



Continuous Achievement Process & Plan

2025 Quarter 1

Boze Elementary believes that all students can excel in a variety of ways. Through PBL (Project Based Learning) integrated throughout all subjects, we believe the strengths of each and every student can shine!

Our Vision

Boze will adhere to the principles of an ELA and Math Workshop taught through the lens of STEAM by TAF. Our common agreements are The Technology Access Foundation's Pillars of Equity, Interdisciplinary project-based learning, STEM Integration, Educational Technology, and College Readiness.

Our Mission

We endeavor to create a learning atmosphere that is influenced by, and responsive to, the learning interests and needs of the students and community we serve. Boze is a STEAM Innovative school that is driven by a firm commitment to giving students authentic and engaging learning experiences where students' passions and interests drive the curriculum.

1st Grade ELA Goal

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

There are 22% of 1st grade students meeting the standard of reading with sufficient fluency and accuracy to support comprehension. By February 2025, this number will increase to 35% including 4% of Hispanic/Latinx students increasing to 15% as measured by the iReady reading diagnostic assessment. We will accomplish this through implementing a variety of strategies that build an inclusive and equitable culture that represents a wide variety of learners like individual feedback and small group instruction. We will be monitoring our Latinx population in growth.



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

Classroom teacher will meet daily in a whole class group to review phonics routines including letter names and sounds, CVC blending and segmenting, and high frequency word lists. Using the high yield strategy feedback.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Classroom teacher will meet 3 times per week with small group structure to reinforce single-syllable words with predictable sound spelling patterns, using manipulatives from the literacy curriculum such as letter magnets, whiteboards, and word sorts.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Using Blast from RGR, students will meet in small groups for 15 to 30 minutes 4 to 5 days per week to acquire and practice foundational ELA skills, including phoneme to grapheme relationships, directionality, letters and sounds, and reading and writing simple words.

1st Grade Math Goal

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

There are 11% of 1st grade students meeting the standard of 1.OA.C.6. By the end of January, the percent of students meeting the standard will increase to 25%, including 4% Latinx/Hispanic students increasing to 15% as measured by Comprehension Checks and Unit Assessment from Ready Classroom. We will accomplish this by establishing an inclusive and equitable math culture using whole group, small group, and 1:1 structures that adhere to grade level content and shifts from remediation to support and scaffolding.



CURRICULUM: the standards and units we are targeting

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

UNIT: Unit 1 Relating Addition and Subtraction



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Classroom teacher will work with all students during math meeting daily for 10 minutes in small groups with the concepts of making 10 equations and number of the day. High yield strategy focus: feedback.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Classroom teacher will work with tier 2 students every other day in small groups for ten minutes on number concepts to identify, name, count, and write numbers 1-10. High yield focus: feedback.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, Students receiving Math special education services, will participate in small group instruction for 30 minutes 3 times a week with a focus of 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). Support teachers will model how to use manipulative to show number sense for addition and subtraction within 20, fluency within 10 (counting on, making ten, decomposing numbers to 10). The students will have access to various manipulatives (counters, ten frames). Focus will be on process. Progress will be measured by exit slips, consistent feedback (teacher guided prompts) brought to PLC meeting to inform classroom teachers of progress.

2nd Grade ELA Goal

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

20% of 2nd grade students meeting the standard of Reading Narrative Text (RL.2.2)- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. We will focus on students two grade levels behind, 45% of our students. By January 30, 2024, we will increase the percent of students meeting the standard to 35% as measured by "Meeting" on the iReady Winter diagnostic. We will use a variety of strategies and a wide range of high quality, diverse and increasingly challenging narrative text that build an inclusive and equitable culture that represents a wide variety of learners.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will use intentional planning with the lesson planning document from the K-5 Literacy Framework (page 5D) as a guide. In all whole group and small group ELA lessons, we will increase student discussion using the Text Discussion Protocol, Savvas Units 1 What Are Peer Partnerships?. We will use the Savvas Narrative Retelling Chart from the Assessment Guide for formative assessment.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Using assessment data gathered during Action Step 1, we will identify common needs using the TPS single-point Priority Standards Rubric for RL.2.2 and provide instruction and feedback in flexible strategy and skills groups (K-5 Literacy Framework 23(G)).

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Using Blast from RGR, students will meet in small groups for 30 minutes 5 days per week to acquire and practice foundational ELA skills, including phoneme to grapheme relationships, directionality, letters and sounds, and reading and writing simple words.

2nd Grade Math Goal

Achieve a 38% pass rate for the selected standard by the end of the quarter.

13% of 2nd grade students are meeting the standard of 2.NBT.B.5 (using place value understanding and properties of operations to add and subtract). We will focus on students who are two or more grade levels behind and by January 30, 2024, we will increase the percentage of students meeting the standard to 38% as measured by Comprehension Checks, Unit Assessment from Ready Classroom, and the iReady winter diagnostic. We will establish an inclusive and equitable math culture by adhering to grade level content that shifts from remediation to support and scaffolding, using math discourse with academic math vocabulary, and differentiating with small groups. We will be focusing on strategies for improvement for our Latin X students.



CURRICULUM: the standards and units we are targeting

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

UNIT: Unit 1 Numbers Within 20: Addition, Subtraction, and Data



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

- Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by: -Presenting and using base ten manipulatives for every problem - Presenting a rigorous, grade level task using the three reads protocol - Guide class conversation using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse - Anticipate student thinking to be able to Select and Sequence student work to build conceptual understanding and connect representation -We will do this 5 days a week for 15-20 minutes.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

- Engage a small group of students 3 days week for 15 minutes in the Try, Discuss, Connect Protocol (as stated above) with: - additional problems - using concrete representations/manipulatives to move from physical, to visual, to symbolic representation - providing sentence stems for conversation

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, Student receiving Math special education services, will participate in small group instruction for 30 minutes 3 times a week with a focus of 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Support teachers will model how to identify the important numbers in the problem, identify the question(s), and set up the problem(s) using math vocabulary. The teacher will also model how to check for understanding using reverse operations. The students will have access to manipulatives (counters, base 10 blocks, ten frames, visuals). Focus will be on process. Progress will be measured by exit slips, consistent feedback (teacher guided prompts and fact families) brought to PLC meeting to inform classroom teachers of progress.

3rd Grade ELA Goal

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

35% of third-grade students will score on grade level or above on comprehending informational text on the Winter iReady Diagnostic. Our focus group will be students of two or more races.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

UNIT: ELA Unit 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing shared reading and close reading opportunities and modeling of 2-column notes and graphic organizers, teachers will use whole group and small groups to support students in understanding of main idea and details. Additionally, students will monitor their progress through CFA review and revision.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, target students will participate in individual and small group instruction for 20 minutes, 2-3 times a week, focusing on the main idea and details. Teachers will confer with students using select informational text and graphic organizers. Progress will be measured by CFAs, graphic organizers, and consistent feedback.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

ELA: Students receiving ML support will participate in a language-focused small group 2-5 times a week for 30 minutes. Instruction will include building background knowledge, vocabulary development, learning the language function of explain, recount and sequence, and oral language fluency through guided reading and writing, with the use of sentence frames and stems during practice. Small group teachers will provide feedback on progress and discuss next steps with students through conferring. ??

3rd Grade Math Goal

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

As measured by the algebra strand on the winter iReady diagnostic, 30% of third-grade students will be able to represent and solve multiplication and division problems by the end of quarter 1. Our focus group is multilingual students.



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

- By implementing practice and reinforcement of strategies learned for multiplication and division. - Teacher will use whole group, partner, and small group instruction to support students in understanding how to solve multiplication and division. - use Try-Discuss-Connect routine with focus on repetitive addition, skip counting, and other strategies used. - students will monitor their progress by reviewing strategies and feedback will be given when exit slips and quizzes are complete. -Students will have items read to them and access to manipulatives as needed.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15 minutes, 3 times a week with focus on multiplication and division strategies. Teacher will review strategies for repetitive addition/subtraction, count bys, arrays, equal group drawings and skip counting. Students will use manipulatives to review strategies. Progress will be measured by exit slips, quizzes and consistent feedback.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, Student receiving Math special education services, will participate in small group instruction for 30 minutes 3 times a week with a focus of 3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Support teachers will model how to identify the important numbers in the problem, identify the question, and set up the problem using math vocabulary. The teacher will also model how to check for understanding using reverse operations. The students will have access to manipulatives (counters, examples of arrays-equal groups, and visuals). Focus will be on process. Progress will be measured by exit slips, consistent feedback (teacher guided prompts and fact families) brought to PLC meeting to inform classroom teachers of progress.

4th Grade ELA Goal

Achieve a 45% pass rate for the selected standard by the end of the quarter.

Over the next trimester, 4th-grade students will focus on developing their ability to explain events, procedures, ideas, or concepts in historical, scientific, or technical texts. They will practice identifying what happened and why based on specific information in the text. By the end of the trimester, 36% of the students will consistently demonstrate the ability to explain events, procedures, ideas, or concepts from various texts, providing clear and accurate explanations in class assignments and assessment. Students will have access to a diverse selection of historical, scientific, and technical texts, as well as guided practice activities and discussions that support their comprehension and explanation skills. Proficiency in this skill is essential for students' overall literacy development and their ability to engage with and understand complex texts in various subjects. The subgroup of Latin X will be monitored. This goal will be achieved within the current trimester, with regular assessments, discussions, and assignments serving as checkpoints to monitor and improve students' ability to explain information from texts effectively.



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

Implement guided practice activities and class discussions that focus on extracting specific information from texts, understanding causality, and effectively explaining events, procedures, ideas, or concepts. Conduct regular progress monitoring to track students' development in this skill and identify those who may need additional support. Implement strategies for differentiated instruction to meet the diverse needs of students. This includes providing additional support or enrichment opportunities for students as needed. Identify struggling students and provide targeted interventions, such as small group instruction or one-on-one support, to help them reach the proficiency goal.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Provide small group activities that promote collaboration, critical thinking, and active engagement with historical, scientific, or technical texts, helping students improve their ability to explain events, procedures, ideas, or concepts.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Multilingual students receiving ELD support will participate in a language-focused small group 3-4 times a week for 30 minutes. Instruction will include building background knowledge, vocabulary development around the language function of "explaining", and oral language fluency as they pertain to standard RI.4.3. The ML teacher will provide feedback on progress and discuss/adjust next steps with students through conferring.

4th Grade Math Goal

Achieve a 38% pass rate for the selected standard by the end of the quarter.

Over the next trimester, 4th-grade students will focus on solving multistep word problems that involve whole numbers and require the use of the four operations (addition, subtraction, multiplication, and division). These problems will also include scenarios where remainders must be interpreted. Students will represent these problems using equations with a letter representing the unknown quantity. By the end of the trimester, 30% of the students will consistently demonstrate the ability to solve multistep word problems, represent them with equations, and accurately assess the reasonableness of their answers through mental computation and estimation strategies, including rounding, in class assessments and assignments. Students will have access to a variety of multistep word problems, guided practice exercises, and opportunities for real-world application to build their problem-solving skills. Proficiency in this skill is essential for students' mathematical development, enabling them to apply the four operations to real-world situations and assess the reasonableness of their answers. This goal will be achieved within the current trimester, with regular assessments and assignments serving as checkpoints to monitor and improve students' problem-solving and reasoning skills in mathematics. Our focus will be on improving our Latin x population in these skills.



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

Peer-to-peer work, targeted pre teaching of strategies, Specific criteria for completed responses, modeling of strategies, visual and manipulative learning supports.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Chunk instruction, skill- based centers, reteaching, visual supports and manipulatives.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, Student receiving Math special education services, will participate in small group instruction for 30 minutes 3 times a week with a focus of 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Support teachers will model how to identify the important numbers in the problem, identify the question, and set up the problem using math vocabulary. The teacher will also model how to check for understanding using reverse operations. The students will have access to manipulatives. Focus will be on process. Progress will be measured by exit slips, consistent feedback (teacher guided prompts and fact families) brought to PLC meeting to inform classroom teachers of progress.

5th Grade ELA Goal

Achieve a 73% pass rate for the selected standard by the end of the quarter.

By the end of term 1, the amount of students scoring proficient on the standard of W.5.1 write opinion pieces on topics or texts, supporting a point of view with reasons and information will increase from 48% to 73%, with a focus on our Latinx students.



CURRICULUM: the standards and units we are targeting

STANDARD: W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

UNIT: ELA Unit 3



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing the use of the opinion essay planning guide and opinion writing rubric from Savvas Unit 3, teachers will use whole group and partner instruction to support students in introducing a topic, stating an opinion, and adding reasons to their writing (W.5.1) and to ensure students are able to include facts, details, and elaboration to support their reasons, as well as, words and phrases that link their opinion with their reasons. Additionally, students will monitor their progress by the use of exit slips and feedback will be given by the teacher 2-3 times a week.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, Hispanic/ Latin X students will participate in small group instruction for 15 minutes, 2-3 times a week with a focus on logically grouping their ideas, logically ordering their reasons, using linking words and phrases, and using personal anecdotes in their opinion writing (W.5.1). Teachers will teach how to use strong, detailed reasons to support an opinion, how to use linking words (ie: because, therefore, since, for example), and how to use a personal anecdote as a supporting detail. Students will create an organizational structure that groups ideas to support a statement of opinion on a topic. 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

Students receiving EL support will participate in a language-focused small group 2-4 times a week for 30 minutes. Instruction will include building background knowledge, vocabulary development, learning the language function of opinion and persuading, and oral language fluency through guided reading and writing. Small group teachers will provide feedback on progress and discuss next-steps with students through conferring.

5th Grade Math Goal

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

By the end of term 1, the amount of students scoring proficient on the standard of 5.NBT.B.7 - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used, will increase from 44% to 69%. Our focus group is Latinx students. Currently 1% of our Latinx students are proficient in this standard.



CURRICULUM: the standards and units we are targeting

STANDARD: 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths

UNIT: Unit 2 Decimals and Fractions: Place Value, Addition, and Subtraction



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing the use of base ten blocks, graph paper and a place value chart, teachers will use whole group and partner instruction to support students in understanding decimal numbers to the hundredths (5.NBT.B.7) to ensure students are able to add and subtract decimals through a variety of problem situations with a focus on representing work with a model. Additionally, students will monitor their progress by the use of exit slips and feedback will be given by the teacher 2-3 times a week.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, Hispanic/Latin X students will participate in small group instruction for 15 minutes, 2 times a week with a focus on solving addition and subtraction problems involving decimals (5.NBT.B.7). Teachers will give a variety of addition and subtraction problems involving decimal numbers. Students will explain their reasoning using concrete models, pictures, words, and numbers. 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 instruction, Student receiving Math special education services, will participate in small group instruction for 30 minutes 3 times a week with a focus of 5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Support teachers will model how to set up the problem using the proper placement of the decimal (addition/subtraction), model how to solve the problems using the proper process (addition, subtraction). The teacher will also model the proper process to solve multiplication problems. The support teacher will also model how to check the work using a calculator. Students may have access to a multiplication chart if fact knowledge is a concern. Focus will be on process. Progress will be measured by exit slips, consistent feedback (teacher guided set up and by number sense) brought to PLC meeting to inform classroom teachers of progress.

Behavior Goal

Ensure 99% of students have behaviors NOT resulting in suspension or expulsion.

There are 2% of our student population who have participated in exclusionary practices. By spring 2025, the percentage of students who have participated in exclusionary practices will be reduced to 1%, including decreasing exclusionary practices with Black students from 15% to 9%. One way we will accomplish this is through strategies that build inclusive and equitable culture, including providing professional development in Tier 1 SEL practices, assessment of behavior data monthly to examine patterns, and use of PBIS check and connect strategies.



Root Cause Analysis

Responsive behaviors to incidents to be more restorative as opposed to exclusionary.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

Tier I instruction of SEL implementation.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Deescalation strategies, peace corner, classroom circles, etc.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

NA

Music Goal

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

*By January 30, 2025, 60% of Kindergartners will be able to demonstrate a steady beat to music, without teacher modeling, based on the rubric. Student achievement data will reflect equitable distribution of outcomes across lines of race and ethnicity. *TPS Priority Anchor Standard 9: Apply criteria to evaluate artistic work *Student Growth Criterion 3: Recognizing individual learning needs and developing strategies to address those needs. *Concept Being Assessed: Steady Beat*



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 used that had the most impact on the learning goal of steady beat were individualized games that provided opportunities for students to show individual growth with the goal, and songs that directly tied 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 85% pass rate for the selected standard by the end of the quarter.

There are currently 50% of 4th grade students meeting standard 1.1.3. By 2/13, 2024, the percent of students meeting the standard will increase to 85% as measured by visual skill assessments using the jump rope rubric as guidance. I will accomplish this by establishing an inclusive and equitable PE culture that adheres to grade-level standards. This includes providing a safe space for learning and trying new things and maximizing participation time for students.



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, I will use modeling, movement exploration, and peer coaching teaching strategies to teach the fundamental movement markers necessary to perform the skill correctly. Additionally, I will provide games and station activities that emphasize the skills needed for achieving the goal of 5 consecutive jumps.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During stations and small group instruction, I will reteach the skill. I will offer videos of a variety of jump rope skills so that learners can be challenged at their specific level. I will give opportunity for both competitive and noncompetitive practice environments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For ELL students I will provide pictures and videos to demonstrate the skills and appropriate steps to performing it. For children with sensory needs, I will provide headphones to reduce the noise overstimulation in PE. For ADD/ADHD students I will provide a listening space during instruction where they can move and fidget without disrupting class.

Kindergarten ELA Goal

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

By February, we will increase from 30% of students at level 3 on the mastery scale to 70% on the mastery scale as measured by WAKIDS assessment. One way we will accomplish this is through implementing differentiated strategies that build an inclusive and equitable culture that represent a wide variety of learners. We will focus on Latin X students.



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 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing "Word Work" during core ELA whole group instruction and Guided Reading of decodable readers during flexible small group instruction, students will build understanding in RF.K.1. By leveraging practice reading assignments and identifying letters, students will demonstrate growth as measured by WAKIDS.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing purposeful conferring, fluency practice, writing, and learning styles during our double dose small group instruction, students will build understanding in RF.K.1. By leveraging practice reading assignments, and letter identification, students will demonstrate growth as measured by WAKIDS.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Using Countdown from RGR, students will meet in small groups for 15 to 30 minutes 4 to 5 days per week to acquire and practice foundational ELA skills, including phoneme to grapheme relationships, directionality, letters and sounds, and reading and writing simple words.

Kindergarten Math Goal

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

By February 2024 the percentage of students that are proficient at counting with a 1:1 correspondence and identify numbers and quantities from 0 - 5 will increase to 70% through the use of manipulatives and guided instruction by targeting students that have historically under-performed such as multi-cultural learners.



CURRICULUM: the standards and units we are targeting

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

UNIT: Unit 2 Numbers to 5, Shapes, and Weight



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing non-linguistic representations teachers will use whole group, partner, and small group instruction to support students in understanding K.CC. B.4 understand the relationship between numbers and quantities connect counting with cardinality to ensure students are able to represent numerical quantities through pictorial representation, numeral writing, counting with accuracy. Additionally, students will monitor their progress by self-assessing themselves with the rubric of pictorial representation, numeral writing, counting with accuracy and feedback will be given daily.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15 minutes, 2 times a week with a focus on K.CC.B.4 standard. Teachers will reinforce the rubric and check for accuracy as students explain their thinking. Students will check for completion, review the rubric and recount for accuracy. 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

Pre-teach concrete examples and visuals for content vocabulary by including learning supports such as manipulatives, teacher modeling, charts, word, and picture wall, first language text support (if needed), pictures/illustrations and sentence frames.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 65% positive rating on the selected Climate Survey item.

By the spring, 65% of staff will report that there is a willingness to address conflict in our school and that when there is a problem, we talk about how to solve it.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Whole Child team will create an anonymous survey for staff to find out more about their thoughts and feelings on this topic. Circle discussions and staff conversation focused on conflict resolution. Invitation of a consultant from outside the building to lead activities around adult conflict resolution.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 65% positive rating on the selected Climate Survey item.

By the spring, 65% of students will report that they know how to resolve conflicts safely and kindly (sometimes or most of the time) as measured by our school created SEL survey. Based on discipline data, we will intentionally disaggregate and monitor the data of our fourth and fifth grade students to meet this goal. One way we will accomplish this is through implementing a variety of strategies that build an inclusive and equitable culture including encouraging open discussions, using multicultural examples and role playing, and considering the different communication styles of students.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Tier one: Daily morning meetings built into the master schedule. Calm corner/peace corners in classrooms (continuing from last year). Peace Path lessons (continued from last year) Second Step- personal safety and HIB lessons Counselor lessons on conflict resolution Buzz Awards for reinforcement Tier two: Small groups identified by counselors 1:1 for select students Check in-check out for select students focused on conflict resolution/management