



Continuous Achievement Process & Plan

2025 Quarter 1

Birney Elementary School's Continuous Achievement Plan (CAP) will focus on goals in three areas, or dimensions. These focuses will support our efforts to achieve our goals for a school that builds a strong community and promotes high growth and achievement in our students. The dimensions of growth are centered around three components: Building relational Capacity. 2. Instruction. 3. Assessment.

Our Vision

Vision Statement: Achievers today. Leaders tomorrow.

Our Mission

Mission Statement: Birney Elementary engages in collaborative efforts, supportive of each student and family. We prioritize purposeful academics and social emotional learning representative of our Birney community.

1st Grade ELA Goal

Achieve a 49% pass rate for the selected standard by the end of the quarter.

15 students (22%) will improve applying grade-level decoding skills and phonics. This is up from 20 students (28 %) meeting standard on September 2024, to 35 students (49%) meeting standard by the end of the CAP cycle, as measured by the teacher created phonics assessment aligned with Savvas curriculum. We will do this by incorporating best practices for teaching literacy as well as using strategies and practices that promote and inclusive and equitable learning experience for all students.



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

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS RF 1.3 to ensure that students are able to apply grade-level decoding skills and phonics. Teachers will do this by implementing the following high-yield practices and strategies: • Student Goal Setting - students will be active participants in setting their goals based on their proficiency • Explicit phonics instruction and modeling using visual aids and application of skills Based on the criterion for standard mastery, students will participate and complete the following types of tasks: individual work in workbooks, exit tickets, and using/applying grade-level phonics in a variety of activities. Progress will be monitored using teacher made assessments using skills taught in Unit 1 and 2 of Savvas. They will also monitor their own progress and set goals by recording their own progress after conferencing with teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teachers will use small group instruction to support students in their mastery of CCSS RF 1.3 to ensure that students are able to apply grade-level decoding and phonics skills. Teachers will do this by implementing the following high-yield practices and strategies: • Intensive small groups to provide more personalized instruction and immediate feedback • Focused skill practice to include phonics drills and word families Based on the criterion for standard mastery, students will participate and complete the following types of tasks: everything in Tier 1, as well as a check for understanding at the end of small group time. Progress will be monitored using teacher made assessments using skills taught in Unit 1 and 2 of Savvas. They will also monitor their own progress and set goals by recording their own progress after conferencing with teacher. Students will meet with teacher in small groups 4 times a week for 15 minutes each.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Teachers will use small group instruction in LRC, LAP, Title, ML, and teacher supported small group MTSS to support students in their mastery of CCSS RF 1.3 to ensure that students are able to apply grade-level decoding and phonics skills. Teachers will do this by implementing the following high-yield practices and strategies: • Intensive small groups to provide more personalized instruction and immediate feedback • Focused skill practice to include letter names and sounds, segmenting and blending practice, phonics drills and word families Based on the criterion for standard mastery, students will participate and complete the following types of tasks: everything in Tier 1, as well as a check for understanding at the end of small group time. Progress will be monitored using teacher made assessments using skills taught in Unit 1 and 2 of Savvas. They will also monitor their own progress and set goals by recording their own progress after conferencing with teacher. Students will meet with teacher in small groups 4 times a week for 15 minutes each or with LRC, LAP, Title and ML 4 times a week for 30 minutes.

1st Grade Math Goal

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

S: By the end of the first CAP cycle, 75% of 1st grade students will be proficient or above proficient M: Comprehension checks, unit assessments, and exit tickets from i-Ready math A: Use i-Ready exit tickets and teacher made portfolio assessment R: Every 1st grade student will show growth of their understanding of the standard T: September-January 2025 I: Invite students to engage in math instruction personalized by their needs/data E: Use whole group, small group, 1:1 instruction based on student centered strategies



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

Scaffolding: intentionally teaching of accurate counting, concepts and strategies, visual aids, modeling, manipulatives and representation, small groups, independent practice with feedback Student goal setting, using Iready results to prompt goals for the year, this will be done in one to one conferencing.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Scaffolding: intentionally teaching of accurate counting, concepts and strategies, visual aids, modeling, manipulatives and representation, small groups, independent practice with feedback Three read protocol, using the Iready curriculum, to enhance student understanding of what is being asked. This will occur daily in instruction (15 min a day).

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will continue to monitor student progress. We will utilize intervention staff (LRC/ML) to support students. After initial actions in Step 2 students will be reassessed to determine progress towards growth. Students who are not showing growth will participate in further intervention with more emphasis on other strategies and methods, including more 1:1 conferring, modeling and practice.

2nd Grade ELA Goal

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

12 students will improve to "meeting standard" on 2nd grade vocabulary standard 2.L.4. This is an increase from 2 students (2.9 %) meeting standard on October 1st, 2024, to 14 students (20 %) meeting standard on January 10th, 2025, as measured by our CFA on Savvas Academic and Selection Vocabulary units 1 and 2. This CFA is a compilation of Savvas questions on the Selection vocabulary and questions modeled after Savvas questions to probe Academic vocabulary acquisition. We will do this by incorporating best practices for teaching literacy as well as using strategies and practices that promote and inclusive and equitable learning experience for all students.



CURRICULUM: the standards and units we are targeting

STANDARD: L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 2L4 to ensure that students are able to: 1. Context Clues (2.L.4a) •Use sentence context to figure out simple word meanings. •Recognize clues in nearby sentences for unfamiliar words. •Use context from the whole text to understand words, including multiple meanings. 2. Word Parts (2.L.4b) •Learn common prefixes/suffixes (e.g., un-, re-) and their meanings. •Apply knowledge of word parts to unfamiliar words. •Break down complex words into root words, prefixes, and suffixes. 3. Glossary/Dictionary/Thesaurus (2.L.4e) •Learn to use reference tools with guidance. •Independently use tools to find word meanings and synonyms. •Efficiently use tools for reading and writing tasks. 4. Compound Words (2.L.4c) •Understand compound words (e.g., sunlight, raincoat). •Apply knowledge to unfamiliar compounds. •Analyze and understand compound words confidently. By the end of second grade, students independently use these strategies to clarify word meanings. Teachers will do this by implementing the following high-yield practices and strategies: •Graphic organizers in Savvas asking students to write synonyms/antonyms & definitions (there are several throughout units 1 and 2) •Provide immediate feedback and monitor progress using Nearpod , Savvas weekly vocabulary assessments, and communicate performance to families. Students will reflect on these with connected Self Assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support with CCSS 2.L.4, will participate in small group instruction for 15 minutes, 3 times a week. During small groups, teachers will implement these strategies: • Oral use of the selection and academic vocabulary words using sentence stems. • Written use of the vocabulary words using sentence stems. • Frayer Model to support more difficult vocabulary acquisition. • Small group feedback and discussion on whole class quizzes, learning tasks, and error correction. Progress will be measured by exit tasks, conferring notes, and the TPS single-point rubric for 2L4, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Title/LAP: Title I / LAP Intervention comment for CAP: Students were identified for pull-out Title/LAP services using iReady as a screener and then given a diagnostic to identify students with significant reading deficits. Students that qualified are pulled in small groups 4-5 times a week for 25-30 minutes. Instruction used is based on their needs (Countdown, BLAST, HD Word) and targets foundational skills including phonemic awareness, phonics, decoding, and fluency. Student progress is tracked every 6-8 weeks through progress monitoring via the Grouping Matrix. LRC LRC serves students who have a current IEP. Students spend anywhere from 40-100% in a general education setting depending on their goals and minutes. Students are pulled out for math, ELA, and SEL. 4th and 5th grade students are pulled out for 30 minutes for ELA once a day and 30 minutes for math once a day. 4th grade students are pulled out for 30 minutes of SEL. 5th graders are served their SEL minutes through the push in model. Instruction is based on their IEP goals. In ELA the foundational skills targeted are decoding, fluency, writing conventions, retelling, comprehension, and writing skills. In math the foundational skills targeted are solving single- and double-digit addition, subtraction, multiplication, and division problems and solving word problems. The curriculum used in these areas are iReady for math, Sonday for ELA, and Zones of Regulation for SEL. Progress reports go out every trimester and re

2nd Grade Math Goal

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

10 students (15 %) will improve to meet standard on addition and subtraction within 100 (CCSS 2.NBT.7). This is up from 0 students (0%) meeting standard on Oct 1, 2024, to 10 students (15%) meeting standard on January 10, 2025, as measured by I-ready CCSS report. We will do this by incorporating best practices for teaching mathematics as well as using strategies and practices to promote an inclusive and equitable learning experience for all students.



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

During whole group instruction, model, student discourse, rigorous questioning, 3 Reads strategy, Try, Discuss, Connect strategy, Ask deeper level questions (how did you get your answer?) (Can someone explain the mistake they made?) Build conceptual understanding while also building procedural fluency (this frees available brain power for deeper level problem solving). Make connections between math ideas. Connect math concepts to real situations. Teach problem solving and integrate problems into daily lessons. Use of manipulatives and visual aids. Use multiple visual representations of mathematics. Encourage student talk and writing. Use classroom discussions and sentence stems to facilitate discourse.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teachers will use small group instruction to support students in their mastery of CCSS 2.NBT.7 to ensure that students are able to add with and without regrouping within 100, subtract with and without regrouping within 100. Teachers will do this by implementing the following high-yield practices and strategies: • Students will be encouraged to show their thinking concretely and pictorially using 100s charts, a Place Value Chart Graphic Organizer, base ten blocks, number lines, and base ten drawings that show regrouping. • Students will orally explain when they need to regroup and when they do not, and how they know that. Based on the criterion for standard mastery, students will participate and complete the following types of tasks: 3-digit addition and subtraction problems with and without regrouping. Progress will be monitored using our common assessment. They will also monitor their own progress and set goals when they use our student self-assessment connected to the common assessment.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Support students still working to meet academic standards from previous grade levels.

3rd Grade ELA Goal

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

16 students (25%) will improve describing characters in a story and explaining how their actions contribute to the sequence of events (CCSS RL.3.3). This is up from 12 students (19%) meeting standard on September 2024, to 24 students (37.5%) meeting standard on December 2024, as measured by iReady diagnostic data. We will do this by incorporating core and small group instruction as well as using strategies and practices to promote an inclusive and equitable learning experience for all students.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 3.RL.3.3 to ensure that students are able to describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Teachers will do this by implementing the following high-yield practices and strategies: We will be using different scaffolds such as graphic organizers, note-taking strategies, highlighting and underlining evidence within texts, and paragraph frames within whole group core instruction. Within small group we will be pre-teaching academic vocabulary and reteaching skills needed to move individual students' learning forward in a differentiated way. Students will be using learning menus for independent work while students meet with the teacher in small groups during designated MTSS times. Based on pre-assessment data, whole group discussion and collaboration and 1:1 conferring we will determine which students need support. Students will confer with teacher to identify learning goals and track progress. All students will have access to additional examples and explanations to facilitate understanding and will receive modeled instruction targeting skills needed to meet standard, and comprehension strategies connected to 3.RL.3.3

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support with CCSS 3.NBT.A.2, will participate in small group instruction for a minimum of 15 minutes, 3 times a week. During small groups, teachers will implement these strategies: During MTSS times, we will use the focused readers and interventions within Savvas, as well as Cold Reads to help move student learning forward. Pre-teaching important skills that will be taught to the core classroom will help our level 1 and 2 students become more familiar with the skills being taught during whole group. Students will complete tasks, like reading texts from book room library, retelling using a graphic organizer or a personal anchor chart and discussing comprehension questions with the group. Progress will be measured by exit tasks, conferring notes, and the TPS single-point rubric for 3.NBT.A.2, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Title/LAP: Title I / LAP Intervention comment for CAP: Students were identified for pull-out Title/LAP services using iReady as a screener and then given a diagnostic to identify students with significant reading deficits. Students that qualified are pulled in small groups 4-5 times a week for 25-30 minutes. Instruction used is based on their needs (Countdown, BLAST, HD Word) and targets foundational skills including phonemic awareness, phonics, decoding, and fluency. Student progress is tracked every 6-8 weeks through progress monitoring via the Grouping Matrix. LRC LRC serves students who have a current IEP. Students spend anywhere from 40-100% in a general education setting depending on their goals and minutes. Students are pulled out for math, ELA, and SEL. 4th and 5th grade students are pulled out for 30 minutes for ELA once a day and 30 minutes for math once a day. 4th grade students are pulled out for 30 minutes of SEL. 5th graders are served their SEL minutes through the push in model. Instruction is based on their IEP goals. In ELA the foundational skills targeted are decoding, fluency, writing conventions, retelling, comprehension, and writing skills. In math the foundational skills targeted are solving single- and double-digit addition, subtraction, multiplication, and division problems and solving word problems. The curriculum used in these areas are iReady for math, Sonday for ELA, and Zones of Regulation for SEL. Progress reports go out every trimester and re

3rd Grade Math Goal

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

36 students (50%) will improve in using place value to understand the properties of operations to perform multidigit arithmetic (3.NBT.A.2). This is up from 12 students (9.7 %) meeting standard on Spring 2024, to 32 students (50 %) meeting standard on November 1, 2024, as measured by Ready Math Unit 1 Test. We will do this by incorporating best practices for teaching mathematics as well as using strategies and practices that promote an inclusive and equitable learning experience for all students.



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

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 3.NBT.A.2 to ensure that students are able to fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operation, and/or the relationship between addition and subtraction. Teachers will do this by implementing the following high-yield practices and strategies: -3 Reads strategy, Try, Discuss, Connect strategy, Ask deeper level questions (how did you get your answer?) (Can someone explain the mistake they made?) Build conceptual understanding while also building procedural fluency (this frees available brain power for deeper level problem solving). -Make connections between math ideas. Connect math concepts to real situations. Teach problem solving and integrate problems into daily lessons. -Use of manipulatives and visual aids. Use multiple visual representations of mathematics. Based on pre- assessment data, whole group discussion and collaboration and 1:1 conferring we will determine which students need support. Students will confer with teacher to identify learning goals and track progress. All students will have access to additional examples and explanations to facilitate understanding and will receive modeled instruction targeting skills needed to meet standard, and problem-solving strategies connected to 3NBT.A.2

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 3NBT.A.2 to ensure that students are able to fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operation, and/or the relationship between addition and subtraction. Teachers will do this by implementing the following high-yield practices and strategies: - Students will be encouraged to show their thinking concretely and pictorially using 100s charts, a Place Value Chart Graphic Organizer, base ten blocks, number lines, and base ten drawings that show regrouping. - Students will orally explain when they need to regroup and when they do not, and how they know that. -Small group instruction will take place a minimum of three days a week for 15 minutes each to reinforce strategies and correct misconceptions. Based on the criterion for standard mastery, students will participate and complete the following types of tasks: 3-digit addition and subtraction problems with and without regrouping. Progress will be monitored using our common assessment. They will also monitor their own progress and set goals when they use our student self-assessment connected to the common assessment.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Title/LAP: Title I / LAP Intervention comment for CAP: Students were identified for pull-out Title/LAP services using iReady as a screener and then given a diagnostic to identify students with significant reading deficits. Students that qualified are pulled in small groups 4-5 times a week for 25-30 minutes. Instruction used is based on their needs (Countdown, BLAST, HD Word) and targets foundational skills including phonemic awareness, phonics, decoding, and fluency. Student progress is tracked every 6-8 weeks through progress monitoring via the Grouping Matrix. LRC serves students who have a current IEP. Students spend anywhere from 40-100% in a general education setting depending on their goals and minutes. Students are pulled out for math, ELA, and SEL. 4th and 5th grade students are pulled out for 30 minutes for ELA once a day and 30 minutes for math once a day. 4th grade students are pulled out for 30 minutes of SEL. 5th graders are served their SEL minutes through the push-in model. Instruction is based on their IEP goals. In ELA the foundational skills targeted are decoding, fluency, writing conventions, retelling, comprehension, and writing skills. In math the foundational skills targeted are solving single- and double-digit addition, subtraction, multiplication, and division problems and solving word problems. The curriculum used in these areas are iReady for math, Sonday for ELA, and Zones of Regulation for SEL. Progress reports go out every trimester and re

4th Grade ELA Goal

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

There are 67 students at level 1, 0 students at level 2, and 5 students at level 3. By February 2025, eleven of the students at a level 1, eleven of the students at a level 2, and 0 of the students at a level 3 will improve by one grade level on the CCSS Report on 4. RI. 9 as measured by the Winter Iready Reading Diagnostic. The Culturally Responsive and Relevant Teaching practices of small group instruction, scaffolded lessons, engaging and inclusive text selections representing many cultures will be used to create inclusive and equitable practices.



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: ELA Unit 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will use both Savvas and teacher-created materials and assessments that support pieces of the standard that need to be more rigorous than what Savvas offers. We are aiming for DOK 3 and 4 type of responses from students in order to be considered proficient at 4. RI. 9. We will be using different scaffolds such as graphic organizers, note-taking strategies, highlighting and underlining evidence within texts, and paragraph frames within whole group core instruction. Within small group we will be pre-teaching academic vocabulary and reteaching skills needed to move individual students' learning forward in a differentiated way. Students will be using learning menus for independent work while students meet with the teacher in small groups during designated MTSS times.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During MTSS times, we will use the focused readers and interventions within Savvas, as well as Cold Reads to help move student learning forward. Pre-teaching important skills that will be taught to the core classroom will help our level 1 and 2 students become more familiar with the skills being taught during whole group. Each teacher is meeting with Tier 2 groups 3 days per week for 15-minute small group sessions.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Title/LAP: Title I / LAP Intervention comment for CAP: Students were identified for pull-out Title/LAP services using iReady as a screener and then given a diagnostic to identify students with significant reading deficits. Students that qualified are pulled in small groups 4-5 times a week for 25-30 minutes. Instruction used is based on their needs (Countdown, BLAST, HD Word) and targets foundational skills including phonemic awareness, phonics, decoding, and fluency. Student progress is tracked every 6-8 weeks through progress monitoring via the Grouping Matrix. LRC LRC serves students who have a current IEP. Students spend anywhere from 40-100% in a general education setting depending on their goals and minutes. Students are pulled out for math, ELA, and SEL. 4th and 5th grade students are pulled out for 30 minutes for ELA once a day and 30 minutes for math once a day. 4th grade students are pulled out for 30 minutes of SEL. 5th graders are served their SEL minutes through the push in model. Instruction is based on their IEP goals. In ELA the foundational skills targeted are decoding, fluency, writing conventions, retelling, comprehension, and writing skills. In math the foundational skills targeted are solving single- and double-digit addition, subtraction, multiplication, and division problems and solving word problems. The curriculum used in these areas are iReady for math, Sonday for ELA, and Zones of Regulation for SEL. Progress reports go out every trimester and re

4th Grade Math Goal

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

There are 60 students at level 1, 10 students at level 2, and 2 students at level 3. By February 2025, 14 of the students at a level 1, 8 of the students at a level 2, and 0 of the students at a level 3 will improve by one grade level on the CCSS Report on 4. OA. A as measured by the Winter Iready Math Diagnostic. The Culturally Responsive and Relevant Teaching practices of small group instruction, scaffolded lessons, three reads protocol, a variety of strategies taught so that students can find ones that work for them, and student discourse amongst each other facilitated by the teacher will be used to create inclusive and equitable practices.



CURRICULUM: the standards and units we are targeting

STANDARD: 4.OA.A Use the four operations with whole numbers to solve problems

UNIT: Unit 2 Operations: Multiplication, Division, and Algebraic Thinking



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will use both Ready Math and teacher-created materials and assessments that support pieces of the standard that need to be more rigorous than what Ready Math offers. We are aiming for DOK 3 and 4 type of responses (both verbal and written) from students in order to be considered proficient at 4. OA. A. We will be using different scaffolds such as the three reads protocol during whole group instruction. During the three reads protocol, students will be given a word problem without numbers in it. During the first read, students will discuss what is happening in the problem. During the second read, numbers will be added and students will discuss what those numbers represent within the problem. During the third read, students will discuss what the question is asking them to find out. Students will have ample opportunities within daily lessons for math-studio style learning with structured AB partner talk. Instead of doing a lot of word problems within a lesson, we will dive deeper into a couple to build DOK and confidence with solving. Within small group we will be pre-teaching math vocabulary and reteaching calculation skills needed to move individual students' learning forward in a differentiated way. Students will be using Iready Mypathways and other teacher-created assignments for independent work while students meet with the teacher in small groups during designated MTSS times.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During MTSS times, we will use small groups to focus on addition, subtraction, multiplication, and division strategies that were already taught in whole group instruction. These skill groups will be differentiated and need-based depending on which groups are being worked with at the time. Small groups will be fluid and based on exit tickets and other formative assessments to see what individual students are needing at that moment. Pre-teaching important skills that will be taught to the core classroom will help our level 1 and 2 students become more familiar with the skills being taught during whole group. Each teacher will be meeting with 2 groups per day on a 15-minute rotation, 3 days per week for each group.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Title/LAP: Title I / LAP Intervention comment for CAP: Students were identified for pull-out Title/LAP services using iReady as a screener and then given a diagnostic to identify students with significant reading deficits. Students that qualified are pulled in small groups 4-5 times a week for 25-30 minutes. Instruction used is based on their needs (Countdown, BLAST, HD Word) and targets foundational skills including phonemic awareness, phonics, decoding, and fluency. Student progress is tracked every 6-8 weeks through progress monitoring via the Grouping Matrix. LRC LRC serves students who have a current IEP. Students spend anywhere from 40-100% in a general education setting depending on their goals and minutes. Students are pulled out for math, ELA, and SEL. 4th and 5th grade students are pulled out for 30 minutes for ELA once a day and 30 minutes for math once a day. 4th grade students are pulled out for 30 minutes of SEL. 5th graders are served their SEL minutes through the push in model. Instruction is based on their IEP goals. In ELA the foundational skills targeted are decoding, fluency, writing conventions, retelling, comprehension, and writing skills. In math the foundational skills targeted are solving single- and double-digit addition, subtraction, multiplication, and division problems and solving word problems. The curriculum used in these areas are iReady for math, Sonday for ELA, and Zones of Regulation for SEL. Progress reports go out every trimester and re

5th Grade ELA Goal

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

All students will produce a clear concise explanation comparing and contrasting two or more literary texts. Students will be able to identify story elements. Students will use text evidence to accurately describe and document similarities and differences using graphic organizers and other resources. They will be able to accurately transfer information using text evidence into a 5 paragraph essay. The essay will include an introduction, 3 paragraph body identifying similarities and differences and a conclusion. Students who need additional support will receive access to audio, video, and additional one on one and small group support and instruction. All students will meet the standard by the end of 5th grade. All identified students will meet the standard and show proficiency by January.



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: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole group assessment to determine level of proficiency the standard. Students will complete the pre- assessment. We will analyze student scores using a rubric with levels 1-4 based on report card rubrics, SBAC standards, CCSS. All students will receive modeled instruction connected to the skills. During small group instruction we may recognize additional student needs that may have impacted student ability to show proficiency. These may be connected to vocabulary/context clues, organization, note taking and use of resources. Students identified for small group instruction will confer with teacher one on one to identify learning goals, receive repeated instruction of the task, and additional examples or explanation to facilitate understanding & completion of the task. All students will have access to teacher/student created resources. Based on pre- assessment data, whole group instruction, and one on one conferring we will determine which students need support & to what extent. All students will receive modeled instruction targeting foundational skills & strategies connected to 5.6. During whole group instruction students will have the opportunity to ask clarifying questions to connect 5.6 to 5.2. Conferring will offer additional insight into student needs that impacted the ability to complete the task with proficiency. Students in the small group will confer with teacher to identify learning goals, receive a clear explanation of the entire task.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students in the small group setting will meet with the teacher 3 times per week for 20 minutes for a 2 week period to read, re-read, analyze texts connected to RL 5.9 Students will collaborate with the teacher to share similarities and differences between the two texts. Students will receive modeled instruction filling out the compare contrast graphic organizer/venn diagram. Students will have access to one on one conferring based on their specific needs. The additional needs will be determined during the small group, from assessments including student led discussion, exit tickets, and CFA. After the 2 week period students in the small group will be re-assessed. Students who show proficiency will exit the group and new students who scored a 1 or 2 will enter to work on specific tasks to reach proficiency in the standard.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will monitor student progress to standard. We will utilize our intervention specialists, coach and ELA resources to support student growth. After initial actions in step 2, students will be re-assessed to determine progress toward growth and proficiency. Students who do not evidence growth will participate in further intervention including small groups, one on one , modeling and practice.

5th Grade Math Goal

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

S: All identified students will meet the standard on or before January 30, 2024 M: Comprehension checks, unit assessments, CFA, exit tickets A: Use the single point rubric for 5.NBT.B.7 throughout the entire goal window to provide feedback for each student R: Every 5th grade student will show growth in their understanding of the standard 5.NBT.B.7 on the single point rubric. T: September 23, 2024-January 30, 2025 I: Intentionally invite students to engage in math instruction personalized by their needs/data. E: Use whole group, small group and 1:1 instruction based on student centered strategies



CURRICULUM: the standards and units we are targeting

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

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



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole group classroom assessment determine level of skill for the following 1) place value whole numbers and decimals 2) use of the 4 operations with whole numbers and decimals 3) determining reasonableness of answers when multiplying by using estimation and the distributive property 4) constructing, analyzing and explaining models and visual representations for operations involving whole number and decimal numbers 5) constructing written responses using math vocabulary to evidence understanding and connections between algorithms and models. Based on pre- assessment data, whole group discussion and collaboration and 1:1 conferring we will determine which students need support. All students will receive modeled instruction targeting skills needed to meet standard, vocabulary, and problem solving strategies connected to 5NBT.B7 During whole group instruction students will have access to collaborative discussion, ask clarifying questions. 1:1 conferring will offer insight into student misconceptions and needs. Students will confer with teacher to identify learning goals and track progress. All students will have access to additional examples and explanations to facilitate understanding.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will meet in small group 3 times per week for 20 minutes for a period of 2 weeks to collaborate, ask questions, practice strategies using multiple methods including manipulatives, place value and multiplication charts, models with color, labels and explanations. Students will also have time for 1:1 conferring. Following the 2 weeks a formative assessment will be administered to determine next steps. Student growth will be determine using assessments, exit tickets, CFA and any other team created or decided measure.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will continue to monitor student progress. We will utilize intervention staff (LRC/ML) to support students. After initial actions in Step 2 students will be reassessed to determine progress towards growth. Students who are not showing growth will participate in further intervention with more emphasis on other strategies and methods, including more 1:1 conferring, modeling and practice.

Behavior Goal

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

By June 2025, at least 97% of students will not experience exclusionary discipline. We will do this by concentrating on Student voice in classroom and community, SEL growth in students in classroom lessons, and modeling and practicing peaceful resolving of conflicts and restorative meetings. Progress will be measured with student surveys and monitoring student behavior data.



Root Cause Analysis

Relational Capacity Targets: 1. Understand how relational capacity stimulates learning. 2. Recognize the value and efficacy of the communities represented in the school/classroom community and build toward an actualization of communal self. 3. Diversity is celebrated and a part of the classroom culture. 4. Understand that everyone has bias and privilege, and our own actions impact others either positively or negatively. 5. Understand the importance of 'student voice' and 'knowing stud



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

Behavior Goal: To decrease exclusionary incidents by 1% from 2.7 % in 2024 to 2% in 2025. High leverage strategies/commitments to improve behavior. Birney Elementary School will focus on building strong classroom and school communities where students feel safe and an integral part of the learning environment. We will do this by making community meetings a part of the school day where students share their feelings, thoughts, ideas and most importantly, their unique life perspectives.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

1. Birney Elementary School will focus on building strong classroom and school communities where students feel safe and an integral part of the learning environment. We will do this by making community meetings a part of the school day where students share their feelings, thoughts, ideas and most importantly, their unique life perspectives. Problem solving with student ideas and perspectives will be included in the communal gatherings. Students will be stakeholders in the resolution of conflict.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

2. Building strong student-staff relationships: A goal for staff will be centered around building and maintaining strong relationships with our students. Valuing student voice will be an important activity for us as an educational community to collect and use as Street Data to inform decisions and learning paths/action steps for each student. We will do this at the start of the year – interviewing students and looking into their backgrounds, circumstances and learning perspectives. We will investigate ways to collect and act on student voice data.

Music Goal

Achieve a 40% pass rate for the selected standard by the end of the quarter.

By January 30, 2025, 40% of k/1 will be able to demonstrate a steady beat to music, 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 Strategies may include: Practice steady beat as a class with a recording. (ex. 3 Little Kittens) One student at a time demonstrates steady beat using body percussion for four measures while class sings along. Students will move around room matching the steady beat the teacher is playing on the drum. Students may play beat on a percussion &/or barred instrument.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

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

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

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

PE Goal

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

There are currently 40% of 2nd grade students in Ms. Ehnat's class meeting standard 1.1.3. By May 1st, 2024, the percent of students meeting the standard will increase to 65% as measured by visual skill assessments using the jump rope rubric as guidance. I will accomplish this by establishing an inclusive and equitable PE culture that adheres to grade-level standards. This includes providing a safe space for learning and trying new things and maximizing participation time for students.



CURRICULUM: the standards and units we are targeting

STANDARD: Health-6 Student will demonstrate the ability to use goal setting skills to enhance health

UNIT: PE - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

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

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

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

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

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

Kindergarten ELA Goal

Achieve a 34% pass rate for the selected standard by the end of the quarter.

By January our tier 2 students will increase their knowledge by knowing 16 more letter sounds than at the beginning pushing them to proficient. Tier 3 students will increase their knowledge by knowing 10 letter sounds more than at the beginning pushing them into tier 2.



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

Consistent, targeted, feedback: we are teaching letter names and sounds in whole group by doing the following: how to write the letter, words that begin with the letter sound, showing how to say the letter sound using our facial features to announce the letter, as well as students doing independent letter worksheet activities to support their learning of letter sounds. Teacher clarity: to explicitly teach students the correct formation their mouth should be to produce the sound and teach the structure of how to write the letter so they can recognize it in text.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During small groups we will focus on the following strategies to support our tier 2 students. We will do this in our smaller groups 5 days a week for 30 minutes. During those 30 minutes we will do a small group lesson with the students present, and then give them an individual task to complete to check their understanding. During this we will use the following strategies: Movement: we do a variety of songs that enforces letter names and sounds and words that begin with each sound. Questioning: we come up with high- yield questions for students about what words begin with what sounds, we will have picture cards in small groups for students to look through and separate into categories based off the letter names and sounds

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will continue to monitor student progress. We will utilize intervention staff (LRC/ML) to support students. After initial actions in Step 2 students will be reassessed to determine progress towards growth. Students who are not showing growth will participate in further intervention with more emphasis on other strategies and methods, including more 1:1 conferring, modeling and practice.

Kindergarten Math Goal

Achieve a 48% pass rate for the selected standard by the end of the quarter.

By January our tier 2 students will increase their knowledge by counting objects to 20 which is 10 more than at the beginning pushing them to proficient. Tier 3 students will increase their knowledge by counting 10 objects more than at the beginning pushing them into tier 2.



CURRICULUM: the standards and units we are targeting

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

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



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Consistent, targeted, feedback: we are teaching the count sequence up to 20, while being able to show the number to the object using manipulatives. We are teaching names of the number in whole group by doing the following: how to write the number, groups of each number, the count sequence activities to show a number to a picture, counting games and videos, ordering numbers in their sequence 1-10, as well as students doing independent number worksheet activities to support their learning of numbers. In ready math there is a 10 minute number sense activity that we do daily as a warm up to our core lesson. Teacher clarity: to teach students the correct formation in writing the numbers and using number poems for how to write the number, also teaching the count sequence and cardinality for having a 1-1 correspondence for each number 1-20.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During small groups we will focus on the following strategies to support our tier 2 students. We will do this in our smaller groups 5 days a week for 30 minutes. During those 30 minutes we will do a small group lesson with the students present, and then give them an individual task to complete to check their understanding. During this we will use the following strategies: Movement: we do a variety of songs that enforces the count sequence. While they are moving while counting they are using the repetition and continued practice to memorize counting. Questioning: We will come up with high-yield questions for students such as having them draw objects for a number to show they know the number as well as how many the number is. We will also have them count objects using manipulatives to show the number as well.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During the intervention block students are working 1-1 with an adult to best support their learning in writing numbers correctly and using manipulatives to show their understanding of the number and its amount.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 60% positive rating on the selected Climate Survey item.

By June, 2025 staff perception that Birney is a place that they want to come to work will improve from 40% of staff feeling that Birney is a place that they want to come to work to at least 60% of staff feeling that Birney is a place that they want to come to work. Growth will be measured by Staff Survey with the collection of staff voice.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

- Staff will receive a survey two times per year, created by SCDM, on how they are feeling individually and as to overall perceptions of school climate. The data will be analyzed by principal and SCDM, and action steps will be taken to support and improve teacher well-being and school climate. Create Staff Survey based on Dimensions of Belonging in Schools Document (Whole Child/SEL PowerPoint PD – August 13, 2024). Equity Series questions and staff discussion topics. Staff will participate in providing input in our monthly Equity Series questions at staff meetings, data days, and some Late Start PD days. I will also invite staff to submit their own topics for discussion and presentation on staff meetings and/or some Late Start Wednesdays throughout the year.
- Recognizing and utilizing staff strengths: I will consistently provide feedback to staff on instructional, social emotional and organizational performance and highlight great things I see in those areas in my weekly newsletter. I will also provide feedback to teacher teams and items for the teams to reflect on for improvement. In our PLC's, the second Wednesday of late start PLC time will be focused on looking at student work and sharing and planning instructional strategies based on teacher strengths. Each grade level team will be participating in peer learning walks/action research cycles.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 80% positive rating on the selected Climate Survey item.

By May 2025 student perception will grow in the area of being good at solving conflicts with others from 60 % reporting they are good at solving conflict to at least 80% saying that they feel that they are good at solving conflicts with others. Progress will be measured by behavioral data and student survey.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

1. Birney Elementary School will focus on building strong classroom and school communities where students feel safe and an integral part of the learning environment. We will do this by making community meetings a part of the school day where students share their feelings, thoughts, ideas and most importantly, their unique life perspectives. Problem solving with student ideas and perspectives will be included in the communal gatherings. Students will be stakeholders in the resolution of conflict. 2. Building strong student-staff relationships: A goal for staff will be centered around building and maintaining strong relationships with our students. Valuing student voice will be an important activity for us as an educational community to collect and use as Street Data to inform decisions and learning paths/action steps for each student. We will do this at the start of the year – interviewing students and looking into their backgrounds, circumstances and learning perspectives. We will investigate ways to collect and act on student voice data • Social Emotional Learning: We will focus on student voice as I believe that students learn best by relating to one another and forging bonds amongst their peers – a focus on group learning journeys. For the development of student voice, we will provide morning meetings daily with a focus on student talk and voice. We will also do this in cooperative learning structures during the academic school day (turn and talk, small group c