

## Gray Middle School

# Continuous Achievement Process & Plan 2023 Quarter 2

*At Gray, we are implementing an evidence-based school improvement plan that will be key to moving the school forward. Our goal is to establish a unified vision for Gray, assess its needs, and outline strategies to resolve all the issues uncovered. We will be using this plan to close the achievement gap, address academic performance, and create equity in classrooms.*

### **Our Vision**

Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

### **Our Mission**

We strive to support this environment by using inclusive curriculum, addressing a range of learning styles, offering a wide array of diversity efforts and programs, and by participating in the wider community.

# 6th Grade Math Goal

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

*By the end of the unit, 50% of students will be at or above grade level as tested through i-Ready with those at least 3 levels below grade level moving up 1 or 2 levels. Students will be able to use multiple representations to demonstrate their understanding such as tables, graphs, bar diagrams, and number line diagrams.*

## **Curriculum:** the standards and units we are targeting

**STANDARD:** 6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

**UNIT:** Topic 4 - Represent and Solve Equations and Inequalities

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Engage students in standards for mathematical practice. Support students with scaffolded note-taking. Encourage math discourse through probing questions and a culture of making mistakes as a step toward learning.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Feedback on homework, tests, and quizzes. Building a culture of safety for students to ask for and get help when and where needed.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Provide differentiated learning opportunities for students who need additional support for standards that are below grade level.

# 6th Grade ELA Goal

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

*Achieve a 70% pass rate for the selected standard by the end of the quarter as measured by SpringBoard Embedded Assessment 1.2: Writing a Short Story OR improve by 20% as data may change after pre-assessment is given. 51% of students tested produced scores of APPROACHING (one grade level below) or MEETING/EXCEEDING (on/above grade level) on literature comprehension Pre-Assessment: Write a sample short story using a small prompt Post Assessment: Write a short story, real or imagined*

## **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

Reading stories at least twice (once for plot, twice for notes/commentary/analysis) - Graphic organizers to study plot elements - CCD (cognitive content dictionary) call and response

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Access to sentence frames for answering questions about the stories - Access/choice of alternative titles that fit a genre of a story we're studying

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Access to audio and text of stories studied - Multiple/extra graphic organizers - Re-reading of certain passages that may be hard to understand - Extra sentence stems for students in ELL classes

# 7th Grade Math Goal

*Achieve a 45% pass rate for the selected standard by the end of the quarter.*

*Our identified CAP students for 7th grade Accelerated will increase their proficiency in meeting the following standard(s): 7.EE.B.4 going from 26% meeting standard to 45% meeting standard as measured by the Topic 5 summative assessment by the end of the designated CAP 2.*

## **Curriculum:** the standards and units we are targeting

**STANDARD:** 7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

**UNIT:** Topic 5 - Generate Equivalent Expressions

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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Interactive notebooks Math review games – Kahoot! Differentiation – tiered instruction/menus Classroom materials posted on Schoology

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Differentiation – tiered instruction

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

# 7th Grade ELA Goal

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

*7th grade students will improve paragraph writing by producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience from 64% meeting standard to 80% meeting standards as measured by the 12-point rubric developed by the 7th grade ELA Team.*

## **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:** Argumentative Reading and Writing

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Explicit lessons in paragraph writing. Resources for students to review as needed (video and infographic) Explicit lesson taught initially to whole group. Lesson retaught and reviewed every time that there is expectation of paragraph writing within the lesson. The lesson notes and examples are available for students to have as a resource (OneNote or notebook) A 5-step video on paragraph writing is available for students to review as needed independently.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Review resources available for independent reteaching. Offer opportunities to correct work and rewrite.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Review resources available for independent reteaching. Work with small groups to give more in-depth feedback and practice. Frequent check-ins.

# 8th Grade Math Goal

*Achieve a 20% pass rate for the selected standard by the end of the quarter.*

*Achieve at least a 20% pass rate for CAP students on the selected standards by the end of the quarter. CAP students are those who scored 2 of 3 questions correct on the solving systems of equations questions on the Savvas-8thAlgEOS-Fall2022. My identified CAP students for 8th Grade Algebra will increase their proficiency in meeting the following standard(s): HSA.CED.A.2, HSF.LE.B.5, and HSA.REI.D.11 (systems of equations standards), going from 0% meeting standard to 20% meeting standard as measured by the Topic 4 Summative Assessment by the end of the designated CAP2 period.*

## **Curriculum:** the standards and units we are targeting

**STANDARD:** HSA-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

**UNIT:** Topic 4 - Systems of Linear Equations and Inequalities

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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Interactive notebooks Math review games – Kahoot! Classroom materials posted on Schoology

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Differentiation – tired instruction/menus

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Check-ins and collaboration with Mrs. Fitzgerald, our math interventionist and Mrs. Cooney, our SPED lead. My identified CAP students for 8th Grade Algebra are selected below:

# 8th Grade ELA Goal

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

*S: All Ms. Smith's 8th grade ELA students will discuss in Literature Circles the progression of a novel to understand the plot, theme, and character development. M: Students will know the expectation for discussion groups. Students will show evidence of responsible social emotional engagement with peers, as well as academic preparedness for discussions. A: Data will be taken by the teacher and shared with groups to set goal to improve academic interaction. Students will also assess their academic and social interaction with each other. R: I would like to get student and parent permission to video discussion groups for reflection and goal setting. I will need permission slips, a video camera, and possible librarian support for operating the camera. I believe with or without the video permission we can achieve focused book discussions with students who have completed assigned readings*

## **Curriculum:** the standards and units we are targeting

**STANDARD:** SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**UNIT:** Informational/Explanatory Reading and Writing

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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Unpack Embedded Assessment

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teach Literature Expectations Model Literature Expectations (Fishbowl)

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Support for Multi-Linguistic Students Support For IEP Students Support For Students with Social Emotional Needs

# SEL Goal

*Achieve a 7% pass rate for the selected standard by the end of the quarter.*

*Decrease the number of students who are being referred for "Failure to cooperate" by 50%.*

## ☰ **Steps:** how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

Identify students with the greatest number of referrals.

### STRENGTHENING ADULT SEL CAPACITY

Create a plan for those students in conjunction with grade level teams.



# Behavior Goal

*Ensure 25% of students have behaviors NOT resulting in suspension or expulsion.*

*Decrease the number of students referred for "failure to cooperate and disruptive conduct by 25% by the end of May 2023. Grade Level teams will discuss "high flyers" and create a cross grade level plan to address negative behavior. Discipline committee will support this work by analyzing school wide PBIS interventions for effective and ineffective elements proposing any necessary changes.*

## Root Cause Analysis

PD for restorative practices begins in March with a focus on building a foundation for alternative discipline. This is a long term plan for changing behavior beginning with PD, school visit, and a full staff 2 day training in August.

## Steps: how we will accomplish this goal

### ACTION STEP INTRODUCTION

PD will be provided to staff around relationship building, restorative practices, and class management. Our focus will be the guiding question, is what we are doing changing behaviors? Additionally, grade level teams will meet with a focus on identifying students who are high offenders and develop a positive intervention plan for those specific students.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Discipline team and GWCI team will combine in order to develop a more comprehensive look at discipline related issues.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Grade level teachers will record positive interactions with students. Good News from Schools postcards and Bright Spot notes will be given to students. A focus on positive interactions and away from negative interactions will build relationships and decrease negative behaviors.

# 6th Grade Science Goal

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

*By the end of the unit, students will successfully complete the test question, "Explain how the human body is a system of interacting subsystems that depend on one another for survival." by listing different systems and subsystems, how they relate to organelles in single-celled organisms, and what these systems are responsible for to keep organisms alive. We will check student learning through formative work weekly checking student understanding through various assignments done individually and in science teams.*

## ☰ Steps: how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Student interactive journals for entry tasks, notes, investigation details and data, and weekly reflections.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Scaffolded discussions with sample questions and sentence starters to help students feel more comfortable participating in discussions.

# 7th Grade Science Goal

*Achieve a 16% pass rate for the selected standard by the end of the quarter.*

*Current level of performance of 1-2% of seventh grade students are able to collect data and use standard calculations of density, for example, to understand what the data shows and be able to make predictions based on that data. At the end of the CAP period 16-26% will be able to perform these standard calculations as measured by the Gray seventh grade CAP assessments.*

## ☰ Steps: how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Interactive notebooks Avid strategies Best practices Differentiation Use of ZPD Project-based learning Restorative techniques

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Scaffolding Interactive reader technology Use of instructional coach for support as necessary Translators for ELL students. Graphic organizers/ foldables  
Interactive notebooks Learning logs

# 8th Grade Science Goal

*Achieve a 15% pass rate for the selected standard by the end of the quarter.*

*Current level of performance of 1-2% of eighth grade students are able to collect data and record appropriate information, for example, to understand what the data shows and be able to make predictions based on that data. At the end of the CAP period 15-25% will be able to perform these standard calculations as measured by the Gray eighth grade CAP assessments.*

## ☰ Steps: how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Interactive notebooks Avid strategies Best practices Differentiation Use of ZPD Project-based learning Restorative techniques

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Scaffolding Interactive reader technology Use of instructional coach for support as necessary Translators for ELL students. Graphic organizers/ foldables  
Interactive notebooks Learning logs

