TACOMA PUBLIC SCHOOLS

Mount Tahoma High School
Continuous Achievement Process & Plan
2023 Quarter 2

Mount Tahoma strives to be a model for continuous growth. There are always ways to get better and the CAP is a way us to acknowledge a few of our growth areas as a learning community and model goal setting and working toward achieving our goals.

Our Vision

The Future of Tacoma is at Mount Tahoma: All T-birds will be PREPARED, feel EMPOWERED, and act with INTEGRITY

Our Mission

Our mission is that students will leave "choice-ready" upon graduation. They will have the rigorous academic preparation to be ready for college, they will have at least one industry recognized certificate so that they are ready to join the workforce, they will have the opportunity to meet entrance requirements into the military. Students will leave with a verified acceptance to the next institution and more importantly, have the ability to choose what they will do after graduation.

ACADEMIC EXCELLENCE

9th Grade ELA Goal

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

By the end of the CAP cycle June 23, 60% of students will meet or exceed standard in their ability to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning scored with a common rubric. 60% will successfully write an argumentative essay in a common post-assessment. We will accomplish this by establishing an Inclusive and equitable class culture that supports small group instruction and group work, ensuring that all text is relevant and at IEP and/or above cognitive levels in complexity.

Curriculum: the standards and units we are targeting

STANDARD: RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
UNIT: Informational/Explanatory Reading and Writing

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Scaffolding Graphic Organizers Discussion protocols Collaborative groupings Short and long non-fiction sources

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Feedback Writing Conferences Peer Review Self-reflection Student set learning goals

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Use of Formative assessments Small group Instruction Sentence Stems Scaffolded Writing Prompts Anchor Writing

ACADEMIC EXCELLENCE

10th Grade ELA Goal

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

By the end of the CAP cycle June 23, 60% of students will meet or exceed standard in their ability to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning scored with a common rubric. 60% will successfully write an argumentative essay in a common post-assessment. We will accomplish this by establishing an Inclusive and equitable class culture that supports small group instruction and group work, ensuring that all text is relevant and at IEP and/or above cognitive levels in complexity.

Curriculum: the standards and units we are targeting

STANDARD: RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
UNIT: Informational/Explanatory Reading and Writing

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Scaffolding Graphic Organizers Discussion protocols Collaborative groupings Short and long non-fiction sources

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Feedback Writing Conferences Peer Review Self-reflection Student set learning goals

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Use of Formative assessments Small group Instruction Sentence Stems Scaffolded Writing Prompts

ACADEMIC EXCELLENCE

11th Grade ELA Goal

Achieve a 55% pass rate for the selected standard by the end of the quarter.

By the end of the CAP cycle June 23, 55% of students will meet or exceed standard in their understanding and identification of the rhetorical analysis paragraph structure based on a written rhetorical analysis scored with a common rubric. 55% will successfully write a rhetorical analysis in a common post-assessment using a given text. We will accomplish this by establishing an Inclusive and equitable class culture that supports small group instruction and group work, ensuring that all text is relevant and at IEP and/or above cognitive levels in complexity.

Curriculum: the standards and units we are targeting

STANDARD: RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
UNIT: Narrative Reading and Writing

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Scaffolding Graphic Organizers Discussion protocols Collaborative groupings Short and long literary texts

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Feedback Writing Conferences Peer Review Self-reflection Student set learning goals

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Use of Formative assessments Small group Instruction Sentence Stems Scaffolded Writing Prompts

ACADEMIC EXCELLENCE

12th Grade ELA Goal

Achieve a 55% pass rate for the selected standard by the end of the quarter.

By the end of the CAP cycle June 23, 55% of students will meet or exceed standard in their understanding and identification of the rhetorical analysis paragraph structure based on a written rhetorical analysis scored with a common rubric. 55% will successfully write a rhetorical analysis in a common post-assessment using a given text. We will accomplish this by establishing an Inclusive and equitable class culture that supports small group instruction and group work, ensuring that all text is relevant and at IEP and/or above cognitive levels in complexity.

Curriculum: the standards and units we are targeting

STANDARD: RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
UNIT: Narrative Reading and Writing

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Scaffolding Graphic Organizers Discussion protocols Collaborative groupings Short and long literary texts

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Feedback Writing Conferences Peer Review Self-reflection Student set learning goals

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Use of Formative assessments Small group Instruction Sentence Stems Scaffolded Writing Prompts

ACADEMIC EXCELLENCE

Algebra 1 - Math Goal

Achieve a 20% pass rate for the selected standard by the end of the quarter.

Algebra 1 students will show a 20% increase in pass rate for the HSF-BF.B.3 standard Building Functions from Existing Functions by the end of second semester. We will use the development of transformation first with exponential and then with quadratic functions to assess and monitor conceptual understanding of graph behavior resulting from transformations of function equations. Each teacher will select a subgroup of students to focus on and monitor for purposes of attaining this goal. We will collaborate on developing a bank of strategies to engage students in self-assessment or support on specific aspects of transformations.

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: Chapter 7a - Functions

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Focused connections between table, graph and equation representations of functions and how different parts of the function impact the graph in specific ways. Comparison and review of transformations as new function families are developed.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Specific skill building for missing prerequisite knowledge.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Support from SpEd as appropriate, iXL, other supports consistent with student IEPs

ACADEMIC EXCELLENCE

Algebra 2 - Math Goal

Achieve a 30% pass rate for the selected standard by the end of the quarter.

S: Students will graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases M: Daily class Formative Assessments and Unit Summative Assessments. Goal is 30% meeting after each unit for each type of Function. A: Students will observe their progress through the assessment data. R: Need to backload basic Math & Algebra skills due to learning loss from the effects of online learning. The time of grade level instruction is lost in making up for this learning. T: At the end of each unit and by the end of the semester, hopefully by the time the SBA is given. I: Use engagement practices such as Habits of Mind & Engagement for Math Learning, Rough Draft Thinking and Rights & Responsibility of Learners Norms. E: All technology is provided for the students (computers & graphing calculators) and supplies are available for students to complete daily work. In class questioning strategies/protocols are in place so equal access to engagement is provided.

Curriculum: the standards and units we are targeting

STANDARD: HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
UNIT: Chapter 4 - Exponential, Power, and Logarithmic Functions

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Direct instruction Access to power points Rephrase reword 10-2-2 Think Pair Share

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Small group instruction One on one instruction Peer tutoring

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Students with disabilities have access to IXL and individualized instruction Need homework help through live online tutoring via TPS MTHS After school Tutoring

ACADEMIC EXCELLENCE

Geometry - Math Goal

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

The Geometry PLC Team goal is to increase the amount of students who assess as Meeting standard HSG.CO.B.8 from 40% to 75% before the end of the semester. We will accomplish this by sharing lesson plans, assessments, and rubrics amongst ourselves; as well as by using review/redo Wednesdays and by using claim, evidence, reasoning frameworks for our students. We will also be collaborating with the SPEd and ELL case managers of our students who require extra supports in order to make access to grade level material available through differentiation.

Curriculum: the standards and units we are targeting

STANDARD: HSG-CO.B.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
UNIT: Chapter 4 - Discovering and Proving Triangle Properties

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Assess students' current and prior knowledge to gauge where students are and what supports they will need with relationship to their needs in meeting the goal.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Review and redo Wednesdays as a vehicle to provide extra support and attention to students who are finding it hard to grasp content or are missing class. We still like our previously identified intervention strategies, however we will be incorporating claim, evidence, reasoning as another planned supporting framework. We like the logical framework this provides students and we feel it helps students to be more thoughtful in their making and supporting claims.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Collaborate with case managers of SPED and ELL students for finding strategies to help students who are facing difficulty accessing the grade level material. This includes scaffolding, focused review of missing skills, etc.

HEALTH AND SAFETY

SEL Goal

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

Positive communication home to build and improve relationships with all students, at Mount Tahoma during the 2022-2023 school year. 100% of Mt. Tahoma students will receive a positive communication home through phone calls, postcards, letters and a variety of other means. As of mid-October, 17% of students have received a positive communication home. At the end of the school year, we will collect student perception data through a survey. We will disaggregate through race and program type and do a focus group with a selection of students to gain feedback about impact. Providing positive communications home for students seeks to address systemic injustices that are exacerbated by punitive discipline and communication practices typically found in schools.

Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Other students received various positive communication through various intentional means: 9.4 for new SAT/PSAT results discovered, after SAT/PSAT results from SAT school day, letters for incoming 9th graders of concern, welcome back postcards sent to all students 80-85% attendance from 21-22 school year. Thoughts around this include recognizing populations that are likely to be missed, and building a positive relationship w/ the counseling department and students. The next interventions include measuring impact via an 11th grade targeted focus group.

STRENGTHENING ADULT SEL CAPACITY

Additional small groups, classroom lessons, outside agency collaboration.

HEALTH AND SAFETY

Behavior Goal

Ensure 90% of students have behaviors NOT resulting in suspension or expulsion.

By the end of second semester, our goal is to have no less than 90% of students having behaviors not resulting in suspension or expulsion. To support this goal we will implement practices such as restorative circles/student mediation, parent-teacher contacts, and positive reinforcement and incentives for students demonstrating improvement in school engagement.

Root Cause Analysis

We will apply our Equity Framework across instructional and program settings. Implementing strategies such as creating meaningful context in instructions, leveraging cultural capital, and relationship building.

Steps: how we will accomplish this goal

ACTION STEP INTRODUCTION

Currently, 92.7% of students have not been suspended or expelled this school year. Our goal is to have no less than 90% of students suspended or expelled by the end of the school year.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Continued application of restorative practices, communication with family and implementation of school-wide engagement intervention framework.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Meetings with the family's of students struggling to engage and at-risk or school exclusion. Collaboration with SPED and ELL departments for student intervention support.

ACADEMIC EXCELLENCE

Biology - Science Goal

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

In a common post-assessment Lesson 8 Test.docx 60% of students will successfully answer the following questions: 1. What is Duchenne Muscular Dystrophy (DMD)? Is DMD inherited from a person's parents or do they get it from the environment? Explain. 2. Who is more likely to acquire DMD, boys or girls? Why is that? 3. It's very rare for someone with two X chromosomes to have DMD. Explain how a person with two X chromosomes the symptoms of DMD could have using what you know about inheritance and random mutation. 4. What is protein synthesis? How does a mutation arise during protein synthesis? Be sure to explain what is happening to DNA and mRNA. 5. What is the function of dystrophin in muscles? How does a mutation affect the function of dystrophin? Be sure to explain how different types of mutations cause different types of muscular dystrophy.

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

• Stop, Look and Listen thinking routine for clarifying claims and sources • Sort different claims into appropriate categories: explain ideas or positions, persuade people to change, or to mediate or reconcile conflicts between parties about the truth • Label the elements related to the argument: claims, reasons stated or implied, evidence cited, and how that evidence relates to and supports the claims • Determine the type of claim: claims of fact, claims of value, claims of policy • Work in groups to graphically represent claims and evidence from arguments

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

• Small groups—student and teacher led--Together go through a complex text that makes claims and identify the precise claim and its type • Small group---student and teacher led---Stop, Look and Listen thinking routine with differentiated texts • Small groups---student and teacher led-- Work together to evaluate the logical conclusion that is reached • Small Groups—student and teacher led--Practice evaluating claims by using examples with progressive complexity • and determine if the evidence is relevant and sufficient

ACADEMIC EXCELLENCE

Chemistry - Science Goal

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

S – • Who = Class of 2025 Chemistry students with consistent attendance • What = will meet standard • Why = these are foundations of chemistry and explanations for phenomenon in our world, builds the skill of logical thinking, evaluation, and making arguments from evidence. • Where = Mount Tahoma High School • When = Spring of the 2022-2023 school year M – 60% of chemistry students demonstrate proficiency on the common unit summative assessments (Periodic Table & Argument from Evidence) based on a common teacher developed rubric. A – 1. Classify matter as pure vs mixture, element vs compound, and atom vs molecule. 2. Describe the structure of an atom and use it to determine basic properties of a given atom. 3. Identify patterns present in the Periodic Table of Elements. 4. Model the reason atoms form compounds in the ratios they do. 5. Model how the bonding involved in a Water molecule makes it such a good solvent. R – 60% of students with regular attendance T – By spring break 2023 I & E – Extended time, differentiated scaffolding, 1:1 check-ins, workspace environment

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Structuring Lessons Collaborative Learning Multiple Exposures

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Questioning Feedback Differentiation Worked Examples

ACADEMIC EXCELLENCE

Physics - Science Goal

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

Have at least 80% of students have a completed lab report that meets 75% of Rubric standard to show proficiency in priority standards. Daily Assessment will be conducted as individuals, peer groups, or lab groupings required for self-assessment. Summative assessment will be completed with various lab reports submitted

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Participate in lab groups and gather data and communicate through written and oral arguments Peer review and teacher summative Perform lab, gather data, analyze data draw conclusions, and submit report

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Use of curriculum designed rubrics Various sized groups for lab investigations and data gathering. Use of laptops and internet to utilize simulations, graphing tools (desmos)