



Continuous Achievement Process & Plan

2025 Quarter 1

Welcome to Sheridan Elementary's continuous achievement plan! We work hard to know every child's social emotional and academic strengths and needs and use this information to set meaningful goals at each grade level, then monitor student progress along the way. We are excited to implement these goals and watch our students grow this year!

Our Vision

Sheridan Elementary students will transition to middle school with confidence and compassion, enriched by diversity, equipped to collaborate, create, think critically, and communicate for high school graduation and beyond.

Our Mission

Sheridan Elementary provides a system of collaborative support resulting in academic, social, and emotional success for every student, every day.

1st Grade ELA Goal

Achieve a 85% pass rate for the selected standard by the end of the quarter.

Using our I-ready reading assessment in High Frequency Words, we've identified 25 students who are unable to read high frequency words accurately and fluently and are in the red (emerging K). By implementing modeling, setting goals with constant feedback, and cooperative learning we will increase proficiency from 40 students to 55 students, including 75% of Hispanic students. By focusing on Priority Standard RF.1.3g our grade level will move 15 students out of below standard to approaching standard according to our I-ready reading assessment in High Frequency Words by February 2025



CURRICULUM: the standards and units we are targeting

STANDARD: RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, setting goals with ongoing feedback, and cooperative learning, teachers will use whole group, partner and small group instruction to support students in understanding Priority Standard RF.1.3g to ensure students are able to read high frequency words accurately through using decoding skills, flashcards, magnetic letters, letter tiles, white boards, word maps, Unifix letter cubes, with a focus on becoming fluent while reading the high frequency words. Additionally, students will monitor their progress by using their high frequency word goal maps, Ready reading assessments, and Savvas lesson assessments and feedback will be given two times per week by classroom teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15 minutes, three times a week with a focus on RF.1.3g standard. Teachers will teach small groups daily modeling decoding skills and how to read irregularly spelled words accurately for the specific students who need this and meet 1:1 to work on fluency. Students will use manipulatives (flashcards, magnetic letters, letter tiles, Unifix letter cubes, white boards) if needed and the 5 second 'read words in a snap' strategy to help build fluency. Progress will be measured by I-ready lessons, Savvas lesson assessments, word maps used with weekly assessment, constant feedback and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving ML services will participate in small group instruction for 30 minutes, 5 times a week with a focus on English language development within content including phonics, letters skills, and CVC words. This will support student's growth in the priority standard W.1.2; by building structures and supports for sentence formation. Support teachers will work with students in differentiated small groups based on student need, to support their growth using CCD charts, observation charts, inquiry charts, TPR, big books, and chants. Depending on student need, students will work on letter sounds, vowel patterns, blends, long vowels, diagraphs, and sentence formation with the use of sentence frames. Progress will be measured by common formative assessments, exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

1st Grade Math Goal

Achieve a 78% pass rate for the selected standard by the end of the quarter.

Using our I-ready math assessment in Numbers and Operations, we've identified 26 students who are unable to add and subtract fluently within 10 and are in the red (emerging K). By implementing modeling setting goals with constant feedback, and manipulatives we will increase proficiency from 26 students to 51 students, including 50% of Hispanic students. By focusing on Priority Standard 1.OA.C.6 our grade level will move 12 students out of below standard to approaching standard according to our I-ready math assessment in Numbers and Operations by February 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: 1.OA.C Add and subtract within 20

UNIT: Unit 2 Addition and Subtraction Within 20



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, constant feedback, and manipulatives, teachers will use whole group, partner and small group instruction to support students in understanding Priority Standard 1.OA.C.6 to ensure students are able to add and subtract fluently within 10 through using circle drawings, counters, cubes, number bonds, counting on, number partners for 10 with a focus on becoming fluent while adding and subtracting within 10. Additionally, students will monitor their progress by using their I-ready math goal folder, Ready math assessments, and exit tickets and feedback will be given two times per week by classroom teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15 minutes, three times a week with a focus on 1.OA.C.6 standard. Teachers will teach small groups daily modeling how to use the strategies (counters, circle drawings, count on, cubes, number bonds) for the specific students who need them and meet 1:1 to work on fact fluency within 10. Students will use manipulatives (cubes, circle drawings, counters, number bonds) if needed and the count on strategy to help build fluency. Progress will be measured by I-ready lessons, Ready Math lesson assessments, exit slips, constant feedback and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15 minutes, five times a week with a focus on 1.OA.C.6 standard. Teachers will teach small groups daily modeling how to use the strategies (counters, circle drawings, count on, cubes, number bonds) for the specific students who need them and meet 1:1 to work on fact fluency within 10. Students will use manipulatives (cubes, circle drawings, counters, number bonds) if needed and the count on strategy to help build fluency. In addition, students will use games, such as Jenga, card and dice games, and fact families to improve their fluency. Progress will be measured by exit slips, game score sheets, and constant feedback and brought to PLC meetings to inform instructional moves.

2nd Grade ELA Goal

Achieve a 36% pass rate for the selected standard by the end of the quarter.

Achieve a 36% (27/75) pass rate for the selected standard by the end of the quarter 1 CAP.



CURRICULUM: the standards and units we are targeting

STANDARD: W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

UNIT: ELA Unit 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, teacher scaffolding, sentence frames, graphic organizers and anecdotal notes, teachers will use whole group, partner and small group instruction to support students in understanding W.2.2 to ensure students are able to write an explanatory/informational paragraph including a topic sentence and supporting details, definitions and using graphic organizers with a focus on writing a paragraph. Additionally, students will monitor their progress by self-assessing using student friendly rubrics. Feedback will be given weekly by teachers and peers.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes, 3 times a week with a focus on W.2.2 standard.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, Students receiving ML services will participate in small group instruction for 30 minutes, 5 times a week with a focus on English language development within content including phonics, CVC words, and reading comprehension. This will support student's growth in the priority standard W.2.2; by building structures and supports for sentence formation. Support teachers will work with students in differentiated small groups based on student need, to support their growth using CCD charts, observation charts, inquiry charts, TPR, big books, and chants. Depending on student need, students will work on vowel patterns, blends, long vowels, diagraphs, sentence formation with the use of sentence frames. Progress will be measured by common formative assessments, exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

2nd Grade Math Goal

Achieve a 25% pass rate for the selected standard by the end of the quarter.

By implementing modeling, nonlinguistic representations, team tasks, and opportunities for student discourse, we will increase proficiency from 0% to 25% in grade 2, including 33% (8 out of 24) multilingual students. By focusing on 2.NBT.B, our grade level will move 28% of students out of below standard to approaching standard according to the iReady diagnostic and common formative assessments by January 30th, 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: 2.NBT.B Use place value understanding and properties of operations to add and subtract

UNIT: Unit 3 Numbers Within 1,000: Place Value, Addition, and Subtraction



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, student discourse, and nonlinguistic representations, teachers will use whole group, partner and small group instruction to support students in understanding 2.NBT.B to ensure students are able to fluently add and subtract within 100 using place value strategies and standard algorithm.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional (1:1 or Small group) support in math that aligns with 2.NBT.B with a focus on two-digit problems. Students will follow their iReady My Path to support student growth in identified areas from the Fall 2024 diagnostic. Students will participate in small group intervention, 2-4 times per week for 20 minutes, that utilize Math games and Number Sense practice. Progress will be monitored using exit tickets and checking for understanding.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core and small group instruction, targeted students will receive additional 1:2 small group intervention that aligns with standard 2.NBT.B with a focus on addition and subtraction within 20. Students will participate in small group intervention 5 times weekly for 25 minutes utilizing Math games and Number Sense practice. Students will use manipulatives to visually represent the problems. Ten frames and number charts will be used to support number sense. Progress will be monitored using exit tickets and checking for understanding.

3rd Grade ELA Goal

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

Using iReady assessment data, we've identified 74 out of 79 students who are unable to recount stories including fables, folk tales, and myths from diverse cultures. By implementing, summarizing, and note taking strategies, graphic organizers and opportunities for student discourse, we will increase proficiency from 6 percent to 29 percent in 3rd grade including 46% percent of multilingual students. By focusing on priority standard RL 3.2 our grade level will move 23% students out of below standard to approaching standard according to the iReady Diagnostics by February 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, graphic organizers, and summarizing and notetaking strategies, teachers will use whole group, partner, and small group instruction to support students in understanding RL.3.2. to ensure that students are able to recount stories, including fables, folktales, and myths from diverse cultures through close reading literature passages, noting key details to tell about characters, setting, and plot. Additionally, students will monitor their progress by analyzing their feedback on the Savvas oral reading records and weekly e-assessments. Feedback will be given to students weekly for e-assessments and monthly for oral reading records by their classroom teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

IN addition to the ELA core, students will participate in strategy groups for 15 minutes, 3 times a week with a focus on RL.3.2 to recount a story in sequence by using key details to tell about characters, setting, and plot. Teachers will use students discourse strategies such as student talk to encourage and provide opportunities to discuss recounting stories. Students will read passages and recount stories using key details.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving Title/LAP Intervention services will participate in small group instruction for thirty minutes, five times a week with a focus on foundational reading skills to support the 3rd grade ELA standard. Building support staff will provide reading instruction in foundational skills to students who placed in instructional groups 1-3 in the fall i-Ready diagnostic and on our department decoding screeners. This includes instruction on decoding and fluency which enables students to improve comprehension and access text-based evidence. Students will be working in small groups of up to eight using instructional routines and the Really Great Reading Programs (Blast and HD Word). Progress will be measured using bi-monthly progress monitoring, evaluating oral responses during instruction, and consistent feedback. Progress monitoring data will be brought to PLC meetings and data check-ins to inform all stakeholders of student progress.

3rd Grade Math Goal

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

Using a common formative assessment, we've identified 74 of 79 students who are unable to fluently add and subtract within 1000 using place value strategies and standard algorithm. By implementing modeling, nonlinguistic representations, team tasks, and opportunities for student discourse, we will increase proficiency from 6% to 30% in grade 3, including 54% (14 of 26) multilingual students. By focusing on 3.NBT.A.2, our grade level will move 28% of students out of below standard to approaching standard according to the iReady diagnostic and common formative assessments by January 30th, 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: 3.NBT.A Use place value understanding and properties of operations to perform multidigit arithmetic

UNIT: Unit 1 Three-Digit Numbers: Place Value, Addition, and Subtraction



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, student discourse, and nonlinguistic representations, teachers will use whole group, partner and small group instruction to support students in understanding 3.NBT.A.2 to ensure students are able to fluently add and subtract within 1000 using place value strategies and standard algorithm.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Additionally, students will monitor their progress by tracking their fluency. Feedback will be given through daily math exit tickets and 1:1 conferring.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will work in a small group with a 1:9 teacher to student ratio for 25 minutes five times weekly. Modeling, student discourse and nonlinguistic representations will be used to support students' understanding of standard 3.NBT.A.2 to ensure students are able to fluently add and subtract within 1000 using place value strategies and standard algorithm. Students will use games involving cards, dice and dominos to improve fact fluency. Students will also use base ten blocks, place value charts and place value drawings to support their ability to fluently add and subtract within 1000. Feedback will be given through exit tickets and 1:1 conferring.

4th Grade ELA Goal

Achieve a 65% pass rate for the selected standard by the end of the quarter.

Using common formative writing assessments, we've identified, 98.6% of students who are unable to proficiently write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. By implementing modeling, graphic organizers, and peer reviews, we will increase proficiency from 1.4% to 65% in 4th grade, including 33% of multi-lingual students. By focusing on priority standard W.4.3 our grade level will move 48 students out of below standard to approaching or meeting standard by Spring 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, graphic organizers, and scaffolding, teachers will use whole group instruction, small group instruction, peer feedback, and teacher feedback to support students in understanding priority standard 4.W.3. write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Additionally, students will monitor their progress by using a checklist to self-assess and feedback will be given during their weekly writing conference by peers and teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes, two times a week with a focus on using dialogue and description to develop experiences and events or show the responses of characters to situations. Teachers will model, confer, and guide students with narrative writing techniques. Students will bring a graphic organizer to capture their ideas. Progress will be measured by self-assessment, peer-assessment, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving Title/LAP Intervention services will participate in small group instruction for thirty minutes, five times a week with a focus on foundational reading skills to support the 4th grade ELA standard. Building support staff will provide reading instruction in foundational skills to students who placed in instructional groups 1-3 in the fall i-Ready diagnostic and our department decoding screeners. This includes instruction on decoding and fluency which enables students to improve comprehension and access text-based evidence. Students will be working in small groups of up to eight using instructional routines and the Really Great Reading Programs (Blast and HD Word). Progress will be measured using bi-monthly progress monitoring, evaluating oral responses during instruction, and consistent feedback. Progress monitoring data will be brought to PLC meetings and data check-ins to inform all stakeholders of student progress.

4th Grade Math Goal

Achieve a 65% pass rate for the selected standard by the end of the quarter.

Using a multiplication pre-assessment created collaboratively by the 4th grade team, we've identified 74 students who are unable to perform at grade level in multi-digit multiplication. By implementing modeling, nonlinguistic representations, and opportunities for student discourse, we will increase proficiency from 0% to 65% in grade 4, including 45% of multilingual students. By focusing on priority standard 4.NBT.B.5 (multi-digit multiplication) our grade will move 48 students up at least 1 level.



CURRICULUM: the standards and units we are targeting

STANDARD: 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic

UNIT: Unit 3 Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, multiplication charts, and area models teachers will use whole group, partner and small group instruction to support students in understanding Priority Standard 4.NBT.B.5 to ensure students are able to multiply multi-digit numbers. Additionally, students will monitor their progress by self-assessing their learning and ability and feedback will be given daily by the teacher and peers.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes, two times a week with a focus on 4.NBT.B.5 priority standard. Teachers will explicitly teach multiplication and addition strategies and appropriate use of math tools. Students will use models to show they understand multi-digit multiplication. 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 addition to core and small group instruction, students will participate in small group (1:9) intervention for 20 minutes 5 times weekly with a focus on 4.NBT.B.5 priority standard. Students will be taught explicit multiplication and addition strategies and appropriate use of math tools. The focus will be on creating an understanding of how to solve multiplication problems using multiple pathways. Students will use models to show their understanding of single and multi-digit multiplication. Math games will be used to increase fact fluency. Progress will be measured through exit slips, formal and informal assessment and consistent feedback.

5th Grade ELA Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

Using common formative assessments, we've identified, (94%) students who are unable to summarize a story. By implementing modeling, graphic organizers, and sentence frames, we will increase proficiency from 6% to 50% in 5th grade, including 32% of multi-lingual students. By focusing on priority standard 5RL.5.2 our grade level will move 36 students out of below standard to approaching or meeting standard by February 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, graphic organizers, and sentence frames, teachers will use whole group, partner and small group instruction to support students in understanding RL.5.2. to ensure students are able to summarize a text. Additionally, students will monitor their progress by using a checklist to self-assess and feedback will be given weekly.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes, two times a week with a focus on stating a claim. Teachers will model, confer, and guide students with identifying story elements. Students will bring a graphic organizer to capture their ideas. Progress will be measured by self-assessment, peer-assessment, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving Title/LAP Intervention services will participate in small group instruction for thirty minutes, five times a week with a focus on foundational reading skills to support the 5th grade ELA standard. Building support staff will provide reading instruction in foundational skills to students who placed in instructional groups 1-3 in the fall i-Ready diagnostic and on our department decoding screeners. This includes instruction on decoding and fluency which enables students to improve comprehension and access text-based evidence. Students will be working in small groups of up to eight using instructional routines and the Really Great Reading Programs (HD Word). Progress will be measured using bi-monthly progress monitoring, evaluating oral responses during instruction, and consistent feedback. Progress monitoring data will be brought to PLC meetings and data check-ins to inform all stakeholders of student progress.

5th Grade Math Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

Using the common formative assessment on volume of rectangular prisms, we've identified students who are below or approaching standard MD.C.5. By implementing modeling, multiplication charts, and area models we will increase proficiency from 4% to 50% in 5th grade including 32% of multi-lingual learners. By focusing on Priority Standard 5.MC.C.5 our grade level will move students out of approaching or below standard to meeting standard according to our Common Summative Assessment and I-Ready quizzes.



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

By implementing modeling, multiplication charts, and area models teachers will use whole group, partner and small group instruction to support students in understanding Priority Standard 5.MD.C.5 to ensure students are able to multiply in order to find the volume of rectangular prisms. Additionally, students will monitor their progress by self-assessing their learning and ability and feedback will be given daily by the teacher and peers.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes, two times a week with a focus on 5.MD.C.5 priority standard. Teachers will explicitly teach multiplication and addition strategies and appropriate use of math tools. Students will use models to find the volume of rectangular prisms. 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 addition to small group instruction, students will participate in intervention group instruction for 20 minutes five times weekly with a focus on 5.MD.C.5 priority standard. Teachers will explicitly teach multiplication and addition strategies and appropriate use of math tools. Students will build models of rectangular prisms with one-inch cubes to find the volume of the rectangular prisms. They will be identifying layers, identifying the area of each layer by multiplying length x width, adding the area of the layers to find the volume, and using the formula to calculate volume. Students will work on fact fluency through games and will be taught how to use a multiplication chart. Teach multi-digit multiplication using multiple pathways such as area model, partial products and standard algorithm. Progress will be measured by exit slips, consistent feedback, and frequently reviewed to inform instruction.

Behavior Goal

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

By implementing daily teacher supervised recess, building a common language around SEL practices, weekly Sheridan SEL20 lessons, routine restorative discussion circles, and Tier 3 behavior plans for individual student success, 98% of students at Sheridan will not have behaviors that result in suspension or expulsion, including 43% are Hispanic students, 11% African American, 14% students of two or more races, 11% Asian and Pacific Islander, 15% White, 5% Native Hawaiian, and 1% American Indian.



Root Cause Analysis

Equity is being focused on in multiple ways in the classroom. We will continue to develop and nurture authentic relationships between staff and students and student to student. Sheridan staff follows the SEL signature practices with fidelity. All students are welcomed into the building every morning. We practice restorative circles across all school spaces. Staff and students are building a culture of affirming goals and a positive mindset.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

Sheridan will build students abilities to de-escalate by developing a building-wide schedule that provides students with daily morning meetings that incorporate SEL strategies and relationship building skills. Students will receive weekly SEL lessons utilizing Character Strong curriculum, creating emphasis on schoolwide common language for conflict resolution (Tree of Choices). Lastly, all students will receive 20 minutes of "Sheridan SEL20".

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Sheridan administration will track all behavior incidents quarterly to look at alignment/discrepancies between demographic data and discipline incidents. Our TWCI leadership team will analyze discipline data and make recommendations for staff professional development around school-wide discipline, morning meetings, conflict resolution, and restorative circles/conversations.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

MTSS team with admin support will create and implement tier 3 behavior plans for students struggling with behavioral expectations. Plans will be co-created with student, teacher and parent input.

Music Goal

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

By January 30, 2025, 60% of Kindergarteners , including 20% Hispanic will be able to demonstrate a steady beat to music while clapping, playing instruments, movement with bodies and scarves and/or marching , without teacher modeling in class, based on the rubric.



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

1. Review Learning Target 2. Review success criteria – give examples Strategies may include: Practice steady beat as a class with a recording. (ex. One student at a time demonstrates steady beat using body percussion for four measures while class sings along. Students will move around room matching the steady beat the teacher is playing on the drum. Students may play beat on a percussion instrument.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Tier two instruction to be used to impact the learning goal of steady beat are individualized games that provide opportunities for students to show individual growth with the goal, and songs demonstrate the beat that directly tie to the goal that can be sung anywhere, not just in the music classroom. I know these strategies were effective because students were observed showing the skill, assessment scores from individualized games, and observable assessments from class time. Observable formative and summative assessments from class time.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier three strategies will be provided for all students as extra support by the music teacher. Due to time constraints and focus on improving reading, writing and math scores, there is no additional time to meet individually with students outside of their already scheduled music instruction time. All students are given class time with a specialist with extensive knowledge in music and all are monitored for individual growth based off of their starting base of zero. Strategies will be repeated often as needed, and multiple modality activities will be used to support all learning styles for all tier level students.

PE Goal

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

Specific: By the end of April, 90% of students will demonstrate improvement in their cardiovascular endurance by increasing their PACER test scores (measured by the number of laps completed). The improvement will be tracked against individualized baseline data collected at the beginning November. Measurable: Each student's PACER performance will be tracked at the start, mid-point, and end. The goal is for each student to show an increase in the number of laps completed. Achievable: Students will engage in structured cardiovascular endurance activities during each PE class, such as interval training, aerobic games, and pacing exercises, with a focus on progressive improvement. Students will also receive individualized feedback and coaching to help them develop pacing strategies and build stamina. Adaptations will be made for students needing additional support or modifications. Relevant: This goal aligns with national physical education standards focusing on developing aerobic fitness, and goal setting. Time-Bound: This goal will be achieved by the end of the April, with progress checks to ensure students are on track. Inclusive: The goal accounts for equity by ensuring all students, including those with disabilities or different fitness levels, are supported through differentiated activities and pacing strategies. Adaptations in the PACER test will be provided to ensure that all students can participate and show improvement.



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

High-Impact Strategies for Whole Group Instruction: Begin PE class with a 5-10 minute cardio activity, such as continuous running or jogging at a moderate pace. Use visual cues (cones or music) to signal students when to speed up or slow down. This develops students' ability to regulate their energy and pace. **Gamification of Aerobic Activities:** Use aerobic games like relay races, tag, or group endurance challenges that require sustained movement. By making cardiovascular endurance fun and competitive, students are more likely to engage and push themselves. **Structured PACER Practice Sessions:** Conduct practice PACER sessions monthly, allowing students to gradually build stamina. Use data from these sessions to provide feedback and encourage personal improvement. **Instruction on Pacing Techniques:** Teach students how to properly pace themselves during aerobic activities. **Peer Support & Collaborative Fitness:** Incorporate partner or small group activities where students encourage and motivate each other during runs or aerobic exercises. Peer encouragement builds a supportive fitness culture. **Goal Setting & Reflection:** On a half sheet of paper, have students set personal fitness goals (e.g., increasing PACER laps by 2-3) and reflect on their progress 2-3 times a year. Providing these goal-tracking sheets helps for them to visualize their progress over time.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

High-Impact Strategies for Small Group Instruction: **Progressive Endurance Challenges:** In our PE classes, create progressive challenges where students incrementally increase the difficulty of aerobic activities each week. This might include increasing the number of laps, the duration of runs, or the intensity of aerobic games. **Fitness Circuits:** Use stations or circuits designed for small groups, where students can track their heart rate at various intensities. This allows for real-time feedback on pacing, helping students understand the relationship between heart rate and endurance building. **SEL-Focused Check-ins:** Conduct brief check-ins about students' emotional responses to fitness challenges. Provide encouragement and address any anxiety or frustration they may feel regarding their fitness progress, fostering resilience and a growth mindset. **Positive Reinforcement and Encouragement:** Use regular positive reinforcement to motivate Tier 2 students. Acknowledge their progress, effort, and willingness to engage in fitness challenges. Publicly recognizing small wins can help students feel more confident in their abilities and reduce any fitness-related anxieties they may have.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Building Trust and Safety: Create a supportive and non-judgmental environment where students feel safe expressing their concerns and anxieties about fitness activities. Use team-building exercises to foster positive relationships. **Positive Reinforcement:** Implement a positive reinforcement system, like extra impossible shots, that acknowledges effort and improvement, rather than just performance outcomes. Celebrate milestones, such as completing a set number of laps or showing effort in an exercise challenge.

Kindergarten ELA Goal

Achieve a 69% pass rate for the selected standard by the end of the quarter.

Using Sheridan's Common Kindergarten Benchmarks for letter names, we have identified 72 students with a baseline data that does not meet February's benchmark of recognizing 36 or more letter names and 16 or more letter sounds. By implementing TPR activities, using nonlinguistic representations, co-construct, co-create neurological imprinting, one-on-one conferring, modeling, singing/chanting, we will increase proficiency from level 1 to level 3, including .05% of students with identifying IEP's and students with no prior school experience. By focusing on RF.K.1d our grade level will move 50 students below standard to meeting standard by February 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: RF.K.1 Demonstrate understanding of the organization and basic features of print

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing total physical response, other non-linguistic representations, modeling and daily alphabet phonics routines (singing, TPR, etc.) teachers will use whole group, partner and small group instruction to support students in understanding RF.K.1d.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15/20 minutes, 3-4 times a week with a focus on RF.K.1d and RF.K.3.A. Teachers will use flashcards, present alphabet games, and other forms of alphabet manipulation using magnets, sand, etc. Students will practice alphabet recognition in various sensory modes using center activities, such as word sorts, letter stamping, etc. Progress will be measured by teacher observations, regular letter sound assessments, and consistent feedback all brought back to PLC's.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving ML services will participate in small group instruction for 30 minutes, 5 times a week with a focus on English language development within content including phonics, letters skills, and CVC words. This will support student's growth in the priority standard W.K.3; by building structures and supports for word formation. Support teachers will work with students in differentiated small groups based on student need, to support their growth. Depending on student need, students will work on letter identification, letter sounds, vowel patterns, long vowels, and beginning and ending sounds. Progress will be measured by common formative assessments, exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

Kindergarten Math Goal

Achieve a 71% pass rate for the selected standard by the end of the quarter.

Using Sheridan's common kindergarten benchmark for K.CC.B.4 standard, we have identified 53/76 70% of students who are unable to count, identify, quantify, and write numbers 0-10. By implementing nonlinguistic representation, modeling, and cooperative learning (strategic turn and talks, differentiated partnership and small groups), we will increase proficiency from 30% to 71% in kindergarten, including 30% of students with IEP's and/or no prior school experience. By focusing on K.CC.B.4, kindergarten will move 56 students out of below/approaching standard to meeting standard according to the Sheridan Common Kindergarten Benchmark.



CURRICULUM: the standards and units we are targeting

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

UNIT: Unit 4 Numbers to 10 and Shapes



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing non-linguistic representations, modeling, and cooperative learning (strategic partners and groups), teachers will use whole group, partner, and small group instruction to support students in understanding K.CC.B.4 to ensure students are able to count (to 20), recognize (to 10), and write numbers to 10, through math songs, and games. Formative and summative assessments will focus on counting, recognizing, writing, and quantifying. Additionally, students will monitor their progress by regular teacher check-ins. Feedback will be given orally and through modeling handwriting with teacher daily.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15 to 20 minutes, 3-4 times a week with a focus on K.CC.B.4. Teachers will use math games, manipulatives, songs, chants, and other iReady math curricular resources. Students will engage in math centers, which will consist of games, writing strategies using sand and playdough, and working with other students. Progress will be measured by teacher observations, formative and summative assessments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core and small group instruction, students will participate in 1:2 instruction for 15 minutes, 5 times weekly with a focus on K.CC.B.4. Teachers will use math games and manipulatives to engage students. Multi modal strategies will be used to support students' writing abilities, such as salt trays, shaving cream, paint doobers, white boards, tracing sheets, tactical number cards, play dough etc. Progress will be measured by teacher observations, formative and summative assessments.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 90% positive rating on the selected Climate Survey item.

By May 2025, 90% of staff will respond positively to the question, "There is a willingness to address conflict in my school. When there is a problem we talk about how to solve it" as measured by an anonymous staff survey. Equity circles, discussion of equity questions, and support in conflict resolution will be utilized all year.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Admin and the TWCI team will lead staff through the anti-racist pause modules during our building PD opportunities.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 70% positive rating on the selected Climate Survey item.

By May 2025, 70% of students in grades 3-5 will improve their ability to solve conflict with others as measured by a forms assessment based on the climate survey. K-5 classroom teachers, specialists, interventionists, ML teachers, counselors and admin will use Character Strong curriculum and vocabulary to teach conflict resolution skills in each classroom weekly per our pacing calendar.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Counselors will provide SEL 20 lessons for all K-5 students on conflict resolution with tree of choices and character strong curriculum. Classroom teachers will follow Character modules and there will be a focus on bully prevention. PE and Music teachers will support with songs, games, and support of students' use of strategies when conflict arises.