

Mason Middle School

# Continuous Achievement Plan

2018-19 | Q4

The Mission of Mason Middle School is to promote a safe, successful, and rigorous academic community for diverse learners. While our students demonstrate generally positive performance on academic measures, we are continually studying and reflecting on our performance data in order to identify gaps in student performance among various student groups in order to intervene in meaningful and effective ways. This plan reflects our most recent analysis of the data and our plan to intervene with the groups who need it the most.

# GOAL: At least 2 additional Special Education students at Level 2 in Reading (Claim 1) will show growth toward Level 3.

These students will increase their understanding of more complex reading texts and be able to support their understanding by citing evidence from the text.



GRADE

6



LEVEL

2



AREA OF FOCUS

Reading



GROUP

Special Education

## → Action Step

Teachers in all content areas will use AVID reading strategies such as: close reading, summarizing/paraphrasing, and content-specific vocabulary on a weekly basis in order to build reading comprehension skills.

## → Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iReady-Reading (iReady Universal Screener)



**Date** 1/25/2019



**Resources Available**

6 hours of staff Professional Development on topics of Special Education differentiation and AVID strategies  
iReady diagnostic Reading assessment  
AVID library of instructional strategies



**Resources Needed**

Ongoing professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

English Language Arts teachers are responsible for monitoring progress on this goal using the iReady Reading diagnostic

# GOAL: At least 3 additional Special Education students at Level 2 in Reading (Claim 1) will show growth toward Level 3.

These students will increase their understanding of more complex reading texts and be able to support their understanding by citing evidence from the text.



GRADE

7



LEVEL

2



AREA OF FOCUS

Reading



GROUP

Special Education

## → Action Step

Teachers in all content areas will use AVID reading strategies such as: close reading, summarizing/paraphrasing, and content-specific vocabulary on a weekly basis in order to build reading comprehension skills.

## → Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iReady-Reading (iReady Universal Screener)



**Date** 1/25/2019



**Resources Available**

6 hours of staff Professional Development on topics of Special Education differentiation and AVID strategies

iReady diagnostic Reading assessment

AVID library of instructional strategies



**Resources Needed**

Ongoing professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

English Language Arts teachers are responsible for monitoring progress on this goal using the iReady Standards Mastery

## GOAL: At least 3 additional Special Education students at Level 2 in Reading (Claim 1) will show growth toward Level 3.

These students will increase their understanding of more complex reading texts and be able to support their understanding by citing evidence from the text.



GRADE

8



LEVEL

2



AREA OF FOCUS

Reading



GROUP

Special Education

### → Action Step

Teachers in all content areas will use AVID reading strategies such as: close reading, summarizing/paraphrasing, and content-specific vocabulary on a weekly basis in order to build reading comprehension skills.

### → Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iReady-Reading (iReady Universal Screener)



**Date** 1/25/2019



**Resources Available**

6 hours of staff Professional Development on topics of Special Education differentiation and AVID strategies  
iReady diagnostic Reading assessment  
AVID library of instructional strategies



**Resources Needed**

Ongoing professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

English Language Arts teachers are responsible for monitoring progress on this goal using the iReady Standards Mastery

## GOAL: At least 1 additional Special Education student at Level 2 in Problem Solving (Claim 1) will show growth toward Level 3.

Students will be able to utilize the skills and knowledge necessary to solve mathematical problems and be able to explain a justification for the solution.



GRADE

6



LEVEL

2



AREA OF FOCUS

Problem Solving



GROUP

Special Education

### → Action Step

Students will use the AVID strategy of "marking the text" to analyze problem statements (in all content areas) on a weekly basis in order to pull out the pertinent information and plan a procedure needed to solve the problem before performing any computation.

### → Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iReady-Math (iReady Universal Screener)



**Date** 1/25/2019



**Resources Available**

6 hours of staff Professional Development on topics of Special Education differentiation and AVID strategies  
iReady diagnostic Math assessment  
AVID library of instructional strategies



**Resources Needed**

Ongoing professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

Math teachers are responsible for monitoring progress on this goal using the iReady Standards Mastery assessment.

## GOAL: At least 1 additional Special Education student at Level 2 in Problem Solving (Claim 1) will show growth toward Level 3.

Students will be able to utilize the skills and knowledge necessary to solve mathematical problems and be able to explain a justification for the solution.



GRADE

7



LEVEL

2



AREA OF FOCUS

Problem Solving



GROUP

Special Education

### ➔ Action Step

Students will use the AVID strategy of "marking the text" to analyze problem statements (in all content areas) on a weekly basis in order to pull out the pertinent information needed to solve the problem.

### ➔ Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iReady-Math (iReady Universal Screener)



**Date** 1/25/2019



**Resources Available**

6 hours of staff Professional Development on topics of Special Education differentiation and AVID strategies  
iReady diagnostic Math assessment  
AVID library of instructional strategies



**Resources Needed**

Ongoing professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

Math teachers are responsible for monitoring progress on this goal using the iReady Standards Mastery assessment.

## GOAL: At least 4 additional Special Education students at Level 2 in Problem Solving (Claim 1) will show growth toward Level 3.

Students will be able to utilize the skills and knowledge necessary to solve mathematical problems and be able to explain a justification for the solution.



GRADE

8



LEVEL

2



AREA OF FOCUS

Problem Solving



GROUP

Special Education

### ➔ Action Step

Students will use the AVID strategy of "marking the text" to analyze problem statements (in all content areas) on a weekly basis in order to pull out the pertinent information needed to solve the problem.

### ➔ Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iReady-Math (iReady Universal Screener)



**Date** 1/25/2019



**Resources Available**

6 hours of staff Professional Development on topics of Special Education differentiation and AVID strategies  
iReady diagnostic Math assessment  
AVID library of instructional strategies



**Resources Needed**

Ongoing professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

Math teachers are responsible for monitoring progress on this goal using the iReady Standards Mastery assessment.

## GOAL: Decrease the percentage of special education students in Level 1 for Reading (Claim 1) from 54% to 49%.

These students will increase their understanding of more complex reading texts and be able to support their understanding by citing evidence from the text.



GRADE

6



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

Special Education

### ➔ Action Step

Teachers in all content areas will use the AVID reading strategies of close reading and summarizing/paraphrasing on a weekly basis in order to build reading comprehension skills.

### ➔ Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iSM-Reading (iReady Standards Mastery)



**Date** 11/26/2018



**Resources Available**

iReady Standards Mastery assessment

AVID library of instructional strategies

AVID pathway trainings (in- and out-of-district offerings)



**Resources Needed**

Further professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

English Language Arts teachers are responsible for monitoring progress on this goal using the iReady Standards Mastery



## GOAL: Decrease the percentage of special education students in Level 1 for Reading (Claim 1) from 65% to 60% .

These students will increase their understanding of more complex reading texts and be able to support their understanding by citing evidence from the text.



GRADE

7



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

Special Education

### ➔ Action Step

Teachers in all content areas will use the AVID reading strategies of close reading and summarizing/paraphrasing on a weekly basis in order to build reading comprehension skills.

### ➔ Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iSM-Reading (iReady Standards Mastery)



**Date** 11/26/2018



**Resources Available**

iReady Standards Mastery assessment

AVID library of instructional strategies

AVID pathway trainings (in- and out-of-district offerings)



**Resources Needed**

Further professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

English Language Arts teachers are responsible for monitoring progress on this goal using the iReady Standards Mastery

## GOAL: Decrease the percentage of special education students in Level 1 for Reading (Claim 1) from 39% to 34%.

These students will increase their understanding of more complex reading texts and be able to support their understanding by citing evidence from the text.



GRADE

8



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

Special Education

### ➔ Action Step

Teachers in all content areas will use the AVID reading strategies of close reading and summarizing/paraphrasing on a weekly basis in order to build reading comprehension skills.

### ➔ Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iSM-Reading (iReady Standards Mastery)



**Date** 11/26/2018



**Resources Available**

iReady Standards Mastery assessment  
AVID library of instructional strategies  
AVID pathway trainings (in- and out-of-district offerings)



**Resources Needed**

Further professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

English Language Arts teachers are responsible for monitoring progress on this goal using the iReady Standards Mastery

# GOAL: Decrease the percentage of special education students in Level 1 for math problem solving (Claim 1) from 60% to 55%.

Students will be able to utilize the skills and knowledge necessary to solve mathematical problems and be able to explain a justification for the solution.



GRADE

6



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

Special Education

## ➔ Action Step

Students will use the AVID strategy of "marking the text" to analyze problem statements (in all content areas) on a weekly basis in order to pull out the pertinent information needed to solve the problem.

## ➔ Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iSM-Math (iReady Standards Mastery)



**Date** 11/26/2018



**Resources Available**

iReady Standards Mastery assessment  
AVID library of instructional strategies



**Resources Needed**

Further professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

Math teachers are responsible for monitoring progress on this goal using the iReady Standards Mastery assessment.

## GOAL: Decrease the percentage of special education students in Level 1 for math problem solving from 77% to 72%.

Students will be able to utilize the skills and knowledge necessary to solve mathematical problems and be able to explain a justification for the solution.



GRADE

7



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

Special Education

### ➔ Action Step

Students will use the AVID strategy of "marking the text" to analyze problem statements (in all content areas) on a weekly basis in order to pull out the pertinent information needed to solve the problem.

### ➔ Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iSM-Math (iReady Standards Mastery)



**Date** 11/26/2018



**Resources Available**

iReady Standards Mastery assessment  
AVID library of instructional strategies



**Resources Needed**

Further professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

Math teachers are responsible for monitoring progress on this goal using the iReady Standards Mastery assessment.

# GOAL: Decrease the percentage of special education students in Level 1 for math problem solving (Claim 1) from 46% to 41%.

Students will be able to utilize the skills and knowledge necessary to solve mathematical problems and be able to explain a justification for the solution.



GRADE

8



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

Special Education

## ➔ Action Step

Students will use the AVID strategy of "marking the text" to analyze problem statements (in all content areas) on a weekly basis in order to pull out the pertinent information needed to solve the problem.

## ➔ Action Step

Teachers in all content areas will differentiate for Level 2 Special Education students using intentional student groupings, providing multiple entry points to the task, and providing learning opportunities that vary to match student readiness.



**Measurement** iSM-Math (iReady Standards Mastery)



**Date** 11/26/2018



**Resources Available**

iReady Standards Mastery assessment  
AVID library of instructional strategies



**Resources Needed**

Further professional development for teachers concerning differentiation techniques for supporting students with IEPs.



**Responsible**

All Mason teachers are responsible for implementing the Action Steps above in their content area.

Math teachers are responsible for monitoring progress on this goal using the iReady Standards Mastery assessment.