TACOMA PUBLIC SCHOOLS

Continuous Achievement Process & Plan

2025 Quarter 1

As a public Montessori school, Bryant facilitates safe, empowering, connected learning communities. Our motto is Care for yourself, care for each other, and care for this place. Students learn to be responsible members of learning communities that develop through multi-year classrooms, choice within limits, and movement. The elements of this Continuous Achievement Plan emphasize student attendance, connection with others, prosocial behavior, restorative practices, and academic achievement.

Our Vision

Using the Montessori philosophy, we provide a peaceful, enriched educational environment in which each child is encouraged to grow to his/her fullest potential academically, socially, and emotionally.

Our Mission

To develop independent lifelong learners who are compassionate contributors to a global community.

ACADEMIC EXCELLENCE

1st Grade ELA Goal

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

Our goal is that 75% of first grade students will be proficient at standard RL 1.2 by the end of the CAP cycle. Currently 10% are proficient at standard based on team-created assessments that address retell skills. Our goal is Strategic because this is a need identified by our Fall 2024 iReady data and classroom-based assessments. Our goal is Measurable using iReady interim assessments, team-created formative assessments, classroom observations, and oral responses during literature conferences. All of this data is collected by each teacher and shared during PLCs. Our goal is Ambitious because we are going to assure that each student is able to demonstrate growth in retelling stories and noting key details. Our goal is Realistic because this is a skill that develops while children are becoming more accomplished readers over their three years in a Lower Elementary Montessori class. Our goal is Time-bound because it is unit-based and will fall within the first CAP window of September through January 30. Our goal is Inclusive because we use a wide variety of literature from different cultures and include literature written by a diverse author group. Students will have opportunities to see themselves reflected in the materials. Students will demonstrate understanding through a variety of modalities. Our goal is Equitable because we differentiate for the individual learning styles, interests, and identities of the students throughout the unit of learning.

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
We will meet for our first Lower Elementary ELA PLC in October. The team will analyze student data collected through a formative common assessment, noticing trends and anomalies, then plan instruction intended for small groups. We will collaboratively plan for ongoing assessment that measures growth towards proficiency in retelling stories and recognizing key details in realistic fiction. We will plan lessons for the whole class utilizing literature and other curriculum resources to provide instruction about story elements, including retelling key details. The high yield strategies that will be used include direct instruction, student engagement and relevance, and direct and immediate feedback.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Once we have done whole-group instruction we will meet with smaller groups to address specific needs of students who have not yet achieved the goal of identifying key details and retelling stories. Teachers will confer with Tier 2 students weekly throughout the unit. Our second ELA PLC will be in November. We will collaboratively look at student work and assessments to decide on next steps. We will design intensive remediation for students not yet meeting the goal. The high yield strategies that may be used include multiple exposure opportunities, the use of concrete materials (sequencing strips or pictures), and attention to relevance. A variety of modalities will be offered for assessment.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Students will receive 30 minutes, five days a week of LAP instruction with Suzanne Stewart. For LRC students will receive service minutes aligned with their IEP's. Teachers will confer with Tier 3 students weekly while there is still a need for understanding. We will collaboratively create intensive remediation for specific students who are not yet meeting the goal. We will consider creating groups with students from all five classes who have similar needs. Middle school mentors may provide one-on-one support.

ACADEMIC EXCELLENCE

1st Grade Math Goal

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

We want to achieve at least 75% proficiency in addition and subtraction within 10 at first grade level as per 1.NBT.C as per teacher-designed assessment. We will know that students have achieved mastery by their performance on classroom assessments targeting these specific skills. We will continue our beginning of the year learning about place value and continue on, following the child, as they are ready for the next concept. We will work on this concept through the fall and into February as needed by each student. We will include student input by allowing students to choose from a set of Montessori materials appropriate for developing the skill. The material that feels most comfortable to each students will be used. Students following a Montessori education benefit from Maria Montessori's knowledge of systemic injustice. The whole basis for creating her educational philosophy was to address the needs of children who were traditionally marginalized such as children of poverty and children with learning disabilities. By embracing our training and the skills we all have built in our Montessori training (and will improve through ongoing training as per our new CBA) we are able to address the educational needs of all of our children and their cultural needs.

CURRICULUM: the standards and units we are targeting

STANDARD: 1.NBT.C Use place value understanding and properties of operations to add and subtract
UNIT: Unit 5 Operations with Tens and Ones

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
As specified in our SMARTIE goal we will meet to review and refresh our knowledge of Montessori math materials and lessons and will also share with our new teammates. We will use our first PLC day every month to study math materials, review student work and data, and set goals for the following month. We will use Overt Instruction with Montessori Materials.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
We will meet in December to create needed interventions. We will evaluate student work to see if our students have gained skills in adding and subtracting 3-digit numbers. We will also discuss differentiated enrichment opportunities for our HiCap students. High Yield Strategies will include overt Instruction with Montessori Materials to assist students not yet at the goal. We will also use reinforcing effort and recognizing effort by our students as they continue learn.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
We will use our PLC time in January to re-evaluate our student's results and celebrate successes. We will also design intensive interventions if needed for students who have not yet achieved our goal. High Yield Strategies include overt Instruction with Montessori Materials to assist students not yet at the goal. We will also use reinforcing effort and recognizing effort by our students as they continue learn. We will add nonlinguistic representations and cooperative learning with groups including peers who have achieved the goal.

ACADEMIC EXCELLENCE

2nd Grade ELA Goal

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

Specific: students will meet RL2.2 standards per Priority Standard rubric Measurable: 4 point scale via rubric Action Oriented: stories, literature, ELA small groups, SAVVAS work Relevant: identified in iReady as subject area with space for improvement Time Bound: September - January Inclusive: this standard spans across all three grades, allowing for scaffolding Equitable: these will be individualized per child, meeting their needs, especially with IEP/504 alignment as necessary

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 3

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Overt instruction, feedback, and Montessori materials

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
High-yield: Identifying similarities and differences, movement, concrete materials, attention to relevance, multi-sensory

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
We will work as a team to identify children in each class who have similar needs. We can create groups based upon these needs and collaborate on interventions to target them.

ACADEMIC EXCELLENCE

2nd Grade Math Goal

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

Specific: Our goal matches the Common Core standard 2.NBT.B and zones into 2 math operations of addition and subtraction. Measurable: 75% students will be able to add with numbers into the thousands place with regrouping. Action Oriented: Our goal is action- oriented because all teachers will use iReady interim assessments, Ready math checks, team-created formative assessments, classroom observations and oral answers during discussions. Relevant: Our goal is relevant because this is a need identified by our Fall 2024 iReady results. This is a skill that develops while children are becoming more accomplished mathematicians over their three years in Lower El. Time Bound: Our goal is Time-bound because it is unit-based and focuses on addition and will have a discrete beginning in October ad conclude in January with summative assessments. Inclusive: Our goal is Inclusive because we use a wide variety of materials both concrete and abstract to address the learning and skills needed. Equitable: Our goal is Equitable because we differentiate for the different needs of our students throughout the unit of learning.

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
As specified in our SMARTIE goal we will meet to review and refresh our knowledge of Montessori math materials and lessons and will also share with our new teammates. We will use our first PLC day every month to study math materials, review student work and data, and set goals for the following month. We will use Overt Instruction with Montessori Materials.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
We will meet in December to create needed interventions. We will evaluate student work to see if our students have gained skills in adding and subtracting 3-digit numbers. We will also discuss differentiated enrichment opportunities for our HiCap students. High Yield Strategies will include overt Instruction with Montessori Materials to assist students not yet at the goal. We will also use reinforcing effort and recognizing effort by our students as they continue learn.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
We will use our PLC time in January to re-evaluate our student's results and celebrate successes. We will also design intensive interventions if needed for students who have not yet achieved our goal. High Yield Strategies include overt Instruction with Montessori Materials to assist students not yet at the goal. We will also use reinforcing effort and recognizing effort by our students as they continue learn. We will add nonlinguistic representations and cooperative learning with groups including peers who have achieved the goal.

ACADEMIC EXCELLENCE

3rd Grade ELA Goal

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

Specific: Students will meet goals for ELA standard 3.2. Measurable: This goal will be measurable by evaluating student work based on a 4-point rubric at the end of the instructional period. Action Oriented: This goal is action oriented because all teachers will use Savaas, iReady, and self developed materials that are pre-determined and created by the team. Relevant: This goal will be relevant because it has been identified as a goal from Common Core Standards and iReady curriculum. Time Bound: Instruction for this goal will be confined to the first trimester, September 2024 –January 2025. Inclusive: This goal be inclusive because we will utilize a wide array of literature materials representing many different cultures. Equitable: This goal will be equitable because all steps will be individualized based on each student's specific needs.

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
Overt Instruction Montessori Materials Feedback

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
High-yield: Identifying similarities and differences, movement, concrete materials, attention to relevance, multi-sensory

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
We will use our PLC time in January to re-evaluate our student's results and celebrate successes. We will also design intensive interventions if needed for students who have not yet achieved our goal.

ACADEMIC EXCELLENCE

3rd Grade Math Goal

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

Specific: Our goal matches the Common Core standard 3.NBT.A and zones into 2 math operations of addition and subtraction (3.NBT.A.2.) Measurable: 75% students will be able to add with numbers into the thousands place with regrouping. Action Oriented: Our goal is action- oriented because all teachers will use iReady assessments, Ready math checks, team-created formative assessments, classroom observations and oral answers during discussions. Relevant: Our goal is relevant because this is a need identified by our Fall 2024 iReady results. This is a skill that develops while children are becoming more accomplished mathematicians over their three years in Lower El. Time Bound: Our goal is Time-bound because it is unit-based and focuses on addition and subtraction. Inclusive: Our goal is Inclusive because we use a wide variety of materials both concrete and abstract to address the learning and skills needed. Equitable: Our goal is Equitable because we differentiate the different needs of our students throughout the unit of learning.

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
As specified in our SMARTIE goal we will meet to review and refresh our knowledge of Montessori math materials and lessons and will also share with our new teammates. We will use our second PLC day every month (4th Wednesday) to study math materials, review student work and data, and set goals for the following month. We will use Overt Instruction with Montessori Materials.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
We will meet in December to create needed interventions. We will evaluate student work to see if our students have gained skills in adding and subtracting 3-digit numbers. We will also discuss differentiated enrichment opportunities for our HiCap students. High Yield Strategies will include overt Instruction with Montessori Materials to assist students not yet at the goal. We will also use reinforcing effort and recognizing effort by our students as they continue learn.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
We will use our PLC time in January to re-evaluate our students' results and celebrate successes. We will also design intensive interventions if needed for students who have not yet achieved our goal. High Yield Strategies include overt Instruction with Montessori Materials to assist students not yet at the goal. We will also use reinforcing effort and recognizing effort by our students as they continue learn. We will add nonlinguistic representations and cooperative learning with groups including peers who have achieved the goal.

ACADEMIC EXCELLENCE

4th Grade ELA Goal

Achieve a 39% pass rate for the selected standard by the end of the quarter.

Specific: By the end of the semester, 4th grade students will be able to identify the main idea and supporting details in an informational text. Measurable: Students will demonstrate their understanding by completing a graphic organizer with at least 80% accuracy during assessments. Achievable: Given the current reading levels and available resources, this goal is realistic and attainable with regular practice and support. Relevant: Understanding informational texts is a key skill that aligns with the 4th grade curriculum and prepares students for future academic success. Time-bound: This goal will be achieved by the end of the semester, providing a clear timeframe for instruction and assessment. Inclusive: Instruction will include differentiated strategies to support all learners, including those with diverse learning needs. Equitable: All students will have access to the necessary resources and support to achieve this goal, ensuring that every student has an equal opportunity to succeed.

CURRICULUM: the standards and units we are targeting

STANDARD: RL.4.1 Refer to details and examples in 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
Introduce the Genre: Begin by explaining what informational writing is and its purpose. Use examples to illustrate different types of informational texts. Teach Text Features: Highlight features such as headings, subheadings, captions, and diagrams. Show how these elements help organize information and aid comprehension. Use Graphic Organizers: Introduce graphic organizers like Venn diagrams, T-charts, and flowcharts to help students plan their writing and organize their thoughts.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Provide targeted instruction based on the specific needs of each group. For example, one group might focus on writing strong introductions, while another works on using text features effectively. Guided Practice: In small groups, guide students through the writing process. Provide immediate feedback and support as they plan, draft, and revise their work.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
LRC and LAP teachers will provide tier 3 instruction.

ACADEMIC EXCELLENCE

4th Grade Math Goal

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

Specific: I will learn to use place value understanding and properties of operations to add and subtract multi-digit numbers. Measurable: I will correctly solve at least 9 out of 10 multi-digit addition and subtraction problems on my math quiz. Achievable: I will practice multi-digit arithmetic for 15 minutes every day for three weeks. Relevant: Mastering multi-digit arithmetic is essential for my math skills and will help me in future math classes. Time-bound: I will achieve this goal by the end of the semester. Inclusive: I will work with my classmates and participate in group activities to help each other understand multi-digit arithmetic. Equitable: I will use various resources like math games, practice worksheets, and peer tutoring sessions to ensure everyone in my class has the opportunity to understand multi-digit arithmetic.

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 1 Whole Numbers: Place Value, Comparison, Addition, and Subtraction

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Group Activities: Plan and implement group activities that encourage collaboration among students while learning about place value. Interactive Learning: Use technology and hands-on activities to make learning about place value more engaging.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Differentiation: Develop strategies to differentiate instruction to meet the diverse needs of all students. Equity Focus: Ensure that all students have access to the necessary resources and support to understand place value.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Differentiation: Develop strategies to differentiate instruction to meet the diverse needs of all students. Equity Focus: Ensure that all students have access to the necessary resources and support to understand place value. Group Activities: Plan and implement group activities that encourage collaboration among students while learning about place value. Interactive Learning: Use technology and hands-on activities to make learning about place value more engaging.

ACADEMIC EXCELLENCE

5th Grade ELA Goal

Achieve a 51% pass rate for the selected standard by the end of the quarter.

Specific: By the end of the semester, 4th grade students will be able to identify the main idea and supporting details in an informational text. Measurable: Students will demonstrate their understanding by completing a graphic organizer with at least 80% accuracy during assessments. Achievable: Given the current reading levels and available resources, this goal is realistic and attainable with regular practice and support. Relevant: Understanding informational texts is a key skill that aligns with the 4th grade curriculum and prepares students for future academic success. Time-bound: This goal will be achieved by the end of the semester, providing a clear timeframe for instruction and assessment.

CURRICULUM: the standards and units we are targeting

STANDARD: RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
UNIT: ELA Unit 1

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Introduce the Genre: Begin by explaining what informational writing is and its purpose. Use examples to illustrate different types of informational texts. Teach Text Features: Highlight features such as headings, subheadings, captions, and diagrams. Show how these elements help organize information and aid comprehension. Use Graphic Organizers: Introduce graphic organizers like Venn diagrams, T-charts, and flowcharts to help students plan their writing and organize their thoughts.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Provide targeted instruction based on the specific needs of each group. For example, one group might focus on writing strong introductions, while another works on using text features effectively. Guided Practice: In small groups, guide students through the writing process. Provide immediate feedback and support as they plan, draft, and revise their work.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Students will complete tasks, like geometry games and incorporating Minecraft geometry tasks in order to increase student engagement. Progress will be measured by consistent feedback, and brought to PLC meetings to inform classroom teacher of progress for 30 minutes 2 times per week.

ACADEMIC EXCELLENCE

5th Grade Math Goal

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

Specific: I will learn how to calculate the volume of rectangular prisms. Measurable: I will correctly solve at least 8 out of 10 volume problems on my math quiz. Achievable: I will practice calculating volume for 20 minutes every day for two weeks. Relevant: Understanding volume is important for my math skills and will help me in future math classes. Time-bound: I will achieve this goal by the end of the month. Inclusive: I will work with my classmates and help each other understand the concept of volume. Equitable: I will use different resources like videos, practice problems, and group study sessions to ensure everyone in my class has the opportunity to understand volume.

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
Group Activities: Plan and implement group activities that encourage collaboration among students while learning about volume. Interactive Learning: Use technology and hands-on activities to make learning about volume more engaging.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Differentiation: Develop strategies to differentiate instruction to meet the diverse needs of all students. Equity Focus: Ensure that all students have access to the necessary resources and support to understand volume.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Differentiation: Develop strategies to differentiate instruction to meet the diverse needs of all students. Equity Focus: Ensure that all students have access to the necessary resources and support to understand volume. Communication: Keep parents informed about the goals and progress, and provide them with resources to support learning at home. Community Resources: Utilize community resources, such as local museums or science centers, to provide real-world examples of volume.

ACADEMIC EXCELLENCE

6th Grade ELA Goal

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

By the end of January 2025, 78% of students will be proficient in effectively incorporate source-based evidence to support their claims and reasoning, while observing rules for plagiarism and copyright. The Culturally Responsive and Relevant Teaching practices of using jigsaw activities, and sentence stems will be used to create inclusive and equitable practices.

CURRICULUM: the standards and units we are targeting

STANDARD: W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources
UNIT: Informational/Explanatory Reading and Writing

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Whole group instruction: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In small groups: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations. In addition, jigsaw strategies: activities in which students work together on parts of a CER paragraph, then regroup to share out their work. This strategy is a best practice for equity and inclusion.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Create a template for students to "fill in the blanks" to practice organizing information and citation of evidence. Utilize onsite LRC teacher for inclusive small group instruction.

ACADEMIC EXCELLENCE

6th Grade Math Goal

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

By implementing a variety of instructional practices, using manipulatives and visual representations, applying and extend previous understanding of multiplication and division to divide fractions by fractions, and spiraling in concepts throughout the quarter, by January 30, 2025 at least 70% of 6th grade students will be able to achieve proficiency in using positive rational numbers to fluently solve mathematical problems with decimals and fractions involving the four operations according to iReady, common formative assessment, and in-class assessments.

CURRICULUM: the standards and units we are targeting

STANDARD: 6.NS.A Apply and extend previous understandings of multiplication and division to divide fractions by fractions
UNIT: Topic 1 - Use Positive Rational Numbers

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By implementing high-yield strategies, teacher(s) will use whole group, partner, and small group instruction to support students in understanding standard, 6.NS.A.1 Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. Use entry tasks for formative assessments and allow independent think time, partner talks, and whole group discussions so students have opportunities to process individually and learn from each other. Present mathematical concepts that allow for interpretation and computation of quotients of fractions, real-world word problems involving division of fractions by fractions. Provide opportunities to apply everyday real-world math situations, twice a week. Using structured math discussions and math talks.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to the core math instruction, students will participate in flexible small group instruction based on misconceptions and misunderstandings-use error analysis ideas and strategies to help students revise their thinking. Teacher will use student discourse strategies such as student talk to encourage and provide opportunities to discuss and interpret tables & graphs, summarizing information. Provide opportunities to practice and demonstrate proficiency in operations with rational numbers by providing learning opportunities that actively engage and involve, large, small, and individual students in the mathematical concepts. This would include white board activities, student-written problems to share & solve and creating models.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Work in the classroom with students in small groups to build mastery of pre-requisite skills and build on those skills to promote understanding of concepts related to operations with rational numbers. General education teacher will consult with special education LRC teacher for specially designed instruction for students with IEPs.

ACADEMIC EXCELLENCE

6th Grade Science Goal

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

By January 26, 2025, 75% will improve from beginning/approaching standard to meeting standard level on the mastery scale on 6-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed, as measured by Thermal Energy, Lesson 18, Summative Assessment. The CRT practice of scaffold, formative assessments, INBs, and providing prompt feedback will be used to create an inclusive & equitable environment.

CURRICULUM: the standards and units we are targeting

STANDARD: 6-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
UNIT: Unit 2: Thermal Energy

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By implementing high-yield strategies listed below, teacher(s) will use whole group, partner, and small group instruction to support students in understanding standard, 6.PS1-4, constructing a model e based on evidence and the engineering design process that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. • Present students with a pre-assessment on the topic at the beginning of the unit demonstrating prior understanding to the standard and creating a driving question board. (Formative assessment) • Providing entry & exit tickets that allows student to show areas of strengths and misconception. • Provide feedback, weekly, assessing student's progress on scientific reasoning on taught concepts through conferencing and a progress tracker. • Allow independent think time, partner talks, and whole group discussions so students have opportunities to process individually and learn from each other. • Engage students in making connections molecules, particles, and thermal energy using reading, investigations maps, graphs; using graphic organizers and student created public document displayed in classroom. • Allowing scientific discourse by using science circles to engage further understanding and sharing of knowledge.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to the core science instruction, students will participate in flexible small group instruction based on misconceptions and misunderstandings. These small, fluid groups will be identified through exit, entry tickets and online discussion posts—use error analysis ideas and strategies to help students revise their thinking. Teacher will use student discourse strategies such as student talk to encourage and provide opportunities to discuss and interpret reading knowledge, summarizing information. Explore the application of displaying, describing, and summarizing data in science to allow students to make connections with science learning and real-world application. The teacher will facilitate group reading responsibilities calibrated to student reading struggle level. This will range from following along while the teacher reads, to smaller passages, to equal parts reading aloud to small group. During small groups, teachers will implement these additional strategies to check for understanding: - Verbal responses -Graphic organizers (written notes/responses) -Sentence stems to assist with writing prompts -One-on-One guidance with teacher assistance -Access to lesson notes, videos, and simulations through technology Progress will be measured by exit slips, daily feedback & brought to PLCs to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
In addition to the core science instruction, students will participate in flexible small group instruction based on misconceptions and misunderstandings. These small, fluid groups will be identified through exit, entry tickets and online discussion posts—use error analysis ideas and strategies to help students revise their thinking. Teacher will use student discourse strategies such as student talk to encourage and provide opportunities to discuss and interpret reading knowledge, summarizing information. Explore the application of displaying, describing, and summarizing data in science to allow students to make connections with science learning and real-world application. The teacher will facilitate group reading responsibilities calibrated to student reading struggle level. This will range from following along while the teacher reads, to smaller passages, to equal parts reading aloud to small group. During small groups, teachers will implement these additional strategies to check for understanding: - Verbal responses -Graphic organizers (written notes/responses) -Sentence stems to assist with writing prompts -Daily check ins for understanding and work completion -Access to lesson notes, videos, and simulations through technology -One-on-One guidance with teacher assistance

ACADEMIC EXCELLENCE

6th Grade Social Studies Goal

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

By the end of January 2025, 78% of students will be proficient in effectively incorporate source-based evidence to support their claims and reasoning, while observing rules for plagiarism and copyright. The Culturally Responsive and Relevant Teaching practices of using jigsaw activities, and sentence stems will be used to create inclusive and equitable practices.

CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-8.SSS4- Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience
UNIT: Egyptian Experiences

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Whole group instruction: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In small groups: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations. In addition, jigsaw strategies: activities in which students work together on parts of a CER paragraph, then regroup to share out their work. This strategy is a best practice for equity and inclusion.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Create a template for students to "fill in the blanks" to practice organizing information and citation of evidence. Utilize onsite LRC teacher for inclusive small group instruction.

ACADEMIC EXCELLENCE

7th Grade ELA Goal

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

By the end of January 2025, 65% of students will be proficient in effectively incorporate source-based evidence to support their claims and reasoning, while observing rules for plagiarism and copyright. The Culturally Responsive and Relevant Teaching practices of using jigsaw activities and sentence stems will be used to create inclusive and equitable practices.

CURRICULUM: the standards and units we are targeting

STANDARD: W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
UNIT: Informational/Explanatory Reading and Writing

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Whole group instruction: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations. Using anonymous student responses from each standard category (4,3,2).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In small groups: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations. In addition, jigsaw strategies: activities in which students work together on parts of a CER paragraph, then regroup to share out their work. This strategy is a best practice for equity and inclusion.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

ACADEMIC EXCELLENCE

7th Grade Math Goal

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

By implementing a variety of instructional practices, such as building on prior knowledge, using manipulatives and visual representations, structured number talks and class discussion, relating knowledge to real-world examples, connecting to Science concepts, and spiraling in concepts throughout the quarter, by January 30th, 2025 at least 80% of 7th grade students will be able to achieve proficiency solving real-world and mathematical problems involving the four operations with rational numbers according to SAVVAS and teacher created assessments. Real-world examples will be intentionally designed to represent familiar concepts from a variety of experiential backgrounds.

CURRICULUM: the standards and units we are targeting

STANDARD: 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations
UNIT: Topic 2 - Real Numbers

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By implementing high-yield strategies listed below, teacher(s) will use whole group, partner, and small group instruction to support students in understanding standard, 7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers. Allow for independent think time, partner talks, and whole group discussions so students have opportunities to process individually and learn from each other. Present open-ended questions designed to promote discourse around mathematical concepts and allowing for different viewpoints and differing strategies. Using structured math discussions and math talks.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Engage students in making connections between graphs, tables, equations, and contexts - this could be a graphic organizer. Work with flexible small groups based on common misconceptions and misunderstandings - use error analysis ideas to help students revise their thinking. Explore proportional relationships that frequently arise in science to allow students to make connections with science learning and real-world applications. Provide opportunities to practice and demonstrate proficiency in operations with rational numbers by acting out concepts kinesthetically, verbally, and demonstration through concrete Montessori manipulatives.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Engage students in making connections between graphs, tables, equations, and contexts - this could be a graphic organizer. Work with flexible small groups based on common misconceptions and misunderstandings - use error analysis ideas to help students revise their thinking. Explore proportional relationships that frequently arise in science to allow students to make connections with science learning and real-world applications. Work in the classroom with students in small groups to build mastery of pre-requisite skills and build on those skills to promote understanding of concepts related to operations with rational numbers. In addition, using flexible grouping, students will work with the math interventionist to build prerequisite skills as well as support students with grade level skills.

ACADEMIC EXCELLENCE

7th Grade Science Goal

Achieve a 84% pass rate for the selected standard by the end of the quarter.

By January 26, 2025, 84% will improve from beginning/approaching standard to meeting standard level on the mastery scale on MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. as measured by Contact Forces: Collisions, Lesson 15, Summative Assessment. The engineering design process, practice of scaffold, formative assessments, INBs, progress tracker, and providing prompt feedback will be used to create an inclusive & equitable environment.

CURRICULUM: the standards and units we are targeting

STANDARD: MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success
UNIT: Unit 2: Chemical Reactions and Energy

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By implementing high-yield strategies listed below, teacher(s) will use whole group, partner, and small group instruction to support students in understanding standard, MS-ETS1-3, constructing a scientific explanation using engineering design strategy, modeling, plan investigations, and use design methods and modeling to figure out and evaluate designs that can create another design product.. • Present students with a pre-assessment on the topic at the beginning of the unit demonstrating prior understanding to the standard and creating a driving question board. (Formative assessment) • Providing entry & exit tickets that allows student to show areas of strengths and misconception. • Provide feedback, weekly, assessing student's progress on scientific reasoning on taught concepts through conferencing and a progress tracker. • Allow independent think time, partner talks, and whole group discussions so students have opportunities to process individually and learn from each other. • Engage students in working through investigations, graphs; using graphic organizers and student created public document displayed in classroom. • Allowing scientific discourse by using science circles to engage further understanding and sharing of knowledge.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to the core science instruction, students will participate in flexible small group instruction based on misconceptions and misunderstandings. These small, fluid groups will be identified through exit, entry tickets and online discussion posts—use error analysis ideas and strategies to help students revise their thinking. Teacher will use student discourse strategies such as student talk to encourage and provide opportunities to discuss and interpret reading knowledge, summarizing information. Explore the application of displaying, describing, and summarizing data in science to allow students to make connections with science learning and real-world application. The teacher will facilitate group reading responsibilities calibrated to student reading struggle level. This will range from following along while the teacher reads, to smaller passages, to equal parts reading aloud to small group. During small groups, teachers will implement these additional strategies to check for understanding: - Verbal responses -Graphic organizers (written notes/responses) -Sentence stems to assist with writing prompts -One-on-One guidance with teacher assistance -Access to lesson notes, videos, and simulations through technology Progress will be measured by exit slips, daily feedback & brought to PLCs to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
In addition to the core science instruction, students will participate in flexible small group instruction based on misconceptions and misunderstandings. These small, fluid groups will be identified through exit, entry tickets and online discussion posts—use error analysis ideas and strategies to help students revise their thinking. Teacher will use student discourse strategies such as student talk to encourage and provide opportunities to discuss and interpret reading knowledge, summarizing information. Explore the application of displaying, describing, and summarizing data in science to allow students to make connections with science learning and real-world application. The teacher will facilitate group reading responsibilities calibrated to student reading struggle level. This will range from following along while the teacher reads, to smaller passages, to equal parts reading aloud to small group. During small groups, teachers will implement these additional strategies to check for understanding: - Verbal responses -Graphic organizers (written notes/responses) -Sentence stems to assist with writing prompts -Daily check ins for understanding and work completion -Access to lesson notes, videos, and simulations through technology -One-on-One guidance with teacher assistance

ACADEMIC EXCELLENCE

7th Grade Social Studies Goal

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

By the end of January 2025, 65% of students will be proficient in effectively incorporating source-based evidence to support their claims and reasoning, while observing rules for plagiarism and copyright. The Culturally Responsive and Relevant Teaching practices of using jigsaw activities and sentence stems will be used to create inclusive and equitable practices.

CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-8.SSS4- Creates a product that uses social studies content to support a thesis, and present the product in an appropriate manner to a meaningful audience.
UNIT: Connected

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Whole group instruction: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations. Using anonymous student examples of Level 4, Level 3, and Level 2 standard responses to show the strengths and weaknesses of each.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In small groups: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations. In addition, jigsaw strategies: activities in which students work together on parts of a CER paragraph, then regroup to share out their work. This strategy is a best practice for equity and inclusion.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Create a template for students to "fill in the blanks" to practice organizing information and citation of evidence. Utilize onsite LRC teacher for inclusive small group instruction.

ACADEMIC EXCELLENCE

8th Grade ELA Goal

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

By the end of January 2025, 65% of students will be proficient in effectively incorporate source-based evidence to support their claims and reasoning, while observing rules for plagiarism and copyright. The Culturally Responsive and Relevant Teaching practices of using jigsaw activities and sentence stems will be used to create inclusive and equitable practices.

CURRICULUM: the standards and units we are targeting

STANDARD: W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
UNIT: Informational/Explanatory Reading and Writing

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Whole group instruction: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In small groups: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations. In addition, jigsaw strategies: activities in which students work together on parts of a CER paragraph, then regroup to share out their work. This strategy is a best practice for equity and inclusion.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Create a template for students to "fill in the blanks" to practice organizing information and citation of evidence. Utilize onsite LRC teacher for inclusive small group instruction.

ACADEMIC EXCELLENCE

8th Grade Math Goal

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

By implementing a variety of instructional practices, such as building on prior knowledge, using manipulatives and multiple representations, relating knowledge to real-world examples, connecting to Science concepts, and spiraling in concepts throughout the quarter, by January 30, 2025 at least 70% of 8th grade students will be able to achieve proficiency in solving equations and inequalities in one variable. Proficiency will be measured using multiple in-class assessments throughout the unit. Real-world examples will be intentionally designed to represent familiar concepts from a variety of experiential backgrounds.

CURRICULUM: the standards and units we are targeting

STANDARD: HSA-REI.B Solve equations and inequalities in one variable
UNIT: Topic 1 - Solving Equations and Inequalities

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By implementing high-yield strategies listed below, teacher(s) will use whole group, partner, and small group instruction to support students in understanding standard HSA-REI.B Solve equations and inequalities in one variable Support students in understanding their Rights as a Learner and having this be part of the classroom Build a culture where mistakes are part of the learning and engaging in rough draft thinking is the norm Confer with five students during work on practice problem sets to give feedback and assess student progress toward goal. Allow for independent think time, partner talks, and whole group discussions so students have opportunities to process individually and learn from each other. Engage all students in using manipulatives (Hands-On-Equations) to start the unit, giving students a concrete model of solving equations.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Work with flexible small groups based on common misconceptions and misunderstandings - use error analysis ideas to help students revise their thinking. Students are grouped based on the readiness assessments and formative in-class assessments. These groupings change with the instructional needs of the students. Provide instruction with manipulatives to promote sense-making.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Work in the classroom with students in small groups to build mastery of pre-requisite skills and build on those skills to promote understanding of concepts related algebraic equations and the use of algebraic reasoning. General education teachers will consult with special education LRC teacher for specially designed instruction for students with IEPs.

ACADEMIC EXCELLENCE

8th Grade Science Goal

Achieve a 87% pass rate for the selected standard by the end of the quarter.

By January 26, 2025, 87% will improve from beginning/approaching standard to meeting standard level on the mastery scale on MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. as measured by Contact Forces: Collisions, Lesson 15, Summative Assessment. The engineering design process, practice of scaffold, formative assessments, INBs, progress tracker, and providing prompt feedback will be used to create an inclusive & equitable environment

CURRICULUM: the standards and units we are targeting

STANDARD: MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success
UNIT: Unit 1: Contact Forces

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By implementing high-yield strategies listed below, teacher(s) will use whole group, partner, and small group instruction to support students in understanding standard, MS-ETS1-3, constructing a scientific explanation using engineering design strategy, modeling, plan investigations, and use design methods and modeling to figure out and evaluate designs that can create another design product.. • Present students with a pre-assessment on the topic at the beginning of the unit demonstrating prior understanding to the standard and creating a driving question board. (Formative assessment) • Providing entry & exit tickets that allows student to show areas of strengths and misconception. • Provide feedback, weekly, assessing student's progress on scientific reasoning on taught concepts through conferencing and a progress tracker. • Allow independent think time, partner talks, and whole group discussions so students have opportunities to process individually and learn from each other. • Engage students in working through investigations, graphs; using graphic organizers and student created public document displayed in classroom. • Allowing scientific discourse by using science circles to engage further understanding and sharing of knowledge.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to the core science instruction, students will participate in flexible small group instruction based on misconceptions and misunderstandings. These small, fluid groups will be identified through exit, entry tickets and online discussion posts—use error analysis ideas and strategies to help students revise their thinking. Teacher will use student discourse strategies such as student talk to encourage and provide opportunities to discuss and interpret reading knowledge, summarizing information. Explore the application of displaying, describing, and summarizing data in science to allow students to make connections with science learning and real-world application. The teacher will facilitate group reading responsibilities calibrated to student reading struggle level. This will range from following along while the teacher reads, to smaller passages, to equal parts reading aloud to small group. During small groups, teachers will implement these additional strategies to check for understanding: - Verbal responses -Graphic organizers (written notes/responses) -Sentence stems to assist with writing prompts -One-on-One guidance with teacher assistance -Access to lesson notes, videos, and simulations through technology Progress will be measured by exit slips, daily feedback & brought to PLCs to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
In addition to the core science instruction, students will participate in flexible small group instruction based on misconceptions and misunderstandings. These small, fluid groups will be identified through exit, entry tickets and online discussion posts—use error analysis ideas and strategies to help students revise their thinking. Teacher will use student discourse strategies such as student talk to encourage and provide opportunities to discuss and interpret reading knowledge, summarizing information. Explore the application of displaying, describing, and summarizing data in science to allow students to make connections with science learning and real-world application. The teacher will facilitate group reading responsibilities calibrated to student reading struggle level. This will range from following along while the teacher reads, to smaller passages, to equal parts reading aloud to small group. During small groups, teachers will implement these additional strategies to check for understanding: - Verbal responses -Graphic organizers (written notes/responses) -Sentence stems to assist with writing prompts -Daily check ins for understanding and work completion -Access to lesson notes, videos, and simulations through technology -One-on-One guidance with teacher assistance

ACADEMIC EXCELLENCE

8th Grade Social Studies Goal

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

By the end of January 2025, 65% of students will be proficient in effectively incorporate source-based evidence to support their claims and reasoning, while observing rules for plagiarism and copyright. The Culturally Responsive and Relevant Teaching practices of using jigsaw activities and sentence stems will be used to create inclusive and equitable practices.

CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-8.SSS4- Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience
UNIT: Writing for Change

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Whole group instruction: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In small groups: Teacher modeling how to incorporate a text evidence response, supporting a claim, accurately using citations. In addition, jigsaw strategies: activities in which students work together on parts of a CER paragraph, then regroup to share out their work. This strategy is a best practice for equity and inclusion.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Create a template for students to "fill in the blanks" to practice organizing information and citation of evidence. Utilize onsite LRC teacher for inclusive small group instruction.

ACADEMIC EXCELLENCE

Behavior Goal

Ensure 97% of students have behaviors NOT resulting in suspension or expulsion.

In the 2025 school year, Bryant Montessori will reduce the number of suspensions from 13 to 10 in elementary school and from 11 to 10 in middle school. Suspensions will be assigned to student subgroups proportional to their percentage of the student population.

Root Cause Analysis

The number of exclusionary discipline actions applied at Bryant Montessori is so small that disparities in ethnicity and gender are not representative of inequity.

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION
Staff will teach expectations, reinforce their application, provide excellent supervision, and consistently address misbehavior.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Staff will teach matrices and reinforce behaviors.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Staff will apply restorative practices whenever possible rather than exclusionary discipline.

ACADEMIC EXCELLENCE

Preschool Goal

Achieve a 100% pass rate for the selected standard by the end of the quarter.

NA: No Fall CAP for TK

CURRICULUM: the standards and units we are targeting

STANDARD: Cognitive: 11) Demonstrates positive approaches to learning: a) Attends and engages
UNIT: [Unit name]

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
NA: No Fall CAP for TK

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
NA: No Fall CAP for TK

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

ACADEMIC EXCELLENCE

Music Goal

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

Interactive Learning Tools: Utilize apps and online platforms that offer interactive exercises on note identification and values.

CURRICULUM: the standards and units we are targeting

STANDARD: Music 2 Create- Organize and develop artistic idea and work
UNIT: Music - NA

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Visual Aids: Create visual aids such as charts and posters that clearly display different note types and their values. Place these around the classroom for constant reinforcement. Hands-On Activities: Incorporate more hands-on activities, such as clapping rhythms or using percussion instruments to physically demonstrate note values.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Group Work: Encourage group activities where students can learn from each other. Peer teaching can be very effective

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
One-on-One Support: Provide additional support for students who are struggling. This could be through extra tutoring sessions or personalized feedback.

ACADEMIC EXCELLENCE

PE Goal

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

There are currently 46% of 4th grade students in Mr. Hellers class meeting standard 1.9.4a. By January 30th, 2025, the percent of students meeting the standard will increase to 85% as measured by visual skill assessments using the basketball dribbling 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 overt instruction, modeling, movement exploration, and peer coaching teaching strategies to teach the fundamental movement markers necessary to perform the skill correctly. During this time I will provide multiple exposures to the content and skill and allow students to apply their knowledge through game play. Additionally, I will provide games and station activities that emphasize the skills needed for achieving the goal. Games will be small sided games to maximize student participation and contact with the ball.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
During stations and small group instruction, I will reteach the skill. I will use peer coaches to assist students needing additional feedback. 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.

ACADEMIC EXCELLENCE

Kindergarten ELA Goal

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

There are 3 students at level 1, 40 students at level 2, and 7 students at level 3. By January 30, 2025, 50% of the students in Tier 2 will move to Tier 1 (Proficient) and 50% of Tier 3 will move to Tier 2 or higher (Approaching Standard or Proficient) as measured by a common teacher generated opinion writing rubric for an common opinion writing assessment. The Culturally Responsive and Relevant Teaching practices of greeting each student daily, curating the classroom environment to the students changing needs, personalizing their learning experience and providing hands on materials for all students will be used to create inclusive and equitable practices. Students will be scored on an opinion writing based on a common shared classroom experience.

CURRICULUM: the standards and units we are targeting

STANDARD: W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
UNIT: ELA Unit 3

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Our team will utilize the following high-yield teaching strategies: microteaching (videoing each other teaching) activities that utilize all senses – visual, auditory, kinesthetic etc. Use student examples of work for analysis and discourse Provide student rubric for self-reflection of work and student discourse about work

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Our team will utilize the following small group instructional strategies: More intensive modelling of how to put thoughts on paper using best guess spelling. Focus on phonics and phonetic development Focus on fine motor skill development (use of froeble pinning, playdough, etc.)

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Our team will utilize the following strategies to differentiate for individual support for students needing intervention Use of moveable alphabet to express ideas Use of magnadoodle boards or white boards Use of highlighted writing and tracing.

ACADEMIC EXCELLENCE

Kindergarten Math Goal

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

There are 7 students at level 1, 26 students at level 2, and 17 students at level 3. By January 30, 2025, 50% of the students in Tier 2 will move to Tier 1 (Proficient) and 50% of Tier 3 will move to Tier 2 or higher (Approaching Standard or Proficient) as measured by a teacher generated common assessment. The Culturally Responsive and Relevant Teaching practices of greeting each student daily, curating the classroom environment to the students changing needs, personalizing their learning experience and providing hands on materials for all students will be used to create inclusive and equitable practices.

CURRICULUM: the standards and units we are targeting

STANDARD: K.NBT.A Compose and decompose numbers from 11 to 19 into ten ones and some further ones
UNIT: Unit 7 Teen Numbers and Shapes

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Our team will utilize the following high-yield teaching strategies: Microteaching (videoing each other teaching) Activities that utilize all senses – visual, auditory, kinesthetic etc. Use of student discourse Teacher modelling of base ten system using both ten frames and/or golden beads Modelling base ten through the use of calendar each day. Providing concrete visual models by use of manipulatives and Montessori materials

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Our team will utilize the following small group instructional strategies: More intensive modelling of how to compose and decompose numbers. Focus on student discourse Focus on use of concrete materials (Seguin board, teen bead chain, hundreds chart, ten frames, golden beads, number rolls etc.)

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Our team will utilize the following strategies to differentiate for individual support for students needing intervention. Work on preliminary skills of counting with one-to-one correspondence with manipulatives, demonstrating moving the set of ten. Use of concrete materials and lots of practice Use of Magna doodle boards or white boards Use extension material in Ready Math Unit 7 Use of mentors to assist in practice counting.

ACADEMIC EXCELLENCE

Music Goal

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

Interactive Learning Tools: Utilize apps and online platforms that offer interactive exercises on note identification and values.

CURRICULUM: the standards and units we are targeting

STANDARD: Music-1 Generate and conceptualize artistic ideas and work
UNIT: Music - NA

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Visual Aids: Create visual aids such as charts and posters that clearly display different note types and their values. Place these around the classroom for constant reinforcement. Hands-On Activities: Incorporate more hands-on activities, such as clapping rhythms or using percussion instruments to physically demonstrate note values. Group Work: Encourage group activities where students can learn from each other. Peer teaching can be very effective

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
One-on-One Support: Provide additional support for students who are struggling. This could be through extra tutoring sessions or personalized feedback.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Daily Feedback on the accuracy of class and individual student performance. Since music is an auditory and kinesthetic experience it is easy to give immediate feedback on their progress.

ACADEMIC EXCELLENCE

PE Goal

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

There are currently 31% of 4th grade students in 1st period PE class meeting standard 3 through demonstrating understanding of the five components of fitness. By January 30th, 2025, the percent of students meeting the standard will increase to 80% as measured by the Fitness Components Identification work sheet). 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, creating a community where peers support each others learning and growth, and creating a culture where we learn from mistakes.

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 overt instruction, modeling, and peer coaching teaching strategies to teach, providing multiple examples and repetition to cement the knowledge of the five components of fitness. During this time I will provide multiple exposures to the content and allow students to share their knowledge through game play and formative assessments. Additionally, I will provide games and station activities that emphasize the knowledge needed for achieving the goal.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
During stations and small group instruction, I will reteach the fitness knowledge. I will use peer coaches to assist students needing additional feedback. I will give opportunity to share knowledge in both verbal and written forms.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
For those who refused to test for various reasons I will work of providing an alternative testing environment or options of having the test read to them or responding orally.

ACADEMIC EXCELLENCE

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 85% positive rating on the selected Climate Survey item.

By May of 2025, staff responses to the statement "my colleagues welcome new ideas and change" will change from 57% to 85%.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT
Instructional leadership team will focus on sharing information about PLCs so staff feels more connected to all grade levels. With the school-wide focus of rigor and resiliency, staff will collaborate more on how to improve instruction and the environment for students.

ACADEMIC EXCELLENCE

Student Goal

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

By December 2024, all students' positive responses to the question, "Do you enjoy coming to school?" will improve from 40% to 70%.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT
All staff will teach the BEARS behaviors and promote our Behavior Matrices; learn to promote rigor and resilience among students; and use Restorative Circles to resolve conflicts. To measure our fidelity, we will survey staff before we begin these action steps, in December, and in March. The surveys will ask about staff perceptions of their work, their colleagues' work, and student performance.