

Baker Middle School

Continuous Achievement Process & Plan 2023 Quarter 2

For the 22-23 school year the Baker Community will focus on two key initiatives: Collective Efficacy, and strengthening PLCs/Inquiry/CAP. The choice to focus on these were to support all stakeholders positive, progressive, and continuous growth post-pandemic. Our goals and Action Steps are focused on the growth of both students and teachers. Our community of teachers will be dialed into researching high yield strategies that are researched based to best support student growth.

Our Vision

As we continue to grow, learn, and evolve at Baker, so too must our vision. During the Fall of 2022 all stakeholders at Baker - staff, families, and students will be revising our vision statement to better serve all stakeholders.

Our Mission

The Baker Why: Empowered learning and opportunities for all Stakeholders

6th Grade Math Goal

Achieve a 46% pass rate for the selected standard by the end of the quarter.

By the end of the CAP cycle, 41% of students will be able to summarize numerical data by determining median and mean of the data set, as well as variability. They will also be able to describe the data's overall pattern and deviations through the context through which the data was collected. This will be measured using the Single Point Rubric for standard 6.SP.B.5. Students' mastery of this goal at the end of the CAP cycle will be measured using the SAVVAS Envision 6 Topic Assessment/ Topic Performance Task and will be encouraged to show their understanding within multiple representations (table, graph, equation, context, etc.).

Curriculum: the standards and units we are targeting

STANDARD: 6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:

UNIT: Topic 8 - Display, Describe and Summarize Data

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will engage in inquiry-based discussions around summarizing data numerical sets by reporting observations, describing attributes, etc. All students will also receive experiences seeing data in multiple representations. This leverages two high yield strategies Classroom Discussion and Jigsaw.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Some students will receive strategic placement within the jigsaw activity to allow them an entry point to the task regardless of prerequisite understanding. Students will receive guided questions, prompts, and/ or cues to help focus students mathematically. They will also receive conversation stems and intentional grouping to help them engage in their home/ expert group discussions with peers. Students may also be co-enrolled in Math Intervention to support their learning.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students who are identified as needing additional interventions after Steps 1 & 2 (through teacher observations, exit tickets and other classroom based formative assignments) will receive increased intervention time, through any combination of 1 on 1 conferencing, intentional small groups and additional after school tutoring when possible.

6th Grade ELA Goal

Achieve a 32% pass rate for the selected standard by the end of the quarter.

Based on formative assessment data, 12% of 6th grade students were able to determine the central idea of a text and use evidence to support their thinking. By implementing supportive instructional practices that are differentiated by small group and skill as well as high engagement strategies involving student discussion, teachers will give targeted feedback to increase the student's understanding of the text. By the end of the data cycle, 32% of the focus students will successfully determine the central idea of a text, explain it with their own thinking and support their thinking with evidence from the text.

Curriculum: the standards and units we are targeting

STANDARD: RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

UNIT: Argumentative Reading and Writing

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Gallery Walks and Socratic Seminars will be used to increase student engagement and give students the ability to facilitate their own learning through student guided discussions to indicate their understanding of the central idea of texts. Graphic organizers and anecdotal data of student discussions will be used to determine their understanding of the standard.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

1 to 1 feedback between the teacher and students to provide immediate feedback and discuss certain tasks or outcomes and strategize ways to grow in the focus standard. Peer to peer feedback with intentional partnering to engage discussion to explain and defend their thinking about ideas using sentence stems, graphic organizers, data and various texts.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Small group targeted instruction (based on data from formative assessments) around marking a text with a specific purpose (central idea and supporting details). Intentional groups for jigsaw based on areas for growth from formative data.

7th Grade Math Goal

Achieve a 28% pass rate for the selected standard by the end of the quarter.

By the end of the CAP cycle, 28% of students will be able to use measures of center and measures of variability for numerical data to draw informal comparative inferences about two populations. This will be measured using the Single Point Rubric for standard 7.SP.B.4. Students' mastery of this goal at the end of the CAP cycle will be measured using the SAVVAS Envision 7 Topic Assessment/ Topic Performance Task and will be encouraged to show their understanding within multiple representations (table, graph, equation, context, etc.).

Curriculum: the standards and units we are targeting

STANDARD: 7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

UNIT: Topic 8 - Use Sampling to Draw Inferences About Populations

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will engage in inquiry based discussions around data sets, specifically around measures of center and how they allow us to generalize and compare data sets, and summarize their discussions and thinking by engaging in a whole class jigsaw. This leverages two high yield strategies Classroom Discussion and Jigsaw.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Some students will receive strategic placement within the jigsaw activity to allow them an entry point to the task regardless of prerequisite understanding. Others will be provided with additional sentence stems, guiding thinking questions, target feedback and other scaffolds (color coding between the data and the vocabulary) to help them better engage in inquiry-based activities and discussions in class with their peers. Students may also be co-enrolled in Math Intervention to support their learning.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students who are identified as needing additional interventions after Steps 1 & 2 (through teacher observations, exit tickets and other classroom based formative assignments) will receive increased intervention time, through any combination of 1 on 1 conferencing, small groups and additional after school tutoring when possible.

7th Grade ELA Goal

Achieve a 35% pass rate for the selected standard by the end of the quarter.

Based on I-ready assessment data, less than 16 % of 7th grade students were able to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Implementing supportive instructional practices that are differentiated through small group settings and discussion strategies, giving feedback to increase student learning and understanding of tracing and evaluating an argument and claims. By the end of the CAP cycle, 80 of students will show growth in evaluating argumentative claims and ability to provided reasoning and evidence, 40% of all students will show growth and 36 % will meet standard. We will accomplish this through classroom discussion strategies. providing intervention based on formative data in small groups, and supporting students in understanding how to evaluate an argument and tracing claims between controversial topics and the impact they have on our lives.

Curriculum: the standards and units we are targeting

STANDARD: RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

UNIT: Argumentative Reading and Writing

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Action Step 1 Identify the specific claim of a speaker, what the controversial topic is, and which side of the argument the author resides. Model how to recognize inferred claims by evaluating evidence and reasoning. Identify evidence that is sound and evidence that is ineffective.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group - student and teacher led - analyzing a text for specific claims and the effectiveness of an argument by evaluating the evidence (adequate and fact based) and considering outside perspectives. Direct instruction around metacognitive marking of texts.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1:1 teacher feedback, including co-created products. Small group targeted instruction (based on data from formative assessments) around marking a text with a specific purpose (central idea, claims, and supporting details). Specific strategies to provide peer-based discussions, (Socratic Seminar, Gallery Walks and Chalk Talk) for growth and formative data.

8th Grade Math Goal

Achieve a 22% pass rate for the selected standard by the end of the quarter.

By the end of the CAP cycle, students will be able to describe the shape of a data distribution and compare centers by calculating mean, standard deviation and IQR. This will be measured using a chunked version of the Single Point Rubric for HSS.ID.A.2 on the HUB. By chunking the rubric into smaller pieces, students will receive more frequent and targeted feedback and will have the opportunity for self-evaluation. We will assess their mastery of this goal at the end of the unit using similar assessment items to the BOY Course Readiness Assessment administered in September. All students will be asked to complete this assessment in class via Schoology to provide the additional supports (read aloud, highlight, etc) that the Schoology assessment platform offers.

Curriculum: the standards and units we are targeting

STANDARD: HSS-ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

UNIT: Topic 11 - Statistics

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will engage in inquiry based discussions around data sets, specifically the center and shape of data, and summarize their discussions and thinking by engaging in a whole class jigsaw. This leverages two high yield strategies Classroom Discussion and Jigsaw.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Some students will receive strategic placement within the jigsaw activity to allow them an entry point to the task regardless of prerequisite understanding. Others will be provided with additional sentence stems, guiding thinking questions, target feedback and other scaffolds (color coding between the data and the vocabulary) to help them better engage in inquiry-based activities and discussions in class with their peers. Students may also be co-enrolled in Math Intervention to support their learning.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students who are identified as needing additional interventions after Steps 1 & 2 (through teacher observations, exit tickets and other classroom based formative assignments) will receive increased intervention time, through any combination of 1 on 1 conferencing, small groups and additional after school tutoring when possible.

8th Grade ELA Goal

Achieve a 40% pass rate for the selected standard by the end of the quarter.

Based on I-ready assessment data, less than 9% of 8th grade students were able to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; and recognize when irrelevant evidence is introduced. By implementing supportive instructional practices that are differentiated by small group and skill, teachers will give targeted feedback to increase student understanding of argument delineation and evaluation. By the end of the CAP cycle, 100% of students will show growth in their evaluating of argumentative claims and the provided reasoning and evidence, 40% of all students will reach mastery. We will accomplish this by establishing visual thinking routines and classroom discussion strategies. intervening early in small groups, and helping students establish connections between controversial topics and the impact they have on our lives.

Curriculum: the standards and units we are targeting

STANDARD: RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

UNIT: Informational/Explanatory Reading and Writing

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Identify the specific claim of a speaker, what the controversial topic is, and which side of the argument the author resides. Model how to recognize inferred claims by evaluating evidence and reasoning. Establish thinking routines, using Project Zero's "Sticking Points" to facilitate students co-creating meaning around the facts, values, interests, and policies around a specific argument. Identify evidence that is sound and evidence that is ineffective.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group - student and teacher led - analyzing a text for specific claims and the effectiveness of an argument by evaluating the evidence (adequate and fact based) and considering outside perspectives. Direct instruction around metacognitive marking of texts.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1:1 teacher feedback, including co-created products. Small group targeted instruction (based on data from formative assessments) around marking a text with a specific purpose (central idea, claims, and supporting details). Intentional groups for jigsaw based on areas for growth from formative data.

SEL Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

59.4% of Baker students are meeting the standard for Relationship Skills, based on the 2023 Baker Climate Survey. The relationship skills that students identified needing the most support in were communicating effectively (50.1% meeting standard) and solving conflict (43.4% meeting standard). Meeting standard means that they mark "Almost Always True" or "Often True" for the relationship skills indicators on the climate survey. By the end of the CAP cycle, 70% of Baker students will meet standard. We will accomplish this by strengthening our Whole Child practices, strengthening our restorative practices and implementing the Character Strong curriculum through Advisory.

☰ Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Strengthening Whole Child and Restorative Practices such as token rewards (PAWs), sentence stems for conflict resolution, restorative conversations in lieu of punitive discipline, and continuing to implement Character Strong curriculum in Advisory classes.

STRENGTHENING ADULT SEL CAPACITY

We will increase PD around trauma-informed practices/ACES, which will lead to establishing common, school-wide practices. Examples = Classroom calming spaces, tools for teachers related to conflict resolution skills, strategies for use in the classroom environment, increased support for community and restorative circles

Behavior Goal

Ensure 94% of students have behaviors NOT resulting in suspension or expulsion.

At the end of 1st Semester, 96% Af. American and Multiracial students were not suspended. By the end of the school may we will continue to be on trend to meet the district goal of 92% of Af. American and Multiracial students will not be suspended. A focus on community circles in the classroom to build stronger relationships, restorative circles to support conflict, and mentor support for tier 3 students that provides daily check in, exclusionary actions for all students will decrease and the proportion between Af. Am and Multiracial students will be less than 2% of white students.

Root Cause Analysis

Many of the decision to administer exclusionary discipline or that lead to conflicts that are responded to with exclusionary discipline are a result of vulnerable decision making of adults.

Steps: how we will accomplish this goal

ACTION STEP INTRODUCTION

We will have school-wide action steps that will address the entire student body and staff. Action Step 2 will address students who need more help with conflict resolution

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

As an entire staff we will focus on our implicit biases and build our understanding of vulnerable decision making to better react and not be triggered by student behaviors.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Restorative Circles and mentor support for students who are involved in frequent conflicts with peers and staff.

6th Grade Science Goal

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

S – Students will be able to develop and use models to demonstrate their understanding of how cells function individually and as part of a whole in the levels of organization M – Students are able to make a claim, use evidence, and give reasoning through modeling that each cell has its function and is part of a larger system A – Teachers will provide lessons on cell modeling to include illustrations, note sketching, investigative observations, use of interactive notebooks, and asset based feed protocol. R – Students will be able to model and describe function of cells and how they contribute to the whole system. T – Students will be able to reach their goal by the end of the unit. Teachers will meet to create pre-assessment, create/analyze data, create lessons plan, and create a post-assessment to compare the data. I – All students will participate in activities e.g. students reflection, interactive notebooks; and teacher will use practices that can include all students e.g. equity name stick. E – Teachers will use culturally responsive pedagogy and equitable practices incorporated in the lessons in whole group, small group, and individual activities/discussions. Students will be given the same access to all materials and resources needed.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Use of high yield strategies that include but are not limited to interactive notebooks and writing strategies.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Use of high yield strategies that include but are not limited to feedback strategies such as Assest Based Feedback protocol.

7th Grade Science Goal

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

Strategic -Students will be using investigative skills to discover how forces cause motion of objects. They will develop those investigative skills over a series of lab inquiries that allow student to build a working knowledge of the forces that govern our world and universe, along with how those forces affect newtons laws of motion. working student models can be build by students to demonstrate these phenomona based on data collection. Measurable - Currently we have 0% of students from our focus group that are meeting standards we would like to improve that percentage to at least 30% of students meeting standard. Ambitious - 80% meeting standard. Realistic - We would like to grow their understanding of the standard by 30% Time-bound - on 2/15 create baseline data, 2/17 create and identify high yield strategies that will aid student growth in this standard. 2/22 create lesson plans based on high yield strategies. 3/8 reflect on the success of strategies. 3/22 reflect on the student's success and deliver conclusion. Inclusive - All students will participate in the strategies through small group and large group collaboration, Student reflection, active reading strategies, and through the use of interactive notebooks. Equitable - Each student is given the resources to reflect in their interactive notebooks. Group investigation teams require equitable jobs within the team and those jobs are rotated through investigations. (recorder, timekeeper, action supervisor, etc)

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Interactive notebooks, Investigative lab work, claim-evidence-reasoning reflections, Classroom Discussion, Jigsaws, Clear instructions and activities and Learning targets.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Group reading strategies, Lab procedure activities, data analysis activities, Gallery walks, KWL, Instructional routines (Do Now, lesson, reflection, cleanup). Group and individual model building for concept understanding.

8th Grade Science Goal

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

Strategic - Students will be able to use their model about phenomena involving light and/or mechanical waves to describe the differences between how light and mechanical waves interact with different materials. Also, students will use the model to describe why materials with certain properties are well-suited for particular functions (e.g., lenses and mirrors, sound absorbers in concert halls, colored light filters, sound barriers next to highways). Measurable - Currently we have 0% of students from our focus group that are meeting standards we would like to improve that percentage to at least 30% of students meeting standard. Ambitious - 80% meeting standard. Realistic - We would like to grow their understanding of the standard by 30% Time-bound - on 2/15 create baseline data, 2/17 create and identify high yield strategies that will aid student growth in this standard. 2/22 create lesson plans based on high yield strategies. 3/8 reflect on the success of strategies. 3/22 reflect on the student's success and deliver conclusion. Inclusive - All students will participate in the strategies via INB, Student reflection, Close reading strategies. Equitable - Because each student is given the resources to reflecting in their INB it removes any financial barriers to success in this standard (eg. Providing Colored pencils, notebooks, rulers, tape ins).

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

INB, Foldables, Menus, Wednesday reflections, Classroom Discussion, Jigsaws, Clear instructions and activities and Learning targets.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Back pocket questions for filtering and not funneling, Constant check ins for clarification, Gallery walks, KWL, Instructional routines (Do Now, lesson, reflection, cleanup). What doesn't belong, Same or Different.

