

## Hunt Middle School

# Continuous Achievement Process & Plan 2023 Quarter 2

*Hunt was built in the 1950s and became an iconic comprehensive middle school in the westend of Tacoma. Hunt was closed as part of the school improvement process and was labeled in the bottom 5%. After 11 years Hunt was rebuilt and is reopening as a 6-8 comprehensive middle school serving west Tacoma and the Oakland neighborhoods. Hunt will start with 6th and 7th grades and roll up the following year adding 8th grade. Hunt is re-established as an IB Middle Years Program School.*

### Our Vision

We collaborate, We create, We make connections with our communities.

### Our Mission

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

# 6th Grade Math Goal

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

*Based on the pre-assessment data 0% of my students were able to meet a level 6 on the continuum by implementing this plan, my goal is that by 3/21 70% will be able to demonstrate a level 6 on the continuum on the similar assessment.*

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

**STANDARD:** 6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

**UNIT:** Topic 5 - Understand and Use Ratio and Rate

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Hands on activities that develop conceptual understanding GLAD- Signal Word, inquiry chart, T-chart for social skills: Critical Thinking, Team Points, Seminar space and move back challenge teachers will use whole group, partner and small group instruction to support students in understanding of to ensure students are able to · Write and model ratios · Find equivalent ratios with multiplication and division · Represent and graph ratios · Find unit rates to compare 2 quantities with unlike measures · Solve problems with unit price and constant speed · Convert units with conversions factors and dimensional analysis Through Making models Scavenger Hunts Math games Stronger and Clearer With a focus on Topic 5 Additionally, students will monitor their progress by self-assessing their ability to meet the learning target daily based on the 1-8 continuum and feedback will be given daily during move back challenges and upon completing bi-weekly checks for understanding.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

focused and intentional small groups either in rotation or stations.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition students receiving Sped and EL services will participate in small group instruction for 45 minutes 3x a week with a focus on 6.RP.A.3. Math intervention will use success maker and offer individualized instruction 3x84 min a week including strategy practice around processing math notes, collaborative study groups around math problems, and stem/3 act tasks .

# 6th Grade ELA Goal

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

*Based on the pre-assessment data, 4% of my students were able to give detailed justification of opinions and ideas with a range of examples and thorough explanations; use accurate terminology by implementing high yield strategies such as close reading, heads together, philosophical chairs, 4 corners, and socratic seminar my goal is that by March 15 80% will be able to demonstrate a 5 or higher on the IB scale*

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

**STANDARD:** RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

by implementing close reading, identifying claims with reason and evidence, paraphrasing, notetaking, cooperative learning, socratic seminar, talking points strategy, reflections based on don't got it, almost, and got it. Teachers will use whole group, partner, and small group instruction to support students in understanding of RI.6.1 to ensure students are able to engage and orient the reader, identify information that they will use to state a claim, convey reasons and evidence to support the claim made, paraphrase information from a text through close reading of pro/con article, collaborative discussion, graphic organizers, sentence starters/frames, write claim, evidence, reasons with a focus on giving detailed justification of opinions and ideas on the rubric.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

during independent/challenging work, teacher will facilitate direct instruction to targeted students based on formative assessments (Do Now questions, check for understanding, sentence stems, graphic organizers, group work, and exit slips) using visual models to reteach concepts of the unit.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving sped services will participate in small group instruction for 30 minutes 2 times per week with a focus on CCSS W.6.3 Support teachers will facilitate small group. Students will utilize springboard book, audio, writing model, notebook notes, structure partner talk, and graphic organizer. Progress will be measured by exit slips, feedback and brought to PLC meetings to inform next steps

# 7th Grade Math Goal

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

*Based on the pre-assessment data, 10% of my students were able to demonstrate understanding of problem solving with equations and inequalities using variables. By implementing high yield strategies and targeted small group instruction based on formative data my goal is that by 2/28/2023, 75% will be able to demonstrate understanding solving equations and inequalities in real life situations on a similar assessment.*

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

**STANDARD:** 7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional  $\frac{1}{10}$  of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar  $9\frac{3}{4}$  inches long in the center of a door that is  $27\frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

**UNIT:** Topic 6 - Solve Problems using Equations and Inequalities

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing 1. Seminar space (direct instruction of new skills) 2. Team tasks (collaboration of problem solving/consensus) 3. A/B Partner Protocol (sharing with structured stems) teachers will use whole group, partner and small group instruction to support students in understanding 7.EE.B.3 and 7.EE.B.4 to ensure students are able to understand how to solve multistep real life mathematical problems and use variables to represent quantities in real-life. This will be done through inquiry tasks to observe real life scenarios with a focus on accurately solving equations and inequalities and accurately demonstrate variables in real world situations. Additionally, students will monitor their progress by feedback given to them via exit slips and checks for understanding. And feedback will be given through written and verbal feedback in every learning block.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During independent/challenge work, teacher will facilitate direct instruction to targeted students based on formative assessments (move back challenges, checks for understanding, and exit slips) using visual models to reteach concepts of unit.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving (SPED, Title/LAP, EL) services will participated in small group instruction for 30 minutes 2 times a week with a focus on CSS7.EE.B.3 and 7.EE.B.4 standards. Support teachers will facilitate small group and utilize peer model support. Students will utilize visual representations, notebook inserts, and PPT printouts. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# 7th Grade ELA Goal

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

*Based on pre-assessment data 33% of my students were able to adequately analyze how elements of a story interact. By implementing Notice and Note Reading strategies and a graphic organizer to outline thinking my goal is that by March 20th 75% will be able to demonstrate proficiency.*

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

**STANDARD:** RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**UNIT:** Narrative Reading and Writing

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing: anchor charts with what readers do : use schema, visualize, ask questions, make inferences, determine importance, and retell/synthesize. Post on the classroom wall and return to it multiple times each lesson asking, "Which of these habits are you using now ?" Frequently ask students to connect their thinking to one of these reading skills. Frequently ask students to reflect on their progress in using these skills. Create and use graphic organizers targeting specific areas of analysis to be emphasized in this unit. Give feedback on and ask students to reflect on their use of the graphic organizers to collect their thinking. Frequent partner, small group, and whole class discussion. Teachers will use whole group, partner, small group, and small group instruction to support students in understanding of RL 7.3, SL 7.1, to ensure students are able to comprehend and analyze and discuss literary work form and support ideas with evidence and reasoning, collaborate with others to build on ideas through reading, discussing, note-taking, reflecting with a focus on complete and thoughtful recording of questions, inferences, visualizations, and connections in notecatchers/graphic organizers

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In stations or small groups, I will use the help of para to help with reading , comprehension, notetaking and discussion of the chapters. I will provide visuals of summaries of each chapter each day to provide background for those that did not get it, absent, or forgot the material.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving sped (Title/LAP, EL, SPED) services will participate in small group instruction for 85 minutes, 2/3 times a week with a focus on RL7.4 standard. Support teachers will pre teach skills in intervention class as well as support in the class in small groups. Students will practice identify figurative language and explain what the author is trying to say and creating their own similes/metaphors. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# 8th Grade Math Goal

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

*Based on the pre-assessment data, 0% of my students were able to show their understanding of linear functions. By implementing the attached high yield strategies like summarizing and notetaking and learning with others, my goal is that by 2/16/23, 38% will be able to identify and evaluate linear functions on the similar assessment.*

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

**STANDARD:** HSF-BF.B.3 Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

**UNIT:** Topic 3 - Linear Functions

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing summarizing and note-taking and learning with others/collaborative study groups teacher will use whole group, partner, and small group instruction to support students in understanding of HSF.BFB.3 to ensure students are able to complete/create function machines/tables, use function notations with linear equations, and play linear functions to scatter plots through interpreting a graph or table to create an equation in function notation, using data to create scatter plots and adding a trend line with a focus on showing relationships between 2 variables through linear equations in function notation and show a relationship between 2 variables through graphs on a coordinate plane.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

1. Small group/ stations with differentiated instruction based on formative assessments. 2. Structured notetaking 3. Intentional partner pairings for peer tutoring.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving SpEd services will participate in small group instruction for 30 minutes, 1 time a week with a focus on the priority standard. Support teachers will provide direct instruction, scaffolded examples, and repetitive practice. Students will understand that a function is a rule that each input has exactly one output and those values create ordered pairs on a graph. Progress will be measured by exit slips, consistent feedback, and brought to PLC meeting to inform classroom teachers of progress.

# 8th Grade ELA Goal

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

*Based on the pre-assessment data, 39% of my students were able to compare and contrast their lives and the lives of someone else's. By implementing RL 8.3 and SL8.1 my goal is that by the end of February 65% will be able to demonstrate a 6 or higher on a similar assessment.*

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

**STANDARD:** RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**UNIT:** Narrative Reading and Writing

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing identifying similarities and differences, visual representations, intentional vocabulary teachers will use whole group, partner, and small group instruction to support students in understanding of RL 8.6. I will be having intentional small reading groups. These groups will allow students to get a deeper understanding of the text to ensure students are able to compare and contrast the world of the book to our current reality. Through analyzing characters' wants and needs throughout the book, understanding the setting of the book, and understanding the different ways our world mirrors the book with focus on analyzing how lines of the story work together to reveal aspects of who the characters are and being able to orally explain the text and its connection to our world. Additionally, students will monitor their progress by giving them multiple opportunities to read the text and analyze what is happening. After, I will have students produce something that forces them to think critically about the text. I will be giving them feedback to help them better understand the book.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Reading groups are broken up into three small groups with three adults so that students have more opportunity to read the words out loud and smaller group discussions. This is to help with students' access to reading and providing scaffolding with notice and note strategies. Students receive small group instruction every other day for 70 minutes.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving SPED services will participate in small group instruction for 20 to 30 minutes, 2 to 3 times per week with a focus on RL 8.4. Support teachers will pull them in small groups to help them practice identifying different figurative languages. Progress will be measured by exit slips, consistent feedback and brought to PLC meetings to inform teachers of progress.

# SEL Goal

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

*We will provide regular opportunities for school-wide discussions around relevant and timely topics outside of advisory community-building circles. Using the "Sasquatch Summit" as a "drop everything and talk" school-wide conversation that involves all students, grade levels, teachers, support staff, admin participating in the same conversation at the same time once a month for the remainder of the school year. Ensure proper circle protocol is used so each circle participant has the opportunity to share their voice with the class more than once during the Sasquatch Summit. Rotate periods so student voice is being reflected in a variety of teacher, staff and student audience groups. Our goal is that the Sasquatch Summit will give students another forum to share their thoughts and feelings with their peers and Hunt staff and that students will report feeling as though their voices are heard in class (from 72% to 85% as measured by the end-of-the-year Climate Survey).*

## ☰ Steps: how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

Review topics that are relevant and timely to student population (i.e. community safety, belonging and bullying)

### STRENGTHENING ADULT SEL CAPACITY

Develop open-ended and scaffolded circle prompts for teachers to use in summit discussions.



# Behavior Goal

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

*based on last years data, 4.5 % were excluded from school . By implementing schoolwide common systems and language, friendship groups, mentor groups, edge coaching, TWCI team analysis, Grade Level team analysis, behavior interventions and preventions. My goal is that by 6/10/23 95% of student behaviors will not result in a suspension or exclsuionary discipline.*

## Root Cause Analysis

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

## Steps: how we will accomplish this goal

### ACTION STEP INTRODUCTION

To help students build their executive function skills, conflict resolution skills, and build upon relationships, self management, self awareness and awareness of others we will be working on several different systems that will work together to provide a complex web of supports for students and staff.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Start up schoolside systems including adult supervision and relationship building. Implement a restorative team and program that will faciliate restorative conversations at the classroom door and in circle conversations. Implement a Dads group working with males of color, friendship groups, edge coaching for a specific and identified list of kids . Provide positive reinforcement regularly to individuals, to groups both planned and surprise.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Additionally we will be building upon our grade level team meeting/PLCs with tools and resources to discuss students with needs, picking strategies to implement, collect data and reflection. There will be a tool document for strategy starters, a document to track students, and protocols at the PLC to help give all teachers voice with a concluding component that requires an action step by the teaching staff that they are responsible for.

# 6th Grade Science Goal

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

*Based on the preassessment data 0% of students were able to develop a model to show what causes hail to occur =. By implementing hands on investigations, observations, and data collection, drawign diagrams representations in INB and continuously updating versions of individual models and class consensus models my goal is that by Marhc 7, 2023, 60% will be able to demonstrate their ability to develop a model to show what causes hail to occur as shown as shown on the rubric as shown on the rubric as level 6.*

## ☰ Steps: how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing multiple notice/wonder charts in their INBs to record their observations and to generate questions they have. Think pair share/heads together before whole group discussion. Class consensus model & driving questions board . Teachers will use whole group, partner and small group instruction to support students in understanding of MS-ESS2-6 adn MS-ESS2-5 to ensure students are able to develop a model, use a model, record patterns, analyze data, describe unequal heating and rotation, describe energy transfer and particle density through hands on investigations, observations, and data collection, diagram representations in INBs of each concept discovered through investigations, updated versions of individual models and class consensus models with a focus on accurately interpret data and use correct scienctific reasoning. Additionally students will monitor their progress by removing post it note questions from teh driving question board as the class discovers the answer to each question, discussing and recording on a progress tracker poster what new information was discovered in each investigation, updating student models and class consensus model to incorporate new concepts learned and reviewing the progression of the models.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

providing students with communicating in scientific wasy sheet with sentence stems ( to add to what, I agree/disagree) to have on desk during table and whole group discussions. Provide students with sentence stems for notice/wonder charts . Shar eidea in table groups and the the whole group. Exposure to ideas multiple times from multiple peers and sharing own ideas in low pressure settings

# 7th Grade Science Goal

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

*Based on the pre-assessment data, 26% of my students were able to develop an initial model to explain the cause of the patients symptoms and the connections it has to other body systems. By implementing structured talk, use of visuals, and hands on investigations. My goal is that by March 10th, 50% will be able to develop a model to correctly explain the cause of a patient's symptoms and the connections it has to other body systems on a similar assessment.*

## ☰ Steps: how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing structured talk ( heads together, AB protocol), visuals( initial student models, videos), GLAD strategies ( observation charts, sentence stems). Teachers will use whole group, partner, and small group instruction to support students in understanding of using an argument supported by evidence for how the body is a system of interacting subsystems composed of group of cells to ensure students are able to explain what a healthy digestive system looks like and what our patients digestive system looks like, how the small intestine allows smaller molecules to travel through it but not complex molecules, compare what waste products are eliminated from the body of a healthy person and our patients, how our saliva in our mouth causes a chemical reaction to break down the complex molecules into smaller ones, the progression of food through the digestive system through hands on investigations, creating visuals, constructing CLEVR statements with a focus on data that is correctly collected , organized and present in numerical and/or visual form, accurately interpret graphs and images and using scientific reasoning,

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

I will use intentional pairings for my class to pull a select group of students for 20 minutes once a week focusing on analyzing images, interpreting graphs and creating models

# 8th Grade Science Goal

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

*Based on the pre-assessment data, 7% of my students were able to show their understanding of how sound from one object can cause another object to move. By implementing high-yield strategies like clear/modeled expectations and learning with others, my goal is that by 2/24/23, 50% will be able to demonstrate a model of sound waves travel and cause a reaction on other objects on the similar assessment.*

## ☰ Steps: how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Clear/Modeled Expectations and Learning with others teachers will use whole group, partner and small group instruction to support students in understanding of developing and using a model to describe that waves are reflected, absorbed, or transmitted through various materials by using inquiry around sound to create a driving questions board, discover that vibrations are related to force and energy, identify characteristics of waves, and show that wave patterns (amplitude and frequency) are related to pitch through hands on investigations with musical instruments and motion detectors with data collection and analysis, as well as CL-EV-R – Claim, evidence, and reasoning communication verbally and written. With a focus on (look-fors in rubric) • Graphical representations of distance, force, and volume • Evidence supporting that force causes vibrations to create sound Additionally, students will monitor their progress by (how does this look) • Completing a formative assessment in Lesson e and self-assessing their own understanding. And feedback will be given (how often, who & when) • After each formative assessment with written feedback and throughout hands-on investigations with small groups and/or individuals

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

I will use station work with differentiated instruction based on formative assessments, sentence stems for CL-EV-R, and structured partner talk using A/B protocol.

