barriers they face that are not allowing them to reenroll in this years activities.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will pull the student list of students that have never enrolled in extracurricular activities and encourage them to come out and give it a try. Especially as it pertains to clubs.

# Failing Courses Goal

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

*In the 2024-25 school year, 20% or fewer continuously enrolled Mt. Tahoma students end the year with failing courses as measured by course marks report in basecamp and/or teacher gradebook data.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Regular data review leveraging re assessment policy and late work policy to support timely learning. HY strategies such as timely feedback. Leverage the RTI tool to determine other factors that could impact grades such as behavior and attendance. Leverage T-Bird way recognition for GPA and positive calls home.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Contact home made by grade level point person (not admin) Ami Lewis for 12 Angela Phillips 11 Jason Acevedo 10 Paul Gerbyshak for 9

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1:1 meetings with counselors and 9/10 grade who fall into the tier 3 categories for attendance and course marks.

# Graduation Goal

*Ensure 100% of students are on track to graduate.*

*By the end of the first semester, 90% of Mount Tahoma seniors will be on track for graduation. We will monitor this goal by assessing student progress in second-semester classes and offering opportunities for credit recovery, as well as supporting achievement on standardized tests. Student progress will be reviewed weekly through meetings with the Mount Tahoma administration and counseling team. As needed, school teams will be formed to assist specific seniors who are struggling to meet their graduation requirements.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Weekly review of schoolwide data (attendance, current class progress, grad requirements) for senior class.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Access to edgenuity for credit recovery, credit recovery for standardized testing, and after school tutoring/Saturday School for support in current classes.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Team meeting with family, counselor, and relevant school staff to develop plan for supporting progress toward graduation. Following the meeting, team members will support the plan.

# IRC Goal

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

*85% of continuously enrolled CTE students will end first semester on track to pass and acquire an IRC relevant to the CTE course they are taking. This will be determined by an pre-assessment that is aligned with the IRC test each course will be taking.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Focused Note Taking aligned to the framework to ensure content knowledge is being delivered and understood.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Providing specific feedback and small group intervention to support learning and ensure mastery of content for IRC certification. -Offer an IRC pre-test for students to take mid-way through the year to familiarize them with the process and identify specific areas needing additional focus. - Incorporate relevant industry vocabulary into our instruction to help familiarize students with content area.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Use discourse/collaboration strategies to engage a variety of learners as well as hands on activities to apply the content for better understanding.

# ML Progress Goal

*Ensure 10% of students graduate from ML services or move up a level of English proficiency as measured by WIDA.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

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. Relationship Skills Responsible Decision Making Self-Awareness Self-Management Social Awareness

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Establish norms, routines and structures within classroom/academic space

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Give targeted, clear and timely feedback to help ensure students know how to access misunderstandings



# VANI Goal

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

*To implement systems that ensure students apply for colleges that match their interests and academic profile. We will have meetings with students and families, send reminders via Schoolinks of upcoming deadlines and provide multiple on campus opportunities for exposure and application to colleges.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Regular career and college team meetings.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Multiple on campus opportunities for admissions counseling and college support.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Leverage schoolinks career interest and skills survey.

## Grade C or Higher Art Goal

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

*There are 40% of Art 1 students who met the standard based on prior data. Formative and summative assessments collected, group collaboration, written and verbal feedback for students provide data of this. By the end of the semester, January 31, 70% of students will show growth by moving up a minimum of half a grade score through created routines and planning to support and deepen their understanding of art elements and principles. This will be accomplished through formative assessments, such as weekly Do Now papers and artwork checks.*

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

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

Weekly routines - class time expectations and workload, Do Now, clean up, engagement, curiosity and experimentation to explore. Practice as a whole, in groups, and as individuals to have multiple layers of learning the material.

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

Online resources available. One on one conversations with student input on what they struggle it and what each member (student and teacher) can do moving forward to see greater improvement. Alert emails of communication home to guardians with reasons of low academic success (non-attendance, non-engagement, missing work)

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

Online resources available. One on one conversations with student input on what they struggle it and what each member (student and teacher) can do moving forward to see greater improvement. Alert emails of communication home to guardians with reasons of low academic success (non-attendance, non-engagement, missing work). Allowing students to come in during non-class time to have additional time to work or have deeper conversations about how to change the trajectory moving forward to becoming more successful.

# Grade C or Higher CTE Goal

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

*85% of students enrolled in CTE courses will achieve a C or higher for the course as measured by daily marks and teacher gradebook data.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Analyze data at biweekly PLCs to monitor students' progress and track low marks. Build in review/work days to support students success in completing projects. DOK for higher level questioning and deepening student understanding.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Use focused note-taking to support successful study habits and increased grades. Discourse/collaboration strategies provide opportunities for students to access learning and share their knowledge.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Refer names to CTE admin for accountability supports to be implemented and to create actions plans for student success. Regular check ins to monitor student progress and work completion to ensure Cs or better.

## Grade C or Higher ELA Goal

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

*Increase % of students earning a C or better in each ELA course by the end of the semester by allowing any student to complete assignments where the withholding of a grade becomes an extreme detriment to their final grade.*

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

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

English teachers will grade on the 4 point scale using state standards as the basis for a rubric.

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

Allow students make up an assignment where it is pulling them below the C goal.

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

Invite students with Es to come afterschool twice a semester to gain extra help from English teachers on summatives that are incomplete.

## Grade C or Higher Health Goal

*Ensure 75% of students earn a C or better in this subject.*

*Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. There are 70% of Health students meeting the standard based on the common pre-assessment using a given fitness test. 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 (date), 80% of students will show growth in their analysis of the structure and 80% will successfully pass the fitness test.*

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

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

Ongoing formative and summative assessments

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

Family communication

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

Team teaching, Wellness Wednesdays

# Grade C or Higher Math Goal

*Ensure 75% of students earn a C or better in this subject.*

*By the end of the academic year, 75% of our students will have a C or higher grade in their math classes. We will achieve this by sharing common assessments and team planning tier one and tier two supports.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Avid Strategies: 10-2-2, one pagers, turn and talks

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Data sharing with SPED, common planning assessments

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Literacy Across the Curriculum, Multiple Exposures/ Differentiation, Formative Assessment

# Grade C or Higher Music Goal

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

*There are 80% of music students meeting the C or Higher in music goal based upon our initial data from our gradebooks combined. Our formative assessments will guide us to where students are not understanding the music standards that affect their achievement of the C or better in our music classes. By the end of the CAP cycle, 85% students will be earning a C or higher in their music classes. We will accomplish this goal by following our tiered action steps aligned in our CAP goal.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Tier 1 Strategies: Retakes: We will identify formative and summative assessments where students have not yet reached mastery on certain standards and require them to take a retake of the assignment/quiz/test. Late Work: Students will not receive penalty for turning in work late and will be assessed on their mastery of the standard.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Tier 2 Strategies: Teacher-led Sectionals: Students who are experiencing common skill gaps will have the opportunity to work in small groups with the teacher. Student-led Sectionals: Students with common voice types or instruments will have the opportunity to work in small groups to provide peer support.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 Strategies: One-on-One Coaching: During or outside of class, student will receive one-on-one instruction to enhance their understanding of the music standards Intentional Grouping/Seating: Students who need extra supports will be grouped and sat with students who can assist during class.

## Grade C or Higher PE Goal

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

*Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. There are \_\_\_60\_\_\_% of PE students meeting the standard based on the common pre-assessment using a given fitness test. 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 (date), 80% of students will show growth in their analysis of the structure and 80% will successfully pass the fitness test.*

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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS  
ongoing formative and summative assessments

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS  
contact parents

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS  
team teaching



# Grade C or Higher Science Goal

*Ensure 60% of students earn a C or better in this subject.*

*55.9 % of science students had a C or better at the end of the 2023-2023 school year. By the end of Semester 1 2024-2025, 60% of science students will have a C or better in their science class as measured by their semester 1 grade. Relevant teaching practices, relationship building, and implementation of district grading policies will be used to dismantle barriers and promote success for all students.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Retakes, revisions, and item corrections - all students will be provided with opportunities to demonstrate improvement in their performance on graded work.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Grades reflect evidence of student learning - all graded assignments are tied to a standard

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Grading Timelines & Communication - keep updated gradebooks - use of Synergy Class Websites - use of Synergy mail

# Grade C or Higher Social Studies Goal

*Ensure 100% of students earn a C or better in this subject.*

*At the beginning of the CAP cycle, we observed that X% of the current senior class had not achieved a "C" grade or better in their Junior Social Studies (usually US History) classes. In order to increase that number to our goal of 100% by the end of the CAP cycle (xx/xx/xxxx), we will focus on two strategies: 1.) For the students who are having attendance issues, we will begin making contact with the parents, guardians, etc. every five times a student misses class (for whatever reason). This will be in addition to any contacts made by the attendance office. 2.) For the students who are struggling with their English proficiency, we will focus on translating any text the students are required to read, assist students in turning on the closed captions in their native language for videos, and seating these students next to classmates who can help translate material for them.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will be given access to course materials in various formats (in class, online, supplemental) that can be used both in class and at home.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students with attendance issues will have one-on-one meetings with the teacher to better understand the reasons for the attendance issues and develop a plan to get back on track. Students with difficulty in English proficiency will be given accommodations such as access to translated reading materials, use of closed captioning on videos, and preferential seating next to other students who can serve as translators.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students with attendance issues will have a required parent conference after the fifth absence, and notifications home sent after every subsequent absence.

# Grade C or Higher World Languages Goal

*Ensure 73.9% of students earn a C or better in this subject.*

*Last year 68.9% of world language students met the goal of C or better. By the end of first semester 73.9% of world language students who regularly attend class will have a C or better.*

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

The high-impact strategies the World Language team will leverage to maximize students on track to earn a C or better in each World Language course are student Goal setting, worked examples, multiple exposures, and collaborative learning.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

The high impact strategies we will use for students who have a D are Feedback, flexible group, multiple opportunities, re-takes of summative assessments, extended time, and chunking of standards.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

The high impact strategies we will use on students who have E's are Adjustments to standards for students who have IEP's, parent communication, teach organizational skills, sharing the learning target and standards, goal setting, student reflection, and multiple ways to show they met the standard.

## Staff Goal

**Support staff SEL (social awareness or relationship skills), resulting in at least 50% positive rating on the selected Climate Survey item.**

*Our goal is to close the I vs they gap, create a stronger sense of alignment between teacher goals and building goals, and instill a sense of urgency for student learning.*

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

#### PROMOTING SEL FOR STUDENT IMPACT

Celebration of good works, peer to peer walkthroughs, consistent visibility of good work. Notecard walkthroughs centered in teacher instructional goals. Demonstrate alignment of teacher goals with building initiatives through Critical Friends Groups.

# Student Goal

**Implement Whole Child practices with fidelity, resulting in at least a 80% positive rating on the selected Climate Survey item.**

*By the end of the 2024-2025 school year, the counseling team will increase the percentage of students who report enjoying coming to school (as measured by the climate survey) from 73% to 80%. This goal will be measured through the climate survey, specifically the percentage of students who answer "always," "almost always," or "sometimes" when asked if they enjoy coming to school. The counseling team will implement targeted interventions based on data from a student needs assessment, including classroom lessons, one-on-one meetings, MTSS interventions, and collaboration with the Multilingual, Special Education teams and Administration to support students who may require additional assistance. The goal will be achieved by the end of the 2024-2025 school year, with progress monitored through periodic assessments and adjustments to interventions as needed. The counseling team will tailor interventions to meet the diverse needs of students, recognizing the different barriers and challenges that may affect their school experience.*

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

### PROMOTING SEL FOR STUDENT IMPACT

- One on one meetings with all 9th, 11th and 12th grade students, done by counselors. - MTSS interventions with students who are failing classes or struggling with attendance. - Classroom lessons.