

Stewart Middle School

Continuous Achievement Plan

2018-19 | Q2

Stewart is a collaborative, passionate, professional team working to improve the mind, body and soul of the students and staff. We will be focusing on quality core instruction as we pursue AVID demo status. Our major focus will be implementing consistent writing strategies across disciplines. Stewart staff are also committed to building social emotional learning in a comprehensive middle school so that all students feel connected and are explicitly taught the 5 components of SEL.

GOAL: Decrease the percentage of EL students in Level 1 that can read closely and analytically to comprehend complex texts 75% (27) to 50% (18)

Students must be able to provide minimal evidence that they can identify connotative and denotative meaning of academic/domain specific words/phrases and words w/ multiple meanings based on context (level 2), to partial evidence (level 3), or adequately and/or thorough



GRADE

6



LEVEL

1



AREA OF FOCUS

Reading



GROUP

English Learners

➔ Action Step

As a whole staff, each teacher will provide three vocabulary words either academic tier 2 or domain specific tier 3 words for all students in each class. Teachers will use structure discourse to provide students with opportunities for making meaning.

➔ Action Step

All EL students will receive intervention instruction that includes extra vocabulary exposure, close reading, and literary lessons at their independent level as well as instructional level. Zinc, i-Ready instruction lessons, EL lessons, springboard modified.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 1/30/2019



Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies: INBs, structured talk, CCD, and 5 min follow up



Resources Needed

studios and learning walks, IABS or other forms of assessment around word meanings or vocabulary



Responsible

Rebecca Foster,
Cal-Jean Lloyd,
Put Hale,

GOAL: Decrease the percentage of EL students in Level 1 that can read closely and analytically to comprehend complex texts 57.1% (20) to 45% (15)

Students must be able to provide minimal evidence that they can identify connotative and denotative meaning of academic/domain specific words/phrases and words w/ multiple meanings based on context (level 2), to partial evidence (level 3), or adequately and/or thorough



GRADE

7



LEVEL

1



AREA OF FOCUS

Reading



GROUP

English Learners

→ Action Step

As a whole staff, each teacher will provide three vocabulary words either academic tier 2 or domain specific tier 3 words for all students in each class. Teachers will use structure discourse to provide students with opportunities for making meaning

→ Action Step

All EL students will receive intervention instruction that includes extra vocabulary exposure, close reading, and literary lessons at their independent level as well as instructional level. Zinc, i-Ready instruction lessons, EL lessons, springboard modified.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 1/30/2019



Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies: INBs, structured talk, CCD, and 5 min follow up



Resources Needed

studios and learning walks, IABS or other forms of assessment around word meanings or vocabulary



Responsible

Shannon Szymczak,
Connie Shines,
Jennifer Kazda,

GOAL: Decrease the percentage of EL students in Level 1 that can read closely and analytically to comprehend complex texts 64.7 % (11) to 50% (8)

Students must be able to provide minimal evidence that they can identify connotative and denotative meaning of academic/domain specific words/phrases and words w/ multiple meanings based on context (level 2), to partial evidence (level 3), or adequately and/or thorough



GRADE

8



LEVEL

1



AREA OF FOCUS

Reading



GROUP

English Learners

➔ Action Step

As a whole staff, each teacher will provide three vocabulary words either academic tier 2 or domain specific tier 3 words for all students in each class. Teachers will use structure discourse to provide students with opportunities for making meaning

➔ Action Step

All EL students will receive intervention instruction that includes extra vocabulary exposure, close reading, and literary lessons at their independent level as well as instructional level. Zinc, i-Ready instruction lessons, EL lessons, springboard modified.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 1/30/2019



Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies: INBs, structured talk, CCD, and 5 min follow up



Resources Needed

studios and learning walks, IABS or other forms of assessment around word meanings or vocabulary



Responsible

Michael Gilbert,
Odessa Hargrave,
Jennifer Kazda,

GOAL: Decrease the % of EL students in Level 1 construct viable arguments to support own reasoning & critique reasoning of others 62.2% (23) to 50% (19)

Students must shift from providing a simple argument with minimal clarity & provide precision to support their own reasoning to a viable argument with partial (level 2), adequate (level 3), or thorough clarity (level 4).



GRADE

6



LEVEL

1



AREA OF FOCUS

Communicating
Reasoning

GROUP

English Learners

➔ Action Step

As a whole staff, each teacher will provide a 5 minute follow up at the end of each lesson for students to practice summarizing their learning. There are 5 strategies for staff to choose from to help build consistency and routine for students.

➔ Action Step

formative exit tasks that include justifying thinking. Teachers will practice justification through entry tasks philosophical chairs.



Measurement iSM-Math (iReady Standards Mastery)



Date 1/10/2019



Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies at Waiver Day and team meetings.



Resources Needed

studios and learning walks



Responsible

Hillary Bridge,
Eva Chaillat,
Dianne Manley,

GOAL: Decrease the % of EL students in Level 1 construct viable arguments to support own reasoning & critique reasoning of others 77.1% (27) to 52% (18)

Students must shift from providing a simple argument with minimal clarity & provide precision to support their own reasoning to a viable argument with partial (level 2), adequate (level 3), or thorough clarity (level 4).



GRADE

7



LEVEL

1



AREA OF FOCUS

Communicating
Reasoning

GROUP

English Learners

➔ Action Step

As a whole staff, each teacher will provide a 5 minute follow up at the end of each lesson for students to practice summarizing their learning. There are 5 strategies for staff to choose from to help build consistency and routine for students.

➔ Action Step

formative exit tasks that include justifying thinking. Teachers will practice justification through entry tasks philosophical chairs.

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

 **Date** 1/10/2019

Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies at Waiver Day and team meetings.

Resources Needed

studios and learning walks

 **Responsible**

Patrick Paris,
Megan Hardy,
Dianne Manley,

GOAL: Decrease the % of EL students in Level 1 construct viable arguments to support own reasoning & critique reasoning of others 76.5 % (13) to 51% (8)

Students must shift from providing a simple argument with minimal clarity & provide precision to support their own reasoning to a viable argument with partial (level 2), adequate (level 3), or thorough clarity (level 4).



GRADE

8



LEVEL

1



AREA OF FOCUS

Communicating
Reasoning

GROUP

➔ Action Step

As a whole staff, each teacher will provide a 5 minute follow up at the end of each lesson for students to practice summarizing their learning. There are 5 strategies for staff to choose from to help build consistency and routine for students.

➔ Action Step

formative exit tasks that include justifying thinking. Teachers will practice justification through entry tasks philosophical chairs.

Measurement iSM-Math (iReady Standards Mastery)

Date 1/10/2018

Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies at Waiver Day and team meetings.

Resources Needed

studios and learning walks

Responsible

Yaara Arellano,
Michelle Martinez,
Dianne Manley,

GOAL: 5/6 students who are level 1 on ELA SBA will demonstrate their understanding of writing with a C or higher on RC.

students will develop their writing skills through narrative and short story elements.



GRADE

6



LEVEL

1



AREA OF FOCUS

Writing



GROUP

Other/Multiracial

➔ Action Step

As a whole staff, each teacher will provide a 5 minute follow up at the end of each lesson for students to practice summarizing their learning. There are 5 strategies for staff to choose from to help build consistency and routine for students.

➔ Action Step

Teachers will instruct and plan narrative writing for students. They will use the embedded Assessment to unpack rubric and set expectations for writing. Students will create small pieces of writing that build to the embedded assessment.

Measurement CFA (Common Formative Assessment)

Date 11/15/2018

Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies at Waiver Day and team meetings.

Resources Needed

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies at Waiver Day and team meetings.

Responsible

Rebecca Foster,
Cal-Jean Lloyd,
Put Hale,

GOAL: 5/7 students who are level 1 on ELA SBA will demonstrate their understanding of writing with a C or higher on RC.

students will develop their writing skills through narrative and fable/myth elements.



GRADE

7



LEVEL

1



AREA OF FOCUS

Writing



GROUP

Other/Multiracial

➔ Action Step

As a whole staff, each teacher will provide a 5 minute follow up at the end of each lesson for students to practice summarizing their learning. There are 5 strategies for staff to choose from to help build consistency and routine for students.

➔ Action Step

Teachers will instruct and plan narrative writing for students. They will use the embedded Assessment to unpack rubric and set expectations for writing. Students will create small pieces of writing that build to the embedded assessment.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 11/15/2018

Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies at Waiver Day and team meetings.

Resources Needed

studios and learning walks

 **Responsible**

Shannon Szymczak,
Connie Shines,
Jennifer Kazda,

GOAL: 6/8 students who are level 1 on ELA SBA will demonstrate their understanding of writing with a C or higher on RC.

students will develop their writing skills through narrative and point of view elements.



GRADE

8



LEVEL

1



AREA OF FOCUS

Writing



GROUP

Other/Multiracial

➔ Action Step

As a whole staff, each teacher will provide a 5 minute follow up at the end of each lesson for students to practice summarizing their learning. There are 5 strategies for staff to choose from to help build consistency and routine for students.

➔ Action Step

Teachers will instruct and plan narrative writing for students. They will use the embedded Assessment to unpack rubric and set expectations for writing. Students will create small pieces of writing that build to the embedded assessment.

Measurement CFA (Common Formative Assessment)

Date 11/15/2018

Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies at Waiver Day and team meetings.

Resources Needed

studios and learning walks

Responsible

Michael Gilbert,
Odessa Hargrave,
Jennifer Kazda,

GOAL: 5/6 students who are level 2 on Math SBA will demonstrate their understanding of communication and reasoning w/a C or higher on RC.

students will develop their communication and reasoning through ratios and unit rates.



GRADE

6



LEVEL

2



AREA OF FOCUS

Communicating
Reasoning

GROUP

Other/Multiracial

➔ Action Step

As a whole staff, each teacher will provide a 5 minute follow up at the end of each lesson for students to practice summarizing their learning. There are 5 strategies for staff to choose from to help build consistency and routine for students.

➔ Action Step

formative exit tasks that include justifying thinking. Teachers will practice justification through entry tasks philosophical chairs.

Measurement CFA (Common Formative Assessment)

Date 11/15/2018

Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies at Waiver Day and team meetings.

Resources Needed

0

Responsible

Hillary Bridge,
Eva Chaillat,
Dianne Manley,

GOAL: 6/7 students who are level 2 on Math SBA will demonstrate their understanding of communication and reasoning w/a C or higher on RC.

students will develop their communication and reasoning through rational numbers and ratios and proportional relationships.



GRADE

7



LEVEL

2



AREA OF FOCUS

Communicating
Reasoning

GROUP

Other/Multiracial

➔ Action Step

As a whole staff, each teacher will provide a 5 minute follow up at the end of each lesson for students to practice summarizing their learning. There are 5 strategies for staff to choose from to help build consistency and routine for students.

➔ Action Step

formative exit tasks that include justifying thinking. Teachers will practice justification through entry tasks philosophical chairs.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 11/15/2018

Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies at Waiver Day and team meetings.

Resources Needed

studios and learning walks

 **Responsible**

Patrick Paris,
Megan Hardy,
Dianne Manley,

GOAL: 7/8 students who are level 2 on Math SBA will demonstrate their understanding of communication and reasoning w/a C or higher on RC.

students will develop their communication and reasoning through integer exponents & scientific notation and linear functions and systems.



GRADE

8



LEVEL

2



AREA OF FOCUS

Communicating
Reasoning

GROUP

Other/Multiracial

➔ Action Step

As a whole staff, each teacher will provide a 5 minute follow up at the end of each lesson for students to practice summarizing their learning. There are 5 strategies for staff to choose from to help build consistency and routine for students.

➔ Action Step

formative exit tasks that include justifying thinking. Teachers will practice justification through entry tasks philosophical chairs.

Measurement CFA (Common Formative Assessment)

Date 11/15/2018

Resources Available

Staff August Retreat around writing/summarizing. Staff Meetings to follow up with summarizing and progress of student performance. AVID and summarizing strategies provided to teachers. PD around strategies at Waiver Day and team meetings.

Resources Needed

studios and learning walks

Responsible

Yaara Arellano,
Michelle Martinez,
Dianne Manley,