

Mason Middle School

Continuous Achievement Plan

2018-19 | Q2

The Mission of Mason Middle School is to promote a safe, successful, and rigorous academic community for diverse learners. While our students demonstrate generally great 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: 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



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 emphasize content-specific vocabulary on a weekly basis in order to build reading comprehension skills.



Measurement iReady Growth Monitoring Reading



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



GROUP

Special Education

→ Action Step

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→ Action Step

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Measurement iSM-Reading (iReady Standards Mastery)



Date 11/26/2018



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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



GROUP

Special Education

→ Action Step

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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

Whenever multi-step problems are presented (in any content area), students will first determine a procedure of steps necessary to solve the problem before beginning any computation or procedural tasks.



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

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Date 11/26/2018



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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

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LEVEL

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AREA OF FOCUS

Reading Foundational Skills



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