



## **Continuous Achievement Process & Plan**

### **2025 Quarter 1**

*Arlington Elementary School provides an education with the necessary supports to ensure ALL students grow academically, socially, and emotionally. We believe that students are most successful when they are in an environment that is physically, socially, and emotionally safe. We believe that equity is an essential component to all elements of our Arlington Streak. We continue to implement and reflect on our core beliefs within our Arlington community to ensure student success.*

### **Our Vision**

Arlington students will develop skills and strategies to be productive, compassionate, and responsible learners in an ever-changing society.

### **Our Mission**

Arlington Elementary School is dedicated to creating a safe community which enriches and inspires the academic, social, physical, and emotional development of every child.

# 1st Grade ELA Goal

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

8 students (16%) will improve recounting stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral, and key details (RL 1.2). This is up from 8 students (17 %) meeting standard on September 25th, 2023, to 16 students (33 %) meeting standard on January 30th 2025, as measured by Winter I-ready literature comprehension data, Savvas Assessments, and teacher made assessments. We will do this by incorporating best practices for teaching literacy ex: small group support, rereading stories, multimedia support, hands on activities, as well as using strategies and practices that promote and inclusive and equitable learning experience for all students.



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**UNIT:** ELA Unit 1



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in mastery of CCSS 2.RL.2, to ensure that students are able to recount/retell (or graphically represent) key details from literary texts, including fables and folktales from diverse cultures; determine central message, lesson or moral; describe how key details show a central message, lesson or moral. Teachers will do this by implementing the following high-yield practices and strategies: • classroom discussion: text discussion protocol, think-pair-share • feedback: 1:1 conferring using a single-point rubric • use of culturally relevant texts Based on the criterion for standard mastery, students will participate and complete the following types of tasks: use a story mountain to graphically retell key details of a story, self-assess learning targets using success criteria checklist, "Notice a Pattern and Give Advice," for describing how key details show a lesson. Progress will be monitored using exit slips, 1:1 conferring, and verbal (Flipgrid) or graphic representations (story mountain). They will also monitor their own progress and set goals by conferring with teacher and student partners, using single-point rubrics for the standard.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support with CCSS 2.RL.2, will participate in small group instruction for 15 minutes, 2-4 times a week. During small groups, teachers will implement these strategies: • Additional literary strategy practice with Savvas's leveled text. • student discourse strategies: accountable talk starters, think-pair-share • vocabulary-building: Savvas vocab, vocab learning games, access to in class library, wildlife champions science vocabulary. Students will complete tasks, like reading texts from book room library, retelling using a graphic organizer/ anchor chart and discussing comprehension questions with the group. Progress will be measured by exit tasks, conferring notes, graphic organizers, consistent feedback, formative/summative assessments, and brought to PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support on (Title/LAP)– Foundational Skills,(Count Down; Blast; HD Word ;Wordly wise; Listening Comprehension (EL) English language development standards, Narrating/retelling, inform, explain, argue Key details, character, major events, input/output constructing language behaviors with oral/written language, intake - Comprehension, academic vocabulary (math). (LRC)\_(Math and ELA)\_Foundational skills (SDI) Sonday (ELA) which supports development around the CCSS.(CIS) by implementing Think-pair-share – partner shares other partners thinking, Sentence stems, sentence paragraph, frames, graphic organizers- Venn, Inquiry chart (KWL), T-charts, wait time/think time, preloading vocab and concepts – CCD charts, opportunities with alternative ways to demonstrate their understanding (ex. can they show (draw, point, act out, explain in their primary language and translate) their learning instead of just writing, Use of concrete manipulatives, 4 times a week in 30 minute sessions. Students will self- assess during each session with instructors sharing progress with students every 2-4 weeks and quick student self-assessments in learning sessions \*(fist of five, thumbs up, thumbs side, thumbs down). Student progress will be assessed weekly/bi-weekly and summative every 4 weeks and assessment plans will include a Pre/post with mi

# 1st Grade Math Goal

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

18 students (36%) will use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using objects, drawings, and equations with a symbol for unknown number to represent the problem. 1.OA.A.1. This is up from 2 students (4 %) meeting standard on September 25th, 2024, to 80 % meeting standard on January 30th 2025, as measured by Winter I-ready number and operation data comprehension data, Ready math quizzes, and teacher made assessments/exit tickets. We will do this by incorporating best practices for teaching math ex: small group support, using the I do, we Do, You do strategy, multimedia support, hands on activities with manipulatives, math games, as well as using strategies and practices that promote and inclusive and equitable learning experience for all students.



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** 1.OA.A Represent and solve problems involving addition and subtraction

**UNIT:** Unit 2 Addition and Subtraction Within 20



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 1.OA. will use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using objects, drawings, and equations with a symbol for unknown number to represent the problem. Students should be able to use a variety of strategies to solve addition and subtraction within 20, including story problems. Teachers will do this by implementing the following high-yield practices and strategies: • Students will use math manipulative to help student with visualization and hands on activities. • The three reads process for understanding word problems. • Pair and share with teammates. Based on the criterion for standard mastery, students will participate and complete the following types of tasks: use the three reads process to answer word problems, completing ready math assessments/quizzes, working through I-ready math lessons, exit tickets, work through learning math games, and engage in 1:1 conferring. They will also monitor their own progress and set goals by thumbs up and down, retell learning target in own voice, and conferring with teacher/student partner.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 1.OA.1 to ensure that students are able to use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using objects, drawings, and equations with a symbol for unknown number to represent the problem. Teachers will do this by implementing the following high-yield practices and strategies: • Generate differentiated story problems and equations based on students' ability and then gradually introduce more challenging story problems. • Students will use math manipulative to help student with visualization and hands on activities. • The three reads process for understanding word problems. Based on the criterion for standard mastery, students will participate and complete the following types of tasks: use the three reads process to answer word problems, solve addition & subtraction equations & story problems using different strategies & manipulatives, show/share their of how they solved the problems. Progress will be monitored using complete Ready Math quizzes & exit tickets, and teacher made assessments. They will also monitor their own progress and set goals by showing thumbs up and down, retelling the learning target in their own voice, and conferring with the teacher/ a student partner.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

To support students with IEP goals in math, we use a focused intervention to meet goals. The individualized goals will be supported with small group instruction; frontloading skills necessary for the Gen Ed setting; reteach concepts after whole group instruction; model and practice strategies for success. Some of the teaching tools used for individualization are graph paper; number lines; manipulatives; visuals such as multiplication charts and procedure reminders; tools for instruction on and below grade level. Groups will meet 4 times a week for 25 minutes. The push in model may be used as well to support students in the classroom.

# 2nd Grade ELA Goal

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

16 students (25%) will improve their ability to identify the Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS RL.2.7). This is up from 13 students (19%) meeting standard on September 30, 2024, to 80% meeting standard on January 30, 2025, as measured by CFA. We will do this by incorporating practice in identifying author's purpose as well as using strategies and practices to promote an inclusive and equitable learning experience for all students.



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**UNIT:** ELA Unit 2



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS RL.2.7 to ensure that students are able to use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Teachers will do this by implementing the following high-yield practices and strategies: • Graphic organizers • Think pair share • Immediate feedback Based on the criterion for standard mastery, students will participate and complete the following types of tasks: model characters, setting, and plot from the weekly story and/or another text, scaffold practice with reading and answering questions with text and cold reads . Progress will be monitored using weekly CFA, exit tickets. They will also monitor their own progress and set goals by stating the characters, setting, and plot during independent reading texts.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS RL.2.7, will participate in small group instruction for 15 minutes, 2 times a week. During small groups, teachers will implement these additional strategies: • Use leveled readers to practice identify characters, setting and plot • Give immediate feedback • Individual conferring Students will complete tasks, like advanced organizers, exit tickets, and identifying characters, setting and plot with leveled texts as a small group. Progress will be measured by CFAs feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support on (Title/LAP) Phonics for Reading – Foundational Skills, (EL) English language development standards, Narrating/retelling, inform, explain, argue Key details, character, major events, input/output constructing language behaviors with oral/written language, intake - Comprehension, academic vocabulary (math). (LRC)\_(Math and ELA)\_Foundational skills (SDI) which supports development around the CCSS.(CIS) by implementing Think-pair-share – partner shares other partners thinking, Sentence stems, sentence paragraph, frames, graphic organizers- Venn, Inquiry chart (KWL), T-charts, wait time/think time, preloading vocab and concepts – CCD charts, opportunities with alternative ways to demonstrate their understanding (ex. can they show (draw, point, act out, explain in their primary language and translate) their learning instead of just writing, Use of concrete manipulatives, 5 times a week in 30 minute sessions. Students will self- assess during each session with instructors sharing progress with students every 2-4 weeks and quick student self-assessments in learning sessions \*(fist of five, thumbs up, thumbs side, thumbs down). Student progress will be assessed weekly/bi-weekly and summatively every 4 weeks and assessment plans will include a Pre/post with mid exit ticket type assessments, and summative assessmen

# 2nd Grade Math Goal

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

14 students (25%) will improve Use Addition and Subtraction Within 100 to solve one and two steps word problems involving situations of adding to, taking from, putting together, taking apart, comparing, within unknowns in all positions.( CCSS OA.1) this is up from 9 students (13%) meeting standard on Monday, September 30, 2024 to 80% meeting standard on January 31, 2025, as measured by the math two-digit addition and subtraction assessment and the accompanying rubric. We will do this by incorporating best practice for teaching math as well as using strategies and practices that promote and inclusive and equitable learning experience for all students.



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** 2.OA.A Represent and solve problems involving addition and subtraction

**UNIT:** Unit 2 Numbers Within 100: Addition, Subtraction, Time, and Money



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in the mastery of: 2.OA.A.1 to ensure students are able use place value models to add and subtract two-digit numbers, using add up to subtract on a number line, use counting back on a number line, use expanded notation to add and subtract within 100. Teacher will do this by implementing the following high yield practices and strategies: • Classroom discussion: Math Talk (Same and different, what doesn't belong?) Subitizing, Sentence Stems • Feedback • One on one conferring using a single point rubric • Use of culturally relevant story problems Based on the criterion for standard mastery, students will participate and complete the following types of tasks: decompose numbers, demonstrate reciprocal relationship between adding and subtracting, fluently add and subtract within 20. Progress will be monitored using Ready quizzes and unit assessments. They will also monitor their progress and set goals by conferring with their teacher and partners using single point rubric.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups requiring support CCSS 2.OA.A.1 will participate in small group instruction for 20 minutes 4 times a week. During small groups, teachers will implement the additional strategies: • Build procedural fluency from conceptual understanding. • Use and connect mathematical representations. Students will complete tasks, like using manipulatives such as base ten blocks to represent the process of adding and subtract two-digit numbers and using a number line to count on to add and subtract two-digit numbers. Progress will be measured by anecdotal notes, exit slips and quizzes, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

To support students with IEP goals in math, we use a focused intervention to meet goals. The individualized goals will be supported with small group instruction; frontloading skills necessary for the Gen Ed setting; reteach concepts after whole group instruction; model and practice strategies for success. Some of the teaching tools used for individualization are graph paper; number lines; manipulatives; visuals such as multiplication charts and procedure reminders; tools for instruction on and below grade level. Groups will meet 4 times a week for 25 minutes. The push in model may be used as well to support students in the classroom.

# 3rd Grade ELA Goal

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

15 students, (27%) will improve their skills in identifying character traits, and comprehension overall in literature texts (R.L.3.3) This is up from 12 students (22%) who are meeting standard on October 1st, 2024, to 27 students (51%) by January 31st, 2025, as measured by the iReady diagnostic comprehension literature domain and specific quizzes and observations over the course of small group instructions. We will achieve this goal by incorporating best practice for teaching literacy, as well as using strategies and practices that promote an inclusive and equitable learning environment.



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**UNIT:** ELA Unit 1



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS R.L.3.3 to ensure that students are able to identify character traits and sequence stories. Teachers will do this by implementing the following high yield strategies: Shared reading: Teachers will scaffold readings and model strategies to find character traits, details, and sequencings stories. Think Aloud: Teachers will model graphic organizers and allow for students to discuss details in their groups Close Readings: Students will dive deeper into stories through guided close readings with specific performance goals. Based on the criterion for standard mastery students will complete the following types of tasks: Turn and talk Partner reads Guided modeled instruction. Students' progress will be monitored using the assessments provided in the my View literacy curriculum, as well as other standards-based assessments supplemented in the classroom. They will also monitor their own progress by setting goals in small groups, informal check ins, and impromptu student self-assessments (thumbs up/thumbs down, smiley face self-assessments, and discussions with peers.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups requiring support in CCSS R.L.3.3 will participate in small group instruction for 15 minutes, 4 times a week. During small groups, teachers will implement these additional strategies Differentiated levels of text Intentionally modeled instruction Additional scaffolding as needed or observed through the lessons in whole group instruction Students will complete tasks such as small group readings, comprehension questions, quick writes about characters, and discussions in small group settings. Progress will be measured by formative assessments given in group times, teacher observations of students, and progress towards standard mastery in whole class assessments – as well as consistent feedback. Data will be brought to PLC meetings to inform classroom teachers and stakeholders of progress towards mastery and our overall goal.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support on (Title/LAP) Phonics for Reading – Foundational Skills, (EL) English language development standards, Narrating/retelling, inform, explain, argue Key details, character, major events, input/output constructing language behaviors with oral/written language, intake - Comprehension, academic vocabulary (math). (LRC)\_(Math and ELA)\_Foundational skills (SDI) which supports development around the CCSS.(CIS) by implementing Think-pair-share – partner shares other partners thinking, Sentence stems, sentence paragraph, frames, graphic organizers- Venn, Inquiry chart (KWL), T-charts, wait time/think time, preloading vocab and concepts – CCD charts, opportunities with alternative ways to demonstrate their understanding (ex. can they show (draw, point, act out, explain in their primary language and translate) their learning instead of just writing, Use of concrete manipulatives, 5 times a week in 30 minute sessions. Students will self- assess during each session with instructors sharing progress with students every 2-4 weeks and quick student self-assessments in learning sessions \*(fist of five, thumbs up, thumbs side, thumbs down). Student progress will be assessed weekly/bi-weekly and summatively every 4 weeks and assessment plans will include a Pre/post with mid exit ticket type assessments, and summative assessmen



# 3rd Grade Math Goal

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

*By implementing a variety of supportive instructional strategies such as number talks rough draft protocol, Three Reads, Gradual Release, Try it, Model it, Connect it, Apply it, Think-Pair-Share, and Popsicle stick questioning, guided practices, and ongoing assessments, we will increase student standard achievement from 4% to 80%. Third graders will use multiplication to accurately solve word problems related to standard 3.OA.A.3 including mixed numbers, in 5-6/6 correct answers in assessment computation problems by the end of Unit 2; January 31st, 2025.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** 3.OA.A Represent and solve problems involving multiplication and division

**UNIT:** Unit 2 Multiplication and Division: Concepts, Relationships, and Patterns



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Using core iReady Math instruction, third grade teachers, will explicitly teach all students the connection between quick addition and multiplication using repeated addition visual models and using charts to show the different ways of multiplication. This will be taught as a full group lesson following curriculum mapping to support connecting place value strategies (Expanded form) to the multiplication algorithm (tables). Third grade team will use ongoing formative assessment data from weekly sessions to guide instruction and move to small group action step 2. SMP 2 Reason abstractly and quantitatively SMP 3 Construct viable arguments. Exit slips will be utilized to check for understanding.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to Action step 1, the third-grade team will utilize place value charts to connect with expanded form of multiplication, manipulatives, and/or place value visual representational strategies 2 times a week for 15 minutes in a small group setting in order to achieve abstract understanding of multiplication. Team will use ongoing formative assessment data from weekly sessions to guide instruction. Supports to utilize are: SMP 2 Reason abstractly and quantitatively SMP 3 Construct viable arguments. Exit slips and commonly agreed upon rubric will be utilized to check for understanding. SMP 5 Use appropriate tools strategically (Manipulatives, charts) SMP 8 Look for and express regularity in repeated reasoning (student work analysis during PLC).

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

To support students with IEP goals in math, we use a focused intervention to meet goals. The individualized goals will be supported with small group instruction; frontloading skills necessary for the Gen Ed setting; reteach concepts after whole group instruction; model and practice strategies for success. Some of the teaching tools used for individualization are graph paper; number lines; manipulatives; skip counting; visuals such as multiplication charts and procedure reminders; tools for instruction on and below grade level. Groups will meet 4 times a week for 25 minutes. The push in model may be used as well to support students in the classroom.

# 4th Grade ELA Goal

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

*By the end of Unit 1, 80% of students in Tier 2 and 3 will improve by one grade level on the skills outlined in RI.4.3. This will be measured using the Cold Read Assessments provided in myView curriculum. The CRT practices of using visuals, relating to students culture and interests, and creating meaningful and authentic relationships will be used to foster growth throughout this unit.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**UNIT:** ELA Unit 1



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing meaningful feedback, classroom discussion, and reciprocal teachers will use whole group, partner and small group instruction to support students in understanding in the standard R.I.4.3 to ensure students are able to read and analyze important information in an informational text. Students will be expected to show understanding of annotating key details, writing responses that are grade level appropriate, and being able to ask and answer questions. Students will show understanding by using text details in order to answer questions, and the ability to explain why events happened using discussions and written responses.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing meaningful feedback, classroom discussion, and reciprocal teaching during core instruction, students will participate in small group instruction for 30 minutes, 2 times a week with a focus on the standard R.I.4.3, with a focus on skills for general comprehension Teachers will use small group discussion and modeled instruction to grow these skills. Students will read passages aloud as a group and work to scan the text and analyze details to support our questions to answers. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support on (Title/LAP) Phonics for Reading – Foundational Skills, (EL) English language development standards, Narrating/retelling, inform, explain, argue Key details, character, major events, input/output constructing language behaviors with oral/written language, intake - Comprehension, academic vocabulary (math). (LRC)\_(Math and ELA)\_Foundational skills (SDI) which supports development around the CCSS.(CIS) by implementing Think-pair-share – partner shares other partners thinking, Sentence stems, sentence paragraph, frames, graphic organizers-Venn, Inquiry chart (KWL), T-charts, wait time/think time, preloading vocab and concepts – CCD charts, opportunities with alternative ways to demonstrate their understanding (ex. can they show (draw, point, act out, explain in their primary language and translate) their learning instead of just writing, Use of concrete manipulatives, 5 times a week in 30 minute sessions. Students will self- assess during each session with instructors sharing progress with students every 2-4 weeks and quick student self-assessments in learning sessions \*(first of five, thumbs up, thumbs side, thumbs down). Student progress will be assessed weekly/bi-weekly and summatively every 4 weeks and assessment plans will include a Pre/post with mid exit ticket type assessments, and summative assessmen



# 4th Grade Math Goal

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

*By the end of unit two, 80% of 49 students in Tier 1 and 2 will improve numbers and operations (4.OA.A) ,which is to solve word problems using all four operations. This will be measured by the Unit 2 Summative Assessment. Using iReady test scores and formative assessments We will do this by incorporating think pair share, small group interventions, and one on one conferring with feedback, as well as using strategies and practices to promote an inclusive and equitable learning experience for all students.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** 4.OA.A Use the four operations with whole numbers to solve problems

**UNIT:** Unit 2 Operations: Multiplication, Division, and Algebraic Thinking



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

-Teachers will engage in grade level plan focused towards rigorous differentiation instruction and tiered-small groups that highlight student centered learning, use of, scaffolding, anchor charts, and manipulatives. Teachers will use whole group, partner, and small group instruction to support students in their mastery of 4.OA.A to ensure that students are able to solve word problems using the four operations. Teachers will do this by implementing the following high-yield practices and strategies: • Think – Pair - Share • One on One conferring with Feedback • Small group intervention

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support 4.OA.A will participate in small group instruction for 30 minutes, two times a week. During small groups, teachers will implement these additional strategies: • Tiered intervention • Tailored scaffolding • Manipulatives and other differentiation strategies Students will complete tasks, like breaking down word problems with formulaic procedures, and working with a partner to represent problems as a couple. Progress will be measured by data tracking based on work completed in the group consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

To support students with IEP goals in math, we use a focused intervention to meet goals. The individualized goals will be supported with small group instruction; frontloading skills necessary for the Gen Ed setting; reteach concepts after whole group instruction; model and practice strategies for success. Some of the teaching tools used for individualization are graph paper; number lines; manipulatives; visuals such as multiplication charts and procedure reminders; tools for instruction on and below grade level. Groups will meet 4 times a week for 25 minutes. The push in model may be used as well to support students in the classroom.

# 5th Grade ELA Goal

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

*By implementing modeling, providing consistent feedback including rubrics, peer conferencing, and the RACE strategy teachers will use whole group, partner and small group instruction to support students in understanding RI.5.1 to quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

**UNIT:** ELA Unit 1



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Using anchor charts, modeling, authentic relationships, partner talk, and peer and teacher feedback on formative assessments students will demonstrate benchmark proficiency to meet the standard RI.5.1.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who do not demonstrate proficiency on classroom exit tickets, they will receive additional instruction to meet the standard RI.5.1 in small group instruction at least two times per week. Students will use a rubric and peer and teacher feedback to track their progress toward meeting proficiency for the standard.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support on (Title/LAP)– Foundational Skills,(Count Down; Blast; HD Word ;Wordly wise; Listening Comprehension (EL) English language development standards, Narrating/retelling, inform, explain, argue Key details, character, major events, input/output constructing language behaviors with oral/written language, intake - Comprehension, academic vocabulary (math). (LRC)\_(Math and ELA)\_Foundational skills (SDI) Sonday (ELA) which supports development around the CCSS.(CIS) by implementing Think-pair-share – partner shares other partners thinking, Sentence stems, sentence paragraph, frames, graphic organizers- Venn, Inquiry chart (KWL), T-charts, wait time/think time, preloading vocab and concepts – CCD charts, opportunities with alternative ways to demonstrate their understanding (ex. can they show (draw, point, act out, explain in their primary language and translate) their learning instead of just writing, Use of concrete manipulatives, 4 times a week in 30 minute sessions. Students will self- assess during each session with instructors sharing progress with students every 2-4 weeks and quick student self-assessments in learning sessions \*(fist of five, thumbs up, thumbs side, thumbs down). Student progress will be assessed weekly/bi-weekly and summative every 4 weeks and assessment plans will include a Pre/post with mi

# 5th Grade Math Goal

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

By January 30th, 80% of 5th Grade students will meet standard 5.MD.C.5 according to formative and summative i-Ready data in the form on quick checks, exit slips, and unit test. Performance will also be measured by a single point rubric providing students with feedback and guidance while moving up in the scoring rubric. By the end of CAP1 period, 100% of students will show growth in the targeted standard. Inclusive practices will be used to include students in Tier 1, Tier 2, and Tier 3. Accommodations and High Yield instructional practices will be used for all instructional Tiers. Measure with single point 5.MD.C.5 standard rubric. This rubric will provide students with guidance and feedback as they move from 1.- With frequent help meets few key indicators to 3-4 Meets most key indicators for proficient work related to standard and independently demonstrate grade level knowledge. Equitability will be insured by using deliberate practice will be used when teaching as a whole group, small group and 1:1 instruction to attend to equity needs. Strong differentiation will be applied as conferences are schedule equitably rather than equally.



## CURRICULUM: the standards and units we are targeting

**STANDARD:** 5.MD.C Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

**UNIT:** Unit 1 Whole Number Operations: Volume, Multiplication, and Division



## STEPS: how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

- Provide consistent feedback.
- Acknowledge positive behavior.
- Provide differentiated instruction.
- Use metacognition.
- Use collaborative learning: Students work in groups to explore and discuss a topic.
- Explicit instruction
- Instructional flexibility guided by formative and summative data.
- Progress monitoring method
- Instructional support.
- Academic praise and feedback.
- Provide major concept summaries.
- Enforce structure, rules, and routines: Offer attention and praise when appropriate.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

- Goal Setting. Setting goals: Use assessments to identify learning gaps.
- Monitoring progress: Use criteria to track student progress and identify when to adjust goals or strategies. (Rubric)
- Providing instruction using research-based strategies to teach skills.
- Tier 2 specific lessons. (5 times per week for 25-30 minutes).
- Increased supervision to identify gaps in instruction and learning.
- Use of positive reinforcement. Provide more opportunities for positive behavior supports such as: -Behavior-specific praise -Immediate verbal feedback for a desired behavior. -Clear classroom expectations -Clear rules and expectations for the classroom to encourage cooperation, communication, and positivity.
- Quiet corrections
- Tangible reinforcers Physical or monetary rewards (Arli bucks)
- Focus on behavior's function.
- Provide differentiated academic supports. Important for ELL students
- Visual representations of content and progress

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

To support students with IEP goals in math, we use a focused intervention to meet goals. The individualized goals will be supported with small group instruction; frontloading skills necessary for the Gen Ed setting; reteach concepts after whole group instruction; model and practice strategies for success. Some of the teaching tools used for individualization are graph paper; number lines; manipulatives; visuals such as multiplication charts and procedure reminders; tools for instruction on and below grade level. Groups will meet 4 times a week for 25 minutes. The push in model may be used as well to support students in the classroom.

# Behavior Goal

**Ensure 98% of students have behaviors NOT resulting in suspension or expulsion.**

*By June 21st, the number of incidents and exclusionary behavior will decrease by 2% as measured by incident referrals and exclusionary data. The CRT practice of PBIS will be used to create an inclusive & equitable environment*



## Root Cause Analysis

Staff are implementing PBIS strategies. We are doing a book study on the book Cultivating Genius to help support CRT practices in the classroom. We will be reflecting on our practices each month around our PBIS strategies as well to ensure CRT implementation.



## STEPS: how we will accomplish this goal

### ACTION STEP INTRODUCTION

Setting up shared norms throughout the building will be a focus. We spent time at the end of June to talk about shared norms and expectations. We will be focusing on progressive discipline agreements to ensure students know expectations as well as teachers' expectations to problem-solve within the classroom before referring out.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Implement PBIS application school wide to support positive interventions.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Review behavior interventions to support strategies to lower exclusionary actions.

# Preschool Goal

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

[Goal description]



**CURRICULUM:** the standards and units we are targeting

**STANDARD:** [Standard]

**UNIT:** [Unit name]



**STEPS:** how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

# Music Goal

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

<https://tps10.sharepoint.com/sites/cap/SitePages/GOAL-info.aspx>



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** Music 9 Respond- Apply criteria to evaluate artistic work

**UNIT:** Music - NA



## **STEPS:** how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Assessing students in their movement to music with a clearly established beat. Clapping, tapping, walking, etc.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

One-on-one support if/when possible.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

One-on-one support if/when possible.



# PE Goal

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

*By January, 100% of students in tier 2 and 61% of students in 3 will improve by 1 level on the mastery scale on PE Standard 3 as measured by 5 Areas of Health-Related Fitness Test. The CRT practice of using student friendly language and relevant visuals will be used to create an inclusive & equitable environment.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** PE-3 Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

**UNIT:** PE - NA



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

During whole group instruction, direct instruction, visual aids, technology, activities/games and small group stations that help students to identify and describe different exercises & their component of fitness, will be used. Modeling different exercises (by teacher and other students) for students to perform exercises correctly will be another strategy.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During stations & small group instruction I will reteach the skill and provide feedback. I will ask questions related to the standard. I will provide visual aids. Students will model and teach/assess others.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For ELL students and students with an IEP/504 plan, I will provide pictures and videos to demonstrate exercises. I will create shorter activities if needed. I will use visual aids and the use of other languages.

# Kindergarten ELA Goal

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

*There are 20 students at level 1, 10 students at level 2, and 23 students at level 3. By (11-1-24), 38% of the students at a level 1, 19% of the students at a level 2, and 43% of the students at a level 3 will improve by 22% on the Letter Recognition and Sounds Rubric on RF.K.2 as measured by ELA Letter Recognition and Sounds assessment. The Culturally Responsive and Relevant Teaching practices of intentional planning, following year at a glance, formative / summative assessments, data collections, whole group and small group, progress monitoring, scaffolding, team collaboration will be used to create inclusive and equitable practice.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

**UNIT:** ELA Unit 1



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Large group and small group instruction around selected letters and phonemes; ELA Savvas lessons selected. With workbook practice, visual technology practice, verbal practice, hands on materials practice, and other grade appropriate skillsets. Reading companion intervention lessons. Continued practice with one-on-one support and small group. Incorporate decodable books and stories. Formative and summative assessments to gauge progress and refine small groups and students who need additional or scaffolded support.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 20 minutes, 3 times per week with a focus on R.F.K.2. Teachers will lead small group instruction based on students needs utilizing Savvas materials, ELA materials, video slides, and PowerPoints. Students will work in small groups to strengthen their letter sounds. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support on (Title/LAP)– Foundational Skills,(Count Down; Blast; HD Word ;Wordly wise; Listening Comprehension (EL) English language development standards, Narrating/retelling, inform, explain, argue Key details, character, major events, input/output constructing language behaviors with oral/written language, intake - Comprehension, academic vocabulary (math). (LRC)\_(Math and ELA)\_Foundational skills (SDI) Souday (ELA) which supports development around the CCSS.(CIS) by implementing Think-pair-share – partner shares other partners thinking, Sentence stems, sentence paragraph, frames, graphic organizers- Venn, Inquiry chart (KWL), T-charts, wait time/think time, preloading vocab and concepts – CCD charts, opportunities with alternative ways to demonstrate their understanding (ex. can they show (draw, point, act out, explain in their primary language and translate) their learning instead of just writing, Use of concrete manipulatives, 4 times a week in 30 minute sessions. Students will self- assess during each session with instructors sharing progress with students every 2-4 weeks and quick student self-assessments in learning sessions \*(fist of five, thumbs up, thumbs side, thumbs down). Student progress will be assessed weekly/bi-weekly and summative every 4 weeks and assessment plans will include a Pre/post with mi

# Kindergarten Math Goal

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

*There are 21 students at level 1, 12 students at level 2, and 19 students at level 3. By (11-1-24), 40% of the students at a level 1, 23% of the students at a level 2, and 36% of the students at a level 3 will improve by 20% on counting 0-20 with one-to-one correspondence. K.C.C.B. The Culturally Responsive and Relevant Teaching practices of intentional planning, following year at a glance, formative / summative assessments, data collections, whole group and small group, progress monitoring, scaffolding, team collaboration will be used to create inclusive and equitable practice.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** K.CC.B Count to tell the number of objects

**UNIT:** Unit 5 Numbers to 100



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

The high leverage strategies that will be used are direct instruction, PowerPoint slides, videos, verbal counting, math talk, manipulatives, teacher observation, and classroom routines. Small group strategies will be based on data collection, and observations during comparing strategies for try-discuss-connect.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

To maximize student growth during Double Dose small group we will use tools for instruction for differentiation, differentiated centers, and My Path Lessons.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

To support students with IEP goals in math, we use a focused intervention to meet goals. The individualized goals will be supported with small group instruction; frontloading skills necessary for the Gen Ed setting; reteach concepts after whole group instruction; model and practice strategies for success. Some of the teaching tools used for individualization are graph paper; number lines; manipulatives; visuals such as multiplication charts and procedure reminders; tools for instruction on and below grade level. Groups will meet 4 times a week for 25 minutes. The push in model may be used as well to support students in the classroom.

## Staff Goal

**Support staff SEL (social awareness or relationship skills), resulting in at least 80% positive rating on the selected Climate Survey item.**

*By January 30, 2025, 80% of staff will feel that staff are willing to address conflict and talk through problems when there is a concern. We will use culturally relevant practices in our professional development, begin the Cultivating Genius book study, and implement other practices (i.e., using circles regularly).*

### **STEPS:** how we will accomplish this goal

#### PROMOTING SEL FOR STUDENT IMPACT

Book study - Cultivating Genius Re-establishment of committees throughout the building Transparent communication and collaboration.

# Student Goal

***Implement Whole Child practices with fidelity, resulting in at least a 85% positive rating on the selected Climate Survey item.***

*Increase the score on the critical feature 4.3 (Emotional Check in and use of strategies) on the Whole Child Fidelity Inventory from a 62% to 85% throughout the whole school.*



## **STEPS:** how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

To increase a feeling of safety and awareness, teachers will incorporate Social Emotional check ins with students and show evidence of teaching students how to name strategies to manage their emotions. Use of structure student check ins will increase across grade levels. Feedback will be collected through teacher and student surveys; classroom observations; decrease in student behavior and increase in student attendance at the end of the trimester.