

Continuous Achievement Process & Plan

2022 Quarter 2

Sherman prioritizes learning in a PBL/STEAM environment and our Continuous Achievement Plans help us focus on specific standards / skill that our staff and relevant data shows we need continued focus. We work hard to improve learning outcomes for all of our students!

Our Vision

Sherman students, staff, and community partners work diligently to provide an education based in Science, Technology, Engineering, Art and Mathematics to provide students with the skills to be successful in the 21st century. Our project based learning focus allows us to see those

Our Mission

We, as a STEAM community, encourage critical thinking in a Project Based Learning environment to foster individual potential and respect for communities and cultures; providing students with the skills to be successful in the 21st Century.

1st Grade Math Goal

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

Using IReady math diagnostic results, we've identified 70 students who are unable to identify the relationship between addition and subtraction to help solve equations. By implementing cooperative learning and modeling instructional, we will increase proficiency from 0 to 25 students (35%) in first grade. By focusing on 1.OA.C.6 our grade level will move 25 students out of below standard to approaching standard according to our TPS Standard Elementary Academic Scale by June 1st.

Curriculum: the standards and units we are targeting

STANDARD: 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

UNIT: Unit 2 Numbers Within 20: Addition and Subtraction and Representing Data

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing cooperative learning, exit tickets, and modeling, teachers will use whole group, partner and small group instruction to support students in understanding 1.OA.c.6 to ensure students are able to understand the relationship between addition and subtraction to help solve equations through Read math lessons and supplemental hands-on math activities with a focus on commutative and associative properties. Additionally, students will monitor their progress by exit tickets and Ready math 'refine' pages and feedback will be given weekly by peer and teacher conferencing during math instructional blocks.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected LRC and LAP students will receive additional services from LAP and LRC. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days a week. The strategies during this time will include small group and/or 1:1 instruction that allows for opportunities to pre-read articles (above their independent reading level) that will be whole group instruction in the general education core. In addition, reading text at their current level to develop necessary phonemic, decoding, and comprehension skills. Support staff will use the adopted materials (LRC: Sonday Curriculum/I-Ready/Math Expression/Touch Math and LAP: Phonics for Reading) for their programs.

1st Grade ELA Goal

Achieve a 55% pass rate for the selected standard by the end of the quarter.

Using Winter iReady Diagnostic data, we've identified 42 students who are unable to use the illustrations and details in a text to describe its key ideas. By implementing cooperative learning, scaffolding, think alouds, we will increase proficiency from 28 students to 40 students in first grade. By focusing on Priority Standard RI.1.7 our grade level will move 12 students out of below standard to approaching standard according to our TPS Standard Elementary Academic Scale rubric by June 1st. (end of this CAP cycle is June 1- Beginning is March 1)

Curriculum: the standards and units we are targeting

STANDARD: RI.1.7 Use the illustrations and details in a text to describe its key ideas.

UNIT: Schoolwide Reading Nonfiction

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, graphic organizers and cooperative learning, teachers will use whole group, partner and small group instruction to support students in understanding RI.1.7 to ensure students are able to identify the key ideas by using the information and illustrations in a text through reading and analyzing short passages and revisiting foundational reading skills as needed with a focus on describing the key ideas in the passage. Additionally, students will monitor their progress by marking up texts and rereading texts and feedback will be given by weekly peer conferring and teaching conferring during both whole and small group instruction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

N/A

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected LRC and LAP students will receive additional services from LAP and LRC. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days and week. The strategies during this time will include small group and/or 1:1 instruction that allows for opportunities to pre-read articles (above their independent reading level) that will be whole group instruction in the general education core. In addition, reading text at their current level to develop necessary phonemic, decoding, and comprehension skills. Support staff will use the adopted materials (LRC: Sonday Curriculum/I-Ready/Math Expression/Touch Math and LAP: Phonics for Reading) for their programs.

2nd Grade Math Goal

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

Using iReady Math Diagnostic, we've identified 69 students who are unable to meet mastery in standard 2.NBT.6.7. By implementing modeling, small group instruction, and consistent feedback we will increase proficiency from 0 to 50% of students meeting mastery in 2nd grade. By focusing on 2.NBT.6.7 our grade level will move 35 students out of below standard or approaching standard to mastery according to iReady standards mastery assessment by May 20th.

Curriculum: the standards and units we are targeting

STANDARD: 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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

Action Step 1 Frame: By implementing modeling base 10 blocks and other strategies, small group instruction and consistent feedback using exit tickets and quizzes, teachers will use whole group, partner and small group instruction to support students in understanding adding and subtracting within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to ensure students are able to add and subtract numbers through 1000 with a focus on place value and composing and decomposing tens or hundreds. Additionally, students will monitor their progress through exit tickets, quizzes and classwork, and feedback will be given daily for exit tickets and weekly for quizzes.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

[Action Step description]

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected LRC and LAP students will receive additional services from LAP and LRC. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days a week. The strategies during this time will include small group and/or 1:1 instruction that allows for opportunities to pre-read articles (above their independent reading level) that will be whole group instruction in the general education core. In addition, reading text at their current level to develop necessary phonemic, decoding, and comprehension skills. Support staff will use the adopted materials (LRC: Sonday Curriculum/I-Ready/Math Expression/Touch Math and LAP: Phonics for Reading) for their programs.

2nd Grade ELA Goal

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

Using our recent Winter iReady Reading Diagnostic results, we've identified 100% students who are unable to meet mastery in standard RI.2.3. By implementing PBL, scaffolding, and graphic organizers, we will increase proficiency from 0% to 50% in second grade. By focusing on priority standard RI.2.3 our grade level will move 50% of students out of below standard to approaching standard according to iReady Reading Standards Mastery test for standard RI.2.3 by May 20th.

Curriculum: the standards and units we are targeting

STANDARD: RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

UNIT: Other Reading Nonfiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing use of graphic organizers, PBL research and writing samples, and scaffolding, teachers will use whole group, partner and small group instruction to support students in understanding priority standard RI.2.5 to ensure students are able to describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text through use of graphic organizers, daily reading of informational text, exit slips, small groups, peer conferencing and iReady lessons with a focus on describing connections between a series of historical events, scientific ideas and ability to comprehend/answer questions from informational text. Additionally, students will monitor their progress by receiving exit tickets, small group tasks, quizzes and immediate teacher feedback and feedback will be given by the classroom teacher and support staff daily and after each lesson quiz is completed.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

[Action Step description]

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected LRC and LAP students will receive additional services from LAP and LRC. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days and week. The strategies during this time will include small group and/or 1:1 instruction that allows for opportunities to pre-read articles (above their independent reading level) that will be whole group instruction in the general education core. In addition, reading text at their current level to develop necessary phonemic, decoding, and comprehension skills. Support staff will use the adopted materials (LRC: Sonday Curriculum/I-Ready/Math Expression/Touch Math and LAP: Phonics for Reading) for their programs.

3rd Grade Math Goal

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

Using the Unit 4 Mid-Unit iReady assessment, we've identified 68 students who are working toward proficiency with equivalent fractions. By implementing cooperative learning, providing consistent feedback, and modeling teachers will use whole group, partner and small group instruction, we will increase proficiency from 37% to 65% in 3rd grade. By focusing on 3.NF.A.3 our grade level will move 45 students out of below standard and approaching standard to meeting standard according to the iReady scoring guide, by June 1st beginning March 14th.

Curriculum: the standards and units we are targeting

STANDARD: 3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

UNIT: Unit 4 Fractions: Equivalence and Comparison, Measurement, and Data

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing: Cooperative Learning, providing consistent feedback, Opportunities for student discourse, and Modeling teachers will use whole group, partner and small group instruction to support students in understanding 3.NF.A.3 to ensure students are able to explain and generate simple equivalent fractions by using models through number lines, fraction strips, and fraction manipulatives, with a focus on meeting standard on equivalent fractions. Additionally, students will monitor their progress by comprehension checks and exit tickets and feedback will be given to all students after each lesson.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

[Action Step description]

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected LRC and LAP students will receive additional services from LAP and LRC. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days and week. The strategies during this time will include small group and/or 1:1 instruction that allows for opportunities to pre-read articles (above their independent reading level) that will be whole group instruction in the general education core. In addition, reading text at their current level to develop necessary phonemic, decoding, and comprehension skills. Support staff will use the adopted materials (LRC: Sonday Curriculum/I-Ready/Math Expression/Touch Math and LAP: Phonics for Reading) for their programs.

3rd Grade ELA Goal

Achieve a 57% pass rate for the selected standard by the end of the quarter.

Using a CBA, we've identified 58 students who are working toward proficiency in comparing and contrasting informational texts on the same topic. By implementing cooperative learning, consistent feedback, modeling, and graphic organizers, we will increase proficiency from 17% to 57% in 3rd grade. By focusing on 3.RI.9, our grade level will move 28 students out of below standard and approaching standard to meeting standard according the rubric, by June 1st beginning March 14th.

Curriculum: the standards and units we are targeting

STANDARD: RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

UNIT: Other Reading Nonfiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing: Cooperative Learning, providing consistent feedback, Opportunities for student discourse, and Modeling teachers will use whole group, partner and small group instruction to support students in understanding 3.RI.9 to ensure students are able to compare and contrast informational texts on the same topic.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected LRC and LAP students will receive additional services from LAP and LRC. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days and week. The strategies during this time will include small group and/or 1:1 instruction that allows for opportunities to pre-read articles (above their independent reading level) that will be whole group instruction in the general education core. In addition, reading text at their current level to develop necessary phonemic, decoding, and comprehension skills. Support staff will use the adopted materials (LRC: Sonday Curriculum/I-Ready/Math Expression/Touch Math and LAP: Phonics for Reading) for their programs.

4th Grade Math Goal

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

Using iReady data and common formative assessments, we've identified 76 students who are unable to add and subtract fractions. By implementing differentiated materials, collaborative pairs, modeling and providing consistent formative feedback, we will increase 50 % of students from beginning or approaching one level in fourth grade. By focusing on priority standard N.F.B.3 our grade level will move 38 students out of below standard or approaching standard one level according to CFA's.

Curriculum: the standards and units we are targeting

STANDARD: 4.NF.B.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.

UNIT: Unit 4 Fractions and Decimals: Addition, Subtraction, Multiplication and Time, Money, and Length

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Cooperative Learning (numbered heads, collaborative pairs) one on one conferring, opportunities for student discourse teachers will use whole group, partner and small group instruction to support students in understanding of adding and subtracting fractions. To ensure students are able to fluently add and subtract fractions students will practice and share their strategies on whiteboards and recording sheets. Students will monitor their progress by analyzing exit tickets and formative assessments. Feedback will be given two times a week for ten minutes based on exit ticket and/or quick quiz results.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

n/a

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected LRC and LAP students will receive additional services from LAP and LRC. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days and week. The strategies during this time will include small group and/or 1:1 instruction that allows for opportunities to pre-read articles (above their independent reading level) that will be whole group instruction in the general education core. In addition, reading text at their current level to develop necessary phonemic, decoding, and comprehension skills. Support staff will use the adopted materials (LRC: Sonday Curriculum/I-Ready/Math Expression/Touch Math and LAP: Phonics for Reading) for their programs.

4th Grade ELA Goal

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

Using iReady diagnostic data and common formative assessments, we've identified 53% of students who are beginning standard RI.4.9 (integrate information texts on the same topic to write or speak about the subject knowledgeably.) By implementing graphic organizers, providing consistent feedback and PBL, we will increase proficiency from 47% to 65% in 4th grade. By focusing on priority standard RI.4.9 our grade level will move 13 students out of below standard to approaching standard according to CFA's and one-point rubrics by June 1st.

Curriculum: the standards and units we are targeting

STANDARD: RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

UNIT: Other Reading Nonfiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing scaffolding; graphic organizers, color coding, PBL, highlighting/notetaking, teacher and peer editing, and summarizing the text we will increase proficiency from 53% of student below standard to 65% approaching or meeting standard. Teachers will use whole group, partner and small group instruction to support students in understanding of RI.4.9 to ensure students are able to integrate information on the same topic from two texts through completing graphic organizers and writing an explanatory essay with a focus on one topic with accuracy and fourth grade conventions. Additionally, students will monitor their progress by comparing their writing to a one-point rubric and feedback will be given once a week for ten minutes.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

n/a

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected LRC and LAP students will receive additional services from LAP and LRC. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days and week. The strategies during this time will include small group and/or 1:1 instruction that allows for opportunities to pre-read articles (above their independent reading level) that will be whole group instruction in the general education core. In addition, reading text at their current level to develop necessary phonemic, decoding, and comprehension skills. Support staff will use the adopted materials (LRC: Sonday Curriculum/I-Ready/Math Expression/Touch Math and LAP: Phonics for Reading) for their programs.

5th Grade Math Goal

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

I-Ready Winter Data, we've identified 60 students who are performing at a level 1. By implementing Math Talk (student discourse), Area Model (Mathematical Representation) and standard algorithm strategies, we will increase proficiency from 10 meeting standard to 50 meeting standard, in the 5th grade. Students will be scored on common assessments, Ready Math and teacher created by June 1st.

Curriculum: the standards and units we are targeting

STANDARD: 5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

UNIT: Unit 3 More Decimals and Fractions: Multiplication and Division

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Math Talks(student discourse), Area Model (Mathematical Representation) and standard algorithm strategies, teachers will use whole group, partner and small group instruction to support students in understanding how to fluently multiply multi-digit numbers through the hundredths, to ensure students are able to identify place value and multiplication strategies through scaffolded building of fluency problems, place value, area model, and standard algorithm, real world word problems with a focus on place value understanding. Additionally, students will monitor their progress by self-reflection and ROAR reports and feedback will be given through Schoology, exit tickets, weekly ROAR reports.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

n/a

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected LRC and LAP students will receive additional services from LAP and LRC. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days and week. The strategies during this time will include small group and/or 1:1 instruction that allows for opportunities to pre-read articles (above their independent reading level) that will be whole group instruction in the general education core. In addition, reading text at their current level to develop necessary phonemic, decoding, and comprehension skills. Support staff will use the adopted materials (LRC: Sonday Curriculum/I-Ready/Math Expression/Touch Math and LAP: Phonics for Reading) for their programs.

5th Grade ELA Goal

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

Using I Ready Winter Data, we've identified 31 students who are currently achieving level one on Compare and contrast stories in the same genre. By implementing Summarizing/ notetaking and use of Graphic Organizers, we will increase proficiency in 5th grade. By focusing on Priority Standard RL5.9 our grade level will move 20 students out of below standard to approaching standard according to single point rubric on a common formative assessment by June 1st.

Curriculum: the standards and units we are targeting

STANDARD: RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

UNIT: Other Reading Fiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Summarizing/ notetaking and use of Graphic Organizers, teachers will use whole group, partner and small group instruction to support students in understanding comparing stories in the same genre RL.5.9 to ensure students are able to identify similarities and differences in themes through use of notetaking strategies and graphic organizer as they read multiple texts with a focus on synthesizing information from two or more texts. Additionally, students will monitor their progress by self-reflection and ROAR reports and feedback will be given through Schoology, exit tickets, weekly ROAR reports.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

n/a

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Kindergarten Math Goal

Achieve a 90% pass rate for the selected standard by the end of the quarter.

Students in Kindergarten will reach at least a 70 % proficiency rate in being able to count out loud to 100. This will be an increase of 20% from preliminary data showing that 90% of all kinder students have met this standard based on observation of counting out loud. Progress towards this goal will be monitored through continued counting practice as a class and individual conferring and assessments.

Curriculum: the standards and units we are targeting

STANDARD: K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

UNIT: Unit 5 Numbers 11-100: Teen Numbers, and Counting by 1s and 10s

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will receive 60 minutes of core math instruction, including daily practice for 10 minutes in counting within our PBL unit and throughout the day. Specific high impact strategies that we will use include teaching the daily Ready Math lessons, and providing daily counting practice to assess student progress towards mastery.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will also receive weekly 1-1 practice counting through different strategies such as counting objects with one to one correspondence, relevant games and song at least 2x weekly for 15 minutes to increase counting fluency.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected LRC students will receive additional services from LRC. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days and week. The strategies during this time will include small group instruction, small group modeling, additional reps at a skill, oral work, speech to text, and visual representation. Support staff will use the adopted materials for their programs, in addition to Ready Classroom support materials. Para-support pulls 2-3 students at a time to a small group for 15 minutes 2x a week working on specific needs.

Kindergarten ELA Goal

Achieve a 90% pass rate for the selected standard by the end of the quarter.

Kindergartners will write an informative text using words and pictures. This goal will be monitored utilizing common formative assessments working towards mastery of this standard. By mid May, kindergartners will improve from 70% of student to 90% of students able to demonstrate proficiency for this standard. Multiple approaches of instruction will be utilized including modeling, whole class practice and individual practice.

Curriculum: the standards and units we are targeting

STANDARD: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

UNIT: Other Writing Nonfiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All Students will receive CORE instruction daily for at least 70 minutes. We will read non fiction texts out loud 3x a week and use high level questioning to prompt and support students in orally retelling facts and identify key details in the text. This will help them to choose facts to include in their writing.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

At least 2x a month students will practice informative writing based on the current PBL. Supply practice materials and opportunities to share writing. We will also incorporate weekly practice by using personal experiences, daily happenings, and classroom routines within a small group for 15 minutes.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected LRC and LAP students will receive additional services from LAP and LRC. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days and week. The strategies during this time will include small group and/or 1:1 instruction that allows for opportunities to pre-read articles (above their independent reading level) that will be whole group instruction in the general education core. In addition, reading text at their current level to develop necessary phonemic, decoding, and comprehension skills. Support staff will use the adopted materials (LRC: Sonday Curriculum and LAP: Reading Mastery) for their programs.

SEL Goal

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

By implementing a school-wide focus on student voice, a common language and classroom lessons with the Zones of Regulation, and utilizing student leadership groups with an equity focus, we will increase the percent of students who believe that they almost always or usually possess social management skills including: getting along with others, solving conflict (in and outside of classroom), helping others, and being kind to others from 40% in February to 60% by May based on our Climate Survey and SEL survey results.

Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

We are implementing the Zones of Regulation school-wide to adopt a common language around communicating feelings and thoughts, including training of all staff members. Our TWC team is providing support and communication to grade level teams in this process. We are implementing student leadership groups to be sure to hear student voices about school practices and needs. Over the coming months, we will be focusing on teaching students how to use conflict management skills to solve conflicts with peers through classroom lessons and school-wide reinforcement. We will also use a school-wide recognition system to reinforce positive conflict resolution and other social management skills.

STRENGTHENING ADULT SEL CAPACITY

Staff members have participated in professional development about the Zones of Regulation. The school counselor is modeling how to teach the Zones of Regulation lessons in each classroom. Staff members have participated in equity work in order to build confidence and understanding in leading such discussions in classrooms. Staff members have also participated in professional development around project-based learning and utilizing student voice.

Behavior Goal

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

99% of students will continue to meet schoolwide ROAR expectations, resulting in minimized behaviors for students and resulting in 99% of students without a suspension.



Root Cause Analysis

Currently no disparities in this area.



Steps: how we will accomplish this goal

ACTION STEP INTRODUCTION

Continue school-wide focus on students being Respectful, Responsible, Open-Hearted and Achieving. No sub groups are affected by this goal.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Karen Jaskar, School counselor will continue teaching schoolwide lessons for students to problem solve, and will introduce our Conflict Solvers to every student in the school.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS