



Continuous Achievement Process & Plan

2025 Quarter 1

Here at Fern Hill Elementary we value relationships with our staff, students, families and community partners. We work towards understanding the needs of our community and inspire through education. We intentionally take steps to be present, positive and proactive by eliminating barriers, improving our teaching through a culturally relevant lens and restorative practices.

Our Vision

We are a school family, where we put the needs of our students first, through understanding needs and inspiring through education. We close achievement gaps and prepare all students to be career and college ready, by implementing culturally responsive teaching practices.

Our Mission

We provide opportunities for students to be successful through understanding needs and inspiring through education.

1st Grade ELA Goal

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

By implementing a variety of supportive instructional practices (whole group instruction, small group reading, 1:1 progress monitoring, and ongoing formative assessment), first grade will decode CVC words improving from 25% proficiency to 50% proficiency on the progress monitoring check ins using teacher created assessment and curriculum assessments from myView.



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

Students will work in a whole group setting on RF1.3 (know and apply grade-level phonics and word analysis skills in decoding words) through core instruction. Students will practice blending and segmenting short vowel words (CVC). Students will also spell the words on whiteboards and up on the smart TV - they will identify the beginning, middle and ending sounds. Students will participate in singing songs, playing word games, word puzzles, and reading decodable stories.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will meet with the teacher along with the ESP in a guided small group to work on RF1.3. Students in the small group will work on reviewing the tier one strategies and try new strategies with their small group. Students will review letter sounds, use letter tiles, magnets and cubes to build words, incorporating more tactile strategies. Students will also read decodable stories at their reading level.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Interventions will receive a copy of our weekly plans, so they know how they can support students with this standard. Students will receive interventions based on their IEP accommodations. LAP and Title 1 groups meet five times a week. Reading intervention groups will use the BLAST intervention curriculum incorporating sound recognition, segmenting words and then building CVC words.

1st Grade Math Goal

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

By implementing a variety of supportive instructional practices (such as number talks, math centers, 1:1 check-ins, and ongoing formative assessments), first grade students will be able to add and subtract within 10 from 25% proficiency to 50% proficiency on the progress monitoring in iReady, math quizzes and teacher created assessments.



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

Students will work in a whole group setting on 1OAC.6 (add and subtract within 20). Students will work with manipulatives such as counters, cubes, drawing pictures, math bonds, number lines, and the various strategies we learn in unit 1 to solve addition and subtraction problems to ten.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in math centers to play math games with a partner. Students will also meet with the teacher in a small group using manipulatives to help reinforce learning.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Interventions will receive a copy of our weekly plans, so they know how they can support students with this standard. Students will receive interventions based on their IEP accommodations.

2nd Grade ELA Goal

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

By implementing daily phonics instruction, supplemental resources, CFAs, small group instruction, and learning games we will increase from % mastery of long vowel patterns to % mastery on the phonics features inventory. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Understanding that knowing and applying grade level phonics and word analysis skills in decoding words supports this standard.



CURRICULUM: the standards and units we are targeting

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

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing differentiated instruction teachers will use whole group, partner and small group instruction to support students encoding and decoding phonics patterns. Teacher will use the Savvas Reading Routines for explicit phonics instruction to encourage students to use phonics patterns and strategies to decode text. Students will encode phonics patterns as part of writing instruction. In addition to implementing timely feedback in small group and conferring, regularly referring to sound cards, and consistent modeling, teachers will use whole group, partner and small group instruction to support students understanding and using phonics patterns and strategies to decode text in order to support comprehension of grade level text.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing differentiated instruction teachers will use partner and small group instruction to support students encoding and decoding phonics patterns. Teacher will use the Savvas Reading Routines for explicit phonics instruction to encourage students to use phonics patterns and strategies to decode text. Students will encode phonics patterns as part of writing instruction. In addition to implementing timely feedback in small group and conferring, regularly referring to sound cards, and consistent modeling, teachers will use whole group, partner and small group instruction to support students understanding and using phonics patterns and strategies to decode text in order to support comprehension of grade level text.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will receive intervention services using Blast or HD Word with LAP/Title I as well as whole and small group phonics instruction in the classroom.

2nd Grade Math Goal

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

By implementing A/B partner think pair-share, 1-1 check ins, and on-going assessments, we will increase from 8% to 25% of 2nd grade students will meet proficiency, 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. Understand that in adding or subtracting two-digit numbers, one adds or subtracts tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens; as measured by Ready Classroom comprehension checks, common formative assessments, and iReady Winter Diagnostic.



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

By implementing on the spot and timely feedback in small group and 1:1 conferring, regularly referring to visual classroom anchor charts, and designing effective A/B partner talk (with support of sentence frames) during the three reads strategy, teachers will use whole group, partner and small group instruction to support students in understanding addition and subtraction within 100 to solve one and two-step word problems (2.OA.A.1) to ensure students are able to solve word problems by using drawings, models, and equations to solve and represent the problems. Students will engage in conversations to make sense of problems that add or subtract within 100 by talking with a partner, explain and defend their solution strategies verbally and use representations, and strengthen accuracy by using mathematical representations (drawings, math manipulatives, math tools, etc.). The teacher will prompt students to use sentence frames & discuss it questions as students work through one and two-step word problems with partners & small groups. The teacher will facilitate discussion by asking intentional questions to prompt student thinking around problem solving strategies and identifying how the students' approaches are the same or different (Rough Draft Math). Additionally, students will monitor their progress by comprehension checks (weekly quizzes), CFAs, and exit tickets, and feedback will be given daily in whole group, small group, and conferring.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the three reads strategy during core instruction, students will participate in small group instruction for 15-20 minutes 3 to 4 times a week with a focus on understanding addition and subtraction within 100 to solve one and two-step word problems (2.OA.A.1) to support students in using drawings, models, and equations to solve story problems. Teachers will use prerequisite lessons in the i-Ready Classroom Curriculum to provide "just in time support" for students, provide five to fifteen minutes of number talk conversations to build conceptual understanding that addition and subtraction are inverse operations and the use of models and manipulatives to represent their mathematical thinking. Students will use think-pair-share or discussions during small groups to explain their thinking and recognize their computation errors or their peers' errors and use rough-draft thinking to make changes. Progress will be measured by exit slips, consistent feedback, and student data will be brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Pulling small groups and one to one conferring to support individual needs. These are flexible and change based on student needs and daily formative assessments, such as exit tickets.

3rd Grade ELA Goal

Achieve a 26% pass rate for the selected standard by the end of the quarter.

By implementing a variety of supportive instructional practices (such as instructional talks, small groups, 1:1 check-ins, and ongoing formative assessment), 3rd graders will identify the main idea with key details of a text using text evidence (R.1.3.2-recount key details and explain how they support the main idea), improving from 1% (2 of 37 students) proficiency to 26% (7 of 37 students) proficiency as measured by the myView Weekly Assessments, Winter i-Ready Reading Diagnostic, or CFAs by the end of January.



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 quality collaborative planning during PLCs, creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, teachers will use whole group, partner and small group instruction to support students in understanding RI.3.2 (recount key details and explain how they support the main idea) to ensure students are able to identify the main idea of a passage, provide supporting details, and explain how the details support the main idea using text based evidence through the use of gradual release of responsibility (do together, do in small groups, do independently), as well as through the use of a variety of non-fiction articles. Teacher practices will include the use of anchor charts as a student resource, modeling the process for determining the main ideas and providing text based supporting details, think-pair-share opportunities for students to use constructive conversations to share their ideas, and a variety of instructional groupings. Students will use close-reading strategies, annotate texts, keep detailed notes of text evidence, and produce informational/explanatory essays with a focus on providing key text-based details to support a main idea about a given text or pair of texts. Additionally, teachers and students will monitor progress by daily use of exit slips, weekly unit check-ins, and unit writing tasks.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, during core instruction, students will participate in small group instruction for 15 minutes, 3 times a week with a focus on standard RI.3.2 (recount key details and explain how they support the main idea). Teachers will provide leveled texts to support student understanding, multiple opportunities to practice and master the skill, and guided practice to support student success in identifying the main ideas and using text evidence to support those ideas. Students in the small group will work on reviewing the strategies taught in whole group and trying new strategies with their group. They will work with different leveled texts to identify the main idea/details and providing text evidence to support their ideas. Students will use peer talk in the small group setting to enhance their understanding of how to use evidence to support the main idea of a text. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional next steps.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, during core instruction, students receiving Title/LAP, ML, or LRC services will participate in small group instruction for 25 minutes, 5 times a week with a focus on foundational skills (phonics/vocabulary) with the support teacher. Support teachers will provide focused instructional on foundational skills such as phonics and vocabulary to support the overall reading growth of students. Students will engage in peer discussion, direct instruction, and repeated practice to support their overall reading growth. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

3rd Grade Math Goal

Achieve a 20% pass rate for the selected standard by the end of the quarter.

3rd grade students will increase from 0% (37 of 37 students) meeting proficiency, to 20% (5 of 36 students) of tested 3rd graders meeting standard on 3.OA.C.7 (Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers as measured by Winter i-Ready diagnostic (Operations and Algebraic Thinking Multiply and Divide within a hundred strand) or common formative assessments.



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

Students will work in a whole group and small group setting on 3.OA.C.7 (fluently multiply and divide within 100). Students will work on different models such as area models, using manipulatives, arrays, skip counting, and equal groups. Students will build relationships by comparing and connecting different student strategies using the rough draft and try-discuss-connect math thinking. The rough draft and try-discuss-connect math thinking will increase the DOK and student engagement as they compare and contrast their strategies to others. Students will create their goal for proficiency on each formative assessment. Formative assessments (progress monitoring) will be based on the unit quizzes.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Twice a week for 15 minutes, students will meet in a math small group to work on 3.OA.C.7 (fluently multiplying and dividing within 100). Students in the small group will work on reviewing the tier one strategies and trying new strategies with their group. They will work with different manipulatives, math arrays, and equal groups. Students will use peer talk in the small group setting. These students will be monitored with formative assessments such as group exit tickets at the end of each group. Students will reflect on their work in a conference and decide what they want to focus on and set goals for their next group meeting.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

These students will receive pull out supports from support staff and target instructions based on their needs identified in tier two instruction. There will be weekly communication from general educators of what tier one and two instruction is currently focusing on for the standard. This will allow tier three to accommodate the students' needs in that standard and provide them with strategies that have already been introduced.

4th Grade ELA Goal

Achieve a 20% pass rate for the selected standard by the end of the quarter.

By implementing a variety of instructional practices such as partner reading, explicit instruction in root words, prefixes and suffixes, and think, pair, shares. 4th grade students will determine the meaning of unknown words and phrases. We will improve from 7% proficiency to 20% proficiency by the end of January.



CURRICULUM: the standards and units we are targeting

STANDARD: L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality thinking, and using root words, prefixes, and suffixes, teachers will use whole group, partner and small group instruction to support students in understanding L.4.4. Students will determine the meaning of unknown words through the use of gradual release of responsibility (do together, do in small groups, do independently), as well as through the use of a variety of texts. Teacher practices will include the use of modeling the process for determining the unknown meaning and providing text based supporting details, think-pair-share opportunities for students to use constructive conversations to share their thoughts, and a variety of instructional groupings. Students will use close-reading strategies, annotate texts, and use context clues to determine the unknown meanings. Additionally, teachers and students will monitor progress by weekly progress checks.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality thinking, and analyzing mentor texts during core instruction, students will participate in small group instruction for 15 minutes, two times a week with a focus on standard L.4.4. Teachers will provide leveled texts to support student understanding, multiple opportunities to practice and master the skill, and guided practice to support student success in determining meanings of unknown words and using text evidence to support those ideas. Students in the small group will work on reviewing the strategies taught in whole group and trying new strategies with their group. They will work with different leveled texts to identify the meaning of unknown words and providing text evidence to support their ideas. Students will use peer talk in the small group setting to enhance their strategies to determine the meaning of unknown words. Progress will be measured by progress checks, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, during core instruction, students receiving Title/LAP, EL, or SpEd services will participate in small group instruction for 25 minutes, 5 times a week with a focus on foundational skills (phonics/vocabulary) with the support teacher. Support teachers will provide focused instructional on foundational skills such as phonics and vocabulary to support the overall reading growth of students. Students will engage in peer discussion, direct instruction, and repeated practice to support their overall reading growth. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

4th Grade Math Goal

Achieve a 15% pass rate for the selected standard by the end of the quarter.

By implementing a variety of supportive instructional practices (such as instructional talks, small groups, 1:1 check-ins, and ongoing formative assessment), 4th grade will generalize place value understanding for whole digit numbers from 0% proficiency to 15% proficiency by the end of January. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support and scaffolding.



CURRICULUM: the standards and units we are targeting

STANDARD: 4.NBT.A Generalize place value understanding for multi-digit whole numbers

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

By implementing on the spot and timely feedback in small group and 1:1 conferring, regularly referring to visual classroom anchor charts, and designing effective A/B partner talk (with support of sentence frames) during the three reads strategy, teachers will use whole group, partner and small group instruction to support students in generalize place value understanding for whole digit numbers (4.NBT.A). Students will engage in conversations with partners or groups to make sense of a the value of a digit, explain and defend their solution strategies verbally and use representations to understand the place value. The teacher will ask questions and prompt students to discuss place value with others and think about how their answers compare to their peers and identify how the students' approaches are the same or different. Additionally, students will monitor their progress through comprehension checks, CFAs, and exit tickets, and feedback will be given daily in whole group, small group, and conferring. High Yield Strategies: Student Discussions (partners and groups) & Providing Feedback (focus on growth and improvement).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the three reads strategy during core instruction, students will participate in small group instruction for 20 minutes, two times a week with a focus on generating and analyzing patterns that follow a given rule (4.NBT.A). Teachers will use prerequisite lessons in the i-Ready Classroom Curriculum to provide "just in time support" for students, provide five to fifteen minutes of number talk conversations to build conceptual understanding of generalize place value understanding for whole digit numbers and promote the use of models to represent their mathematical thinking. Students will use think-pair-share or discussions during small groups to explain their thinking and recognize their errors or their peers' errors and use rough-draft thinking to make changes. Progress will be measured by exit slips, consistent feedback, and student data will be brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

These students will receive pull out supports from support staff and targeted instructions based on their needs identified in tier two instruction. There will be weekly communication from general educators of what tier one and two instruction is currently focusing on for the standard. This will allow tier three to accommodate the students' needs in that standard and provide them with strategies that have already been introduced. Instructional strategies used - encouraging revoicing and the trying out of classmates' strategies as well as discussing how student thinking is alike and different for a task.

5th Grade ELA Goal

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

By implementing a variety of instructional practices such as partner reading, explicit instruction in root words, prefixes and suffixes, and think, pair, shares. 5th grade students will determine the meaning of unknown words. We will improve from 10% proficiency to 25% proficiency by the end of January.



CURRICULUM: the standards and units we are targeting

STANDARD: L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality thinking, and using root words, prefixes, and suffixes, teachers will use whole group, partner and small group instruction to support students in understanding L.5.4. Students will determine the meaning of unknown words through the use of gradual release of responsibility (do together, do in small groups, do independently), as well as through the use of a variety of texts. Teacher practices will include the use of modeling the process for determining the unknown meaning and providing text based supporting details, think-pair-share opportunities for students to use constructive conversations to share their thoughts, and a variety of instructional groupings. Students will use close-reading strategies, annotate texts, and use context clues to determine the unknown meanings. Additionally, teachers and students will monitor progress by weekly progress checks.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality thinking, and analyzing mentor texts during core instruction, students will participate in small group instruction for 15 minutes, two times a week with a focus on standard L.5.4. Teachers will provide leveled texts to support student understanding, multiple opportunities to practice and master the skill, and guided practice to support student success in identifying the main ideas and using text evidence to support those ideas. Students in the small group will work on reviewing the strategies taught in whole group and trying new strategies with their group. They will work with different leveled texts to identify the main idea/details and providing text evidence to support their ideas. Students will use peer talk in the small group setting to enhance their understanding of how to use evidence to support the main idea of a text. 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 implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, during core instruction, students receiving Title/LAP, EL, or SpEd services will participate in small group instruction for 25 minutes, 5 times a week with a focus on foundational skills (phonics/vocabulary) with the support teacher. Support teachers will provide focused instructional on foundational skills such as phonics and vocabulary to support the overall reading growth of students. Students will engage in peer discussion, direct instruction, and repeated practice to support their overall reading growth. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

5th Grade Math Goal

Achieve a 15% pass rate for the selected standard by the end of the quarter.

By implementing a variety of supportive instructional practices (such as instructional talks, small groups, 1:1 check-ins, and ongoing formative assessment), 5th grade will understand concepts of volume and relate volume to multiplication and to addition from 0% proficiency to 15% proficiency by the end of January. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support and scaffolding.



CURRICULUM: the standards and units we are targeting

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

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



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing on the spot and timely feedback in small group and 1:1 conferring, regularly referring to visual classroom anchor charts, and designing effective A/B partner talk (with support of sentence frames) during the three reads strategy, teachers will use whole group, partner and small group instruction to support students in generating and analyzing patterns that follow a given rule (5.MD.C.). Students will engage in conversations with partners or groups to make sense of a given rule for a number or shape pattern, explain and defend their solution strategies verbally and use representations to understand the concept of volume. The teacher will ask questions and prompt students to discuss with others the concept of volume and relate volume to multiplication and addition and think about how their answers compare to their peers and identify how the students' approaches are the same or different. Additionally, students will monitor their progress through comprehension checks, CFAs, and exit tickets, and feedback will be given daily in whole group, small group, and conferring. High Yield Strategies: Student Discussions (partners and groups) & Providing Feedback (focus on growth and improvement).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the three reads strategy during core instruction, students will participate in small group instruction for 20 minutes, two times a week with a understanding volume and relating it to addition and multiplication (5.MD.C.). Teachers will use prerequisite lessons in the i-Ready Classroom Curriculum to provide "just in time support" for students, provide five to fifteen minutes of number talk conversations to build conceptual understanding concepts of volume and relate volume to multiplication and to addition, promote the use of models and manipulatives to represent their mathematical thinking. Students will use think-pair-share or discussions during small groups to explain their thinking and recognize their errors or their peers' errors and use rough-draft thinking to make changes. Progress will be measured by exit slips, consistent feedback, and student data will be brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

These students will receive pull out supports from support staff and targeted instructions based on their needs identified in tier two instruction. There will be weekly communication from general educators of what tier one and two instruction is currently focusing on for the standard. This will allow tier three to accommodate the students' needs in that standard and provide them with strategies that have already been introduced. Instructional strategies used - encouraging revoicing and the trying out of classmates' strategies as well as discussing how student thinking is alike and different for a task.

Behavior Goal

Ensure 95% of students have behaviors NOT resulting in suspension or expulsion.

For the 24-25 school year, Fern Hill elementary want to ensure that 95% of students have behaviors that will not result in suspension or expulsion.



Root Cause Analysis

Based on the 2023 school exclusionary data, 3% of short-term suspensions were based on violence without injury. Students will be working with the school whole child team to address restorative practices to ensure students are able to resolve conflicts. Resolving conflicts will stem from restorative conversations which will be practiced in the classroom morning meetings. Staff and students will focus on quality questions to develop student skills and abilities to make responsible decisions.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

At 3% of students being excluded it is a building focus to implement restorative practices our whole child team was established this school year which consist of our equity team and our restore team. These two teams will work on equitable strategies to meet the needs of students and train staff on the practices for schoolwide implementation. Our first step will be building classroom cultures and having daily classroom questions and community circles

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Establishing leaders of change a group to hold students accountable. Students will be trained to lead restorative conversations. Three groups: Leaders, Reps, and leaders and training will work with whole child team members and volunteers to develop these skills.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will understand the process of restorative conversations to support in making responsible decisions. Students will be recognized through monthly assemblies that focus on the district wide equity traits. Students will analyze and build questions to discuss in classrooms. Expectation assembly will establish situations that are taking place at Fern hill and will be led by leaders through speeches, skits, and tips.

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

Music Goal

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

By February 2, 2025, 60% of Kindergartners will be able to demonstrate a steady beat while class is singing, without teacher modeling, based on the rubric.



CURRICULUM: the standards and units we are targeting

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

UNIT: Music - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

1. Review Learning Target 2. Review success criteria – give examples 3. Practice steady beat as a class with recording of Ants Go Marching and other similar, age appropriate, pieces. 4. One student at a time demonstrates steady beat using body percussion (clapping, stomping, thigh drum) for four measures while class sings along. 5. Students will move around room matching the steady beat the teacher is playing on the drum.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to musical instruction in music class, I will provide resources teachers could use during class to help students progress toward music standard 9 in non-musical ways. Some resources that other teachers could use to supports learning activity 9 include the following: • Marching • Heartbeat • Clock • Counting time.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to music instruction and additional support with their core teacher, students requiring additional support will meet with the music teacher on a with a differentiated intervention group. Students will monitor specific goals and families and core teachers will receive feedback on student progress weekly.

PE Goal

Achieve a 15% pass rate for the selected standard by the end of the quarter.

15% of Fern hill 4th and 5th grade students will be selected to participate in the development of physical education leaders. The student will be responsible for completing assigned trainings, meetings, and being assigned responsibilities.



CURRICULUM: the standards and units we are targeting

STANDARD: PE-4 Students will exhibit responsible personal and social behavior that respects self and others

UNIT: PE - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Culturally Responsive teaching practices will be used to maximize student growth within collaboration with the Leaders of Change team.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Culturally Responsive teaching practices will be used to maximize student growth within collaboration with the Leaders of Change team.

Individualized supports will be provided based on students' needs that will be identified within the Leaders of Change team.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Culturally Responsive teaching practices will be used to maximize student growth within collaboration with the Leaders of Change team.

Individualized supports will be provided based on students' needs that will be identified within the Leaders of Change team.

Kindergarten ELA Goal

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

By implementing a variety of supportive instructional practices (such as instructional talks, small groups, 1:1 check-in, and ongoing formative assessment), Kindergarten will read common high-frequency words by sight, improving from 0% proficiency to 30% proficiency on the progress monitoring snap word observation assessment organizer/rubric. Teachers will use "My words to know" pages from Saavas. Savvas observation checks for RFK.3.C by the end of December. Curriculum: the standards and units we are targeting Unit 1 Savvas.



CURRICULUM: the standards and units we are targeting

STANDARD: RF.K.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

Students will work in a whole group setting on RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. During whole group lessons, students will be using sound cards to learn the high frequency words for the week, which will help them to decode each high-frequency word. Students also practice stretching out the sounds and segmenting sounds into a word orally and in writing using a whiteboard, plan-do-reflect centers focusing on high-frequency words, and using songs and games to learn the words. Students will also get the opportunity to read words on the screen with immediate teacher feedback.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Four times a week for 15 minutes, students will participate in reading rotations to practice decoding skills. Activities for the reading rotations include word work (using letter tiles to build high-frequency words for the week and decoding the words) roll and write (rolling a dice and depending on the number it lands, students will get the opportunity to write each high frequency for the week). Students will reflect on their work as they confer with the teacher and monitor their own progress.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Interventions will receive a copy of our weekly plans, so they know how they can support students with this standard. Students will receive services once a day for 25 minutes. Students will receive interventions based on their IEP accommodation.

Kindergarten Math Goal

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

By implementing a variety of supportive instructional practices (such as instructional talks, small groups, 1:1 check in, and ongoing formative assessment), Kindergarten will add and subtract to understand the relationship between numbers and quantities; connect counting to cardinality; using fingers, pictures, and verbal explanations. Improving from 0% proficiency to 30% proficiency on formative and summative assessments.



CURRICULUM: the standards and units we are targeting

STANDARD: K.OA.A Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from

UNIT: Unit 6 Addition and Subtraction Within 10



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Students will work in a whole group setting on the standard K.OA.A.1. "Understand addition as putting together and adding to, and understand subtraction, as taking apart and taking from." Students will work on different strategies for fluency by adding and subtracting within 10, such as drawing pictures, using manipulatives, counting on, making 10, and verbal explanation. Students will build relationships by comparing and connecting to different student strategies using the rough draft math thinking. The rough draft math thinking will increase the DOK and student engagement as they compare and contrast their strategies to others. Students will confer one-on-one with their teacher and reflect upon their daily and weekly performance of the standards and goal setting for math fluency to 10 (using iReady fluency practices). Formative assessments (progress monitoring) will be based on their daily worksheets, weekly quizzes, and exit tickets, and the summative assessment will be the unit assessment. Weekly communications with families about strategies to build fluency with facts to 10 and resources to support them at-home.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the three reads strategy during core instruction, students will participate in the Try-It, Discuss It, Connect It process to show their thinking about adding and subtracting fluently within 10 for K.OA.A. 1 Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from. Teachers will use prerequisite lessons in the I-Ready Classroom Curriculum to provide "just in time support" for students, use engaging math games to promote fluency and accuracy, and provide five to fifteen minutes of number talk conversations around computation problems to support mental math, speed recall, and fact fluency. Additionally, students will participate in iReady My Path lessons at least two times a week. Students will use think-pair-share or discussions in small groups to explain their thinking and recognize their computation errors or their peers' errors and use rough-draft thinking to make changes. Progress will be measured by exit slips, consistent feedback, and student data will be brought to PLC meetings to inform instruction.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

There will be weekly communication from general ed teachers to Tier III instructors on specific skills and strategies taught in the class setting. This will allow tier three to accommodate the students' needs to that standard and provide them with pre-teaching and reteaching opportunities using manipulatives.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 50% positive rating on the selected Climate Survey item.

In January 2025, the Fern Hill staff will be able to address problems and resolve conflict by utilizing a variety of strategies that address restoration without support from 35% of staff to 50%.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

During the 2024-25 school year, Fern hill elementary will address how to resolve conflict by analyzing strategies such as S.O.D.A (stop, observe, detach, and acknowledge) conflict resolution mistakes to avoid, building resources for conflict resolution tool kit, discussing conflict resolution during community circle, and having restorative conversations with one another without support.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 60% positive rating on the selected Climate Survey item.

By June 2024, Fern Hill Students will be able to facilitate restorative conversations to resolve conflict with one another resulting in at least 60% positive rating through the end of year survey.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Students will go through a variety of circles daily to work on quality questions established to conduct restorative conversations when a problem arises with one another. Teachers will model these conversations, students will practice with the guidance counselor, and support staff will guide in facilitation. Students who become a part of Leaders of Change our student voice team, they will also conduct peer to peer conversations.