

Giaudrone Middle School

Continuous Achievement Plan

2018-19 | Q4

Angelo Giaudrone Middle School is nestled on the corner of Alaska and 49th street in the south-east part of Tacoma with a current enrollment of 630 students. Giaudrone was named for Dr. Angelo Giaudrone who from 1956 to 1974 served as Tacoma's Superintendent of Schools. Dr. Giaudrone is most noted for his successful innovations in the district to desegregate Tacoma's schools, mainstream physically challenged children, magnet school programs which coupled with open enrollment. Today Giaudrone is an International Baccalaureate School with a Middle Years Program designed to encourage students to make practical connections between their studies and the real world. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents.

Giaudrone is a Title I school qualifying with 71.29% Free and Reduced lunch.

Giaudrone is a diverse school with 28% White, 24% Black/African American, 21% Hispanic/Latino, 13% Asian, 4% Native Hawaiian/Pacific Islander, 2% American Indian/Alaskan Native and 8% Two or more races.

"Husky Vision- Giaudrone Huskies: Ready for high school, ready for life, ready to change the world.

Husky Mission: At Giaudrone Middle School, collaborative and passionate staff, with a mindset for growth, work to help students see and achieve the Husky Vision. This Vision will be achieved by building relationships with students and by...

Providing: *Meaningful and rigorous instruction *Multi-layered support *A safe learning environment *Progress monitoring for student achievement

GOAL: Decrease the percentage of African American students in level 1 for Writing (Claim 2) from 38% to 28%.

Students will shift from minimal understanding of how to produce effective and well-grounded writing to producing effective and well-grounded writing for a range of purposes and audiences at a mid/end of year grade level.



GRADE

6



LEVEL

1



AREA OF FOCUS

Writing



GROUP

African American

➔ Action Step

Gradual release- small group and 1:1 instruction.

➔ Action Step

Sentence stems/frames for Tier III(Level 1) students.



Measurement CFA (Common Formative Assessment)



Date 4th quarter



Resources Available

IABs, SBA and IB rubrics, writing exemplars, Smarter Balanced digital library, Literacy Framework links and resources, Instructional Coach.



Resources Needed

IB training around rubrics, digital resource library training, PD around writing standards and alignment of students needs.



Responsible

Content teachers, principal, assistant principal, IB coordinator and Instructional Coach.

GOAL: Decrease the percentage of African American students in Level 1 Reading from 37% to 27%.

Students will shift from minimal understanding of text with low complexity to reading closely and analytically to comprehend a range of increasingly complex literary and informational texts at mid/end of year grade level .



GRADE

7



LEVEL

1



AREA OF FOCUS

Reading



GROUP

African American

→ Action Step

Gradual release- small group and 1:1 instruction. [↗](#)



→ Action Step

Multipile text at students reading level to access content and make meaning. [↗](#)



Measurement CFA (Common Formative Assessment)

Date 4th quarter

Resources Available

IABs, SBA and IB rubrics, writing exemplars, Smarter Balanced digital library, Literacy Framework links and resources, Instuctional Coach. [↗](#)



Resources Needed

IB training around rubrics, digital resource library training, PD around writing standards and alignment of students needs. [↗](#)



Responsible

Content teachers, principal, assistant principal, IB coordinator and Instrctional Coach. [↗](#)



GOAL: Decrease the percentage of African American students in Level 1 Writing (claim 2) from 59% to 49%.

Students will shift from minimal understanding of how to produce effective and well-grounded writing to producing effective and well-grounded writing for a range of purposes and audiences at a mid/end of year grade level.



GRADE

8



LEVEL

1



AREA OF FOCUS

Writing



GROUP

African American

→ Action Step

Gradual release- small group and 1:1 instruction. [↗](#)



→ Action Step

Sentence stems/frames for Tier III(Level 1) students. [↗](#)



Measurement CFA (Common Formative Assessment)

Date 4th Quarter

Resources Available

IABs, SBA and IB rubrics, writing exemplars, Smarter Balanced digital library, Literacy Framework links and resources, Instructional Coach. [↗](#)



Resources Needed

IB training around rubrics, digital resource library training, PD around writing standards and alignment of students needs. [↗](#)



Responsible

Content teachers, principal, assistant principal, IB coordinator and Instructional Coach. [↗](#)



GOAL: Reduce the percentage from 53% to 43% for African American student in Level 1 for Claim 1 which asks students to solve, model and analyze problems.

Students will shift from a minimal ability to solve problems and applied mathematics to being able to solve a range of complex well-posed problems and applied mathematics, making productive use of knowledge and problem solving strategies at a mid/end of year grade level.



GRADE

6



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

African American

→ Action Step

Tiered assignments for Tier III students.

→ Action Step

Gradual release- small group and 1:1 instruction.



Measurement CFA (Common Formative Assessment)



Date 4th quarter



Resources Available

IABs, SBA and IB rubrics, Smarter Balanced digital library, Math Framework links and resources, Instructional Coach.




Resources Needed

Problem solving exemplars, training around the levels of demand for problem solving and tasks that promote problem solving.



Responsible

Content teachers, principal, assistant principal, IB coordinator and Instructional Coach. 



GOAL: Reduce the percentage from 60% to 50% for A A students in L1 for Claim 1 which asks students to solve, model and analyze problems.

Students will shift from a minimal ability to solve problems and applied mathematics to being able to solve a range of complex well-posed problems and applied mathematics, making productive use of knowledge and problem solving strategies at a mid/end of year grade level.



GRADE

7



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

African American

➔ Action Step

Tiered assignments for Tier III students. [?](#)



➔ Action Step

Gradual release- small group and 1:1 instruction. [?](#)



Measurement CFA (Common Formative Assessment)

Date 4th Quarter

Resources Available

IABs, SBA and IB rubrics, Smarter Balanced digital library, Math Framework links and resources, Instructional Coach. [?](#)



Resources Needed

Problem solving exemplars, training around the levels of demand for problem solving and tasks that promote problem solving. [?](#)



Responsible

Content teachers, principal, assistant principal, IB coordinator and Instructional Coach. [?](#)



GOAL: Reduce the percentage from 59% to 49% for African American students in Level 1 for Claim 1 which asks students to solve, model and analyze problems.

Students will shift from a minimal ability to solve problems and applied mathematics to being able to solve a range of complex well-posed problems and applied mathematics, making productive use of knowledge and problem solving strategies at a mid/end of year grade level.



GRADE

8



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

African American

➔ Action Step

Tiered assignments for Tier III students. [?](#)



➔ Action Step

Gradual release- small group and 1:1 instruction. [?](#)



Measurement CFA (Common Formative Assessment)

Date 4th Quarter

Resources Available

IABs, SBA and IB rubrics, Smarter Balanced digital library, Math Framework links and resources, Instructional Coach. [?](#)



Resources Needed

Problem solving exemplars, training around the levels of demand for problem solving and tasks that promote problem solving.

Responsible

Content teachers, principal, assistant principal, IB coordinator and Instructional Coach. [?](#)



GOAL: Decrease the percentage of A A students with a <C for Writing (Domain 2) from 55% to 44%. 5 students to 4

Of the students receiving a C or below, there was a disproportionate number of African American students. Students who receive a C or below do not meet standard on like subject SBA.



GRADE

6



LEVEL

2



AREA OF FOCUS

Writing



GROUP

African American

➔ Action Step

Gradual release- small group and 1:1 instruction. [?](#)



➔ Action Step

Sentence stems/frames for Tier III(Level 1) students. [?](#)



Measurement CFA (Common Formative Assessment)

Date 4th Quarter

Resources Available

IABs, SBA and IB rubrics, writing exemplars, Smarter Balanced digital library, Literacy Framework links and resources, Instructional Coach. [?](#)



Resources Needed

IB training around rubrics, digital resource library training, PD around writing standards and alignment of students needs. [?](#)



Responsible

IB training around rubrics, digital resource library training, PD around writing standards and alignment of students needs. [?](#)



GOAL: Decrease the percentage of AA students with a D+> for Writing (Domain 2) from 29% to 17%. 5 students to 3

Of the students receiving a D+ or below, there was a disproportionate number of AA students. Students who receive a D+ or below do not meet standard on like subject SBA.



GRADE

7



LEVEL

1



AREA OF FOCUS

Writing



GROUP

African American

➔ Action Step

Gradual release- small group and 1:1 instruction. [↗](#)



➔ Action Step

Sentence stems/frames for Tier III(Level 1) students. [↗](#)



Measurement CFA (Common Formative Assessment)

Date 4th Quarter

Resources Available

IABs, SBA and IB rubrics, writing exemplars, Smarter Balanced digital library, Literacy Framework links and resources, Instructional Coach. [↗](#)



Resources Needed

IB training around rubrics, digital resource library training, PD around writing standards and alignment of students needs. [↗](#)



Responsible

IB training around rubrics, digital resource library training, PD around writing standards and alignment of students needs. [↗](#)



GOAL: Decrease the percentage of AA students with a D+> for Writing (Domain 2) from 63% to 45%. 14 students to 10

Of the students receiving a D+ >, there was a disproportionate number of AA students. Students who receive a D+ > do not meet standard on like subject SBA.



GRADE

8



LEVEL

1



AREA OF FOCUS

Writing



GROUP

African American

➔ Action Step

Gradual release- small group and 1:1 instruction. [?](#)



➔ Action Step

Sentence stems/frames for Tier III(Level 1) students. [?](#)



Measurement CFA (Common Formative Assessment)

Date 4th Quarter

Resources Available

IABs, SBA and IB rubrics, writing exemplars, Smarter Balanced digital library, Literacy Framework links and resources, Instructional Coach.

Resources Needed

IB training around rubrics, digital resource library training, PD around writing standards and alignment of students needs. [?](#)



Responsible

IB training around rubrics, digital resource library training, PD around writing standards and alignment of students needs. [?](#)



GOAL: Reduce the % from 56% to 43% for A A students in L 1 (< C) for Claim 1 which asks students to solve, model and analyze problems. 9 students to 7

Of the students receiving a C or below, there was a disproportionate number of African American students. Students who receive a C or below do not meet standard on like subject SBA



GRADE

6



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

African American

➔ Action Step

Tiered assignments for Tier III students. [↗](#)



➔ Action Step

Gradual release- small group and 1:1 instruction. [↗](#)



Measurement CFA (Common Formative Assessment)

Date 4th Quarter

Resources Available

IABs, SBA and IB rubrics, Smarter Balanced digital library, Math Framework links and resources, Instructional Coach. [↗](#)



Resources Needed

Problem solving exemplars, training around the levels of demand for problem solving and tasks that promote problem solving. [↗](#)



Responsible

Content teachers, principal, assistant principal, IB coordinator and Instructional Coach. [↗](#)



GOAL: Reduce the % from 23% to 10% for A A students in L 1 (< D+) for Claim 1 which asks students to solve, model and analyze problems. 5 students to 2

Of the students receiving a D+ or below, there was a disproportionate number of African American students. Students who receive a D+ or below do not meet standard on like subject SBA



GRADE

7



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

African American

➔ Action Step

Tiered assignments for Tier III students. [↗](#)



➔ Action Step

Gradual release- small group and 1:1 instruction. [↗](#)



Measurement CFA (Common Formative Assessment)

Date 4th Quarter

Resources Available

IABs, SBA and IB rubrics, Smarter Balanced digital library, Math Framework links and resources, Instructional Coach. [↗](#)



Resources Needed

Problem solving exemplars, training around the levels of demand for problem solving and tasks that promote problem solving. [↗](#)



Responsible

Content teachers, principal, assistant principal, IB coordinator and Instructional Coach. [↗](#)



GOAL: Reduce the % from 61% to 50% for A A students in L 1 (< D+) for Claim 2 which asks students to solve, model and analyze problems. 11 students to 9

Of the students receiving a D+ or below, there was a disproportionate number of African American students. Students who receive a D+ or below do not meet standard on like subject SBA



GRADE

8



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

African American

➔ Action Step

Tiered assignments for Tier III students. [↗](#)



➔ Action Step

Gradual release- small group and 1:1 instruction. [↗](#)



Measurement CFA (Common Formative Assessment)

Date 4th Quarter

Resources Available

IABs, SBA and IB rubrics, Smarter Balanced digital library, Math Framework links and resources, Instructional Coach. [↗](#)



Resources Needed

Problem solving exemplars, training around the levels of demand for problem solving and tasks that promote problem solving. [↗](#)



Responsible

Content teachers, principal, assistant principal, IB coordinator and Instructional Coach. [↗](#)

