



## Continuous Achievement Process & Plan

### 2025 Quarter 1

*At DeLong Elementary School our CAP goals and action steps are based on the Fall I-Ready Benchmark Assessment and with this data school staff have designed specific academic goals in ELA & Math. The purpose of the goals and action steps is to have a detailed plan to address the deficiencies in these two content areas. Staff have specific plans that incorporate best teaching practices, small group intervention and systemic progress monitoring that determines the effectiveness of the grade plans.*

### Our Vision

Our vision at DeLong is to create a safe and inclusive environment where staff collaborate and communicate shared high expectations so students can grow.

### Our Mission

Our mission at DeLong is to ensure a compassionate, equitable, and challenging education for the whole child.

# 1st Grade ELA Goal

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

*By the end of Trimester 1, 22% of students in Tier 2 and 3 will improve by one level on the mastery scale on RF.1.4 as measured by DRAs, I-Ready lessons and Diagnostics. The CRT practice of Think, Pair, Share (where students think about their solution, pair up with a partner, and get a chance to share their thinking and learning from their partner) will be used to create an inclusive and equitable environment.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

**UNIT:** ELA Unit 1



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Action Step 1 – Core instruction: By implementing timely feedback in small group and conferring, regularly referring to anchor charts, and consistent A/B partner talk, teachers will use whole group, partner and small group instruction to support students in understanding RF.1.4. Students will read with sufficient accuracy and fluency to support comprehension. The teacher will facilitate discussion (Think, Pair, Share) among the students. Additionally, students will monitor their progress by checking DRAs, I-Ready lessons, and exit tickets, and feedback will be given daily in whole group, small group, and conferring one on one with students. High Yield Strategies: Student Discussions & Providing Feedback.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Action Step 2 – Additional support in the core classroom: In addition to the ELA core, students will participate in a strategy group for 15 minutes, 3 times a week with a focus on (RF.1.4) read fluently with comprehension. Teachers will model, confer, and guide students with their letter sounds, including blends and digraphs. Progress will be measured by exit tickets and daily feedback & brought to PLCs to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students in grades K-5 who score in Instructional Grouping 1 or 2 in reading on the iReady Fall Benchmark will be identified for additional screening of foundational and decoding skills. Data from the screeners will be used to determine students' performance levels. Emerging readers and students with moderate, significant, or severe decoding deficits will receive at least 30 minutes three to five days a week of tier 3 literacy instruction from Title/LAP, LRC, and/or EL staff. In the Title/LAP program, performance levels for individual skill areas will be used to create groups of students with similar needs. The Really Great Reading Path for Assessment and Intervention will be used to determine which instructional program will be used with each group. The Countdown program will be used with kindergarten students and students in grades 1-5 with weak pre-decoding skills. Students in this program will receive explicit instruction and teacher modeling of pre-decoding skills (alphabetic principle, phonemic awareness, letter-sound relationships), followed by skills to decode more complex words in isolation and in connected text. For emerging readers in grades 1-5, the BLAST program will be used to provide explicit instruction and progress monitoring of letter-sound correspondences, phonemic and phonological awareness, high frequency word fluency, phonics knowledge, and spelling.

# 1st Grade Math Goal

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

*We want to increase our students' understanding of Numbers and Operations so students can fluently add and subtract within 10 by moving 25% of our below benchmark students. This will be done by the end of Trimester 1 as measured by I-Ready Diagnostic, Unit pre and post assessments, and lesson quizzes. To promote inclusivity, students will be given equal opportunities to share their thinking with partners, the class, and in small groups. Students will be randomly called upon to share their thinking after having Think, Pair, Share time with their partner.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** 1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction

**UNIT:** Unit 1 Relating Addition and Subtraction



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Action Step 1 – Core instruction: By implementing timely feedback in small group and conferring, regularly referring to anchor charts, and consistent A/B partner talk, teachers will use whole group, partner and small group instruction to support students in understanding 1.OA.C.6. Students will explain and defend their solution strategies verbally & using representations. The teacher will facilitate discussion around problem solving strategies identifying how the approaches are the same or different. Additionally, students will monitor their progress by checking lesson quizzes, I-Ready lessons, and exit tickets, and feedback will be given daily in whole group, small group, and conferring one on one with students. High Yield Strategies: Student Discussions & Providing Feedback.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the Math core, students will participate in a strategy group for 15 minutes, 3 times a week with a focus on (1.OA.C.6) to add and subtract fluently within 10. Teachers will use student discourse strategies such as student talk, to encourage & provide opportunities to explain and defend their solution strategies verbally & using representations. Progress will be measured by exit slips, daily feedback & brought to PLCs to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing student discussions and providing feedback during core instruction, students receiving SPED services will participate in small group instruction for 30 minutes 5 times a week with a focus on 1.OA.C.6 with the support teacher. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress. Using I-Ready Fall Diagnostics data, students will walk to math three times a week in groups that fit their needs to meet benchmark.

# 2nd Grade ELA Goal

*Achieve a 37% pass rate for the selected standard by the end of the quarter.*

*By December 16th 2024, 37% of all 2nd grade students will be proficient in the standard RL.2.7. 35% (7/20 tier 2 students) will improve to achieve a total grade level mastery of 19/54 students. We will achieve this goal through grade level texts and graphic organizers, students will be able to identify the main idea and supporting details as well as assess their progress using a rubric/checklist followed by teacher conferring. Students will have the opportunity to assess through scaffolded points. This will be continuous through the remainder of the trimester. Students will be given a variety of ways to show their understanding. The CRT practice of authentic relationships and student collaboration will be used to create an inclusive and equitable environment.*



## **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 2



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing immediate teachers will use whole group, partner and small group instruction to support students in understanding 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. Teacher practices will include facilitate discourse by proposing purposeful questions to engage all students in discourse, use structured partner talks to give all students a venue to have their voice heard and hear others thinking and provide meaningful activities for students to engage in that will help them refine the skills needed to master RL.2.7. Students will be utilizing strategies such as highlighting text, engaging in meaningful discourse with peers, participating in group work, and practice justifying their reasoning using textual evidence. Additionally, teachers and students will monitor progress by utilizing daily learning targets and success criteria as well as through formative assessments such as CFA's using the district provided rubric as a success criterion for standards mastery. Feedback will be given to all students daily using the daily success criteria as a basis for a score as well as students will be provided formative assessment feedback using the district provided rubric within 2 days of the test.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing immediate feedback, classroom discourse, and close reading during core instruction, students will participate in small group instruction for 20 minutes, 4 times a week with a focus on RL.2.7. Teachers will use leveled "just right" reading texts and pose purposeful questions to illicit student discourse on finding the main idea and text evidence. Students will read a leveled "just right text" and engage in close reading and partner/ small group discourse by responding to teacher's DOK 3/4 questions and tasks. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students in grades K-5 who score in Instructional Grouping 1 or 2 in reading on the iReady Fall Benchmark will be identified for additional screening of foundational and decoding skills. Data from the screeners will be used to determine students' performance levels. Emerging readers and students with moderate, significant, or severe decoding deficits will receive at least 30 minutes three to five days a week of tier 3 literacy instruction from Title/LAP, LRC, and/or EL staff. In the Title/LAP program, performance levels for individual skill areas will be used to create groups of students with similar needs. The Really Great Reading Path for Assessment and Intervention will be used to determine which instructional program will be used with each group. The Countdown program will be used with kindergarten students and students in grades 1-5 with weak pre-decoding skills. Students in this program will receive explicit instruction and teacher modeling of pre-decoding skills (alphabetic principle, phonemic awareness, letter-sound relationships), followed by skills to decode more complex words in isolation and in connected text. For emerging readers in grades 1-5, the BLAST program will be used to provide explicit instruction and progress monitoring of letter-sound correspondences, phonemic and phonological awareness, high frequency word fluency, phonics knowledge, and spelling. Students who are moderately, significantly, or severely below grade level in grades 2-5 will receive inst

# 2nd Grade Math Goal

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

*By December 20th 2024, 34% percent (8/23 tier 2 students) of the total tier 2 students will improve to a total grade level proficiency rate of 30% (16/54 tier 1 students) on the mastery scale of 2.OA.1 as measured by grade level CFAs. The CRT practice of authentic relationships, student collaboration and intentional partner talk regarding the standard and related concepts will be used to create an inclusive & equitable environment.*



## **CURRICULUM:** the standards and units we are targeting

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

**UNIT:** Unit 2 Numbers Within 100: Addition, Subtraction, Time, and Money



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing regular feedback derived from exit ticket data teachers will use whole group, partner and small group instruction to support students in understanding 2.OA.1 to ensure students are able to represent equations using pictures, manipulatives, and have models be able to explained to a peer(s). Additionally, students will be able to understand the relationship of numbers of a fact family and understand the relationship between addition and subtraction through Model, try, discuss, connect procedures, intentional partner talk and academic discourse, and whole group select and sequencing. Teacher practices will include select and sequencing student work examples to promote student thinking by having students analyze the work of their peer. Ask students thought provoking questions to push on students thinking. Teachers will also allow opportunities for students to share their strategies with their peers in partner or group talk situations, such as the use of collaboration boards. Students will use sentence starters if needed during academic discourse opportunities (SMP1), be able to explain their reasoning using a model to demonstrate what they are saying (SMP2), make sense of the problem from another perspective (SMP3). Additionally, teachers and students will monitor progress by using daily exit tickets and regular CFAs and feedback will be given daily to each student.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the core instruction, focusing on 2.OA.A.1, use addition and subtraction within 100 to solve word problems, teachers will confer with students in small strategy groups 2 - 3 times a week for 15 minutes. Manipulatives will be utilized to build conceptual understanding and tasks will be provided to make explicit connections between addition and subtraction (SMP1) and teach strategies to make sense of word problems. Students will create base ten drawings, relate models to written equations, identify missing addends and solve word problems that use addition and subtraction to develop an understanding of the relationship. Progress monitoring will happen daily using exit tickets at the end of each lesson and using comprehension checks from i-Ready toolbox at the end of each unit on paper to show student thinking. Teacher will provide feedback based on the success criteria on daily exit tickets and other assessments, as well as verbally.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

These students will focus on addition and subtraction within 20, fact families, bundling numbers in groups of 5's or 10's and counting objects up to 20. students will be given various strategies to add and subtract within 20.

# 3rd Grade ELA Goal

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

*By January 2025, 50% (15/30) of students in Tier 3 will improve from intensive to strategic for standard L3.4 We will track progress and measure results using Savvas quizzes, ISMs, and DRA progress monitoring.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** L.3.4 Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 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

During core reading time, we will be modeling how to determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Students at this level will learn grade level vocabulary across subjects as well as learning more advanced vocabulary.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small groups will be created using students reading levels and needs based on their guided reading level and will meet daily. We will work with students on strategies to determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students in Instructional Grouping 1 or 2 in reading on the iReady Fall Benchmark are identified for screening of foundational and decoding skills. Data from the screeners is used to determine performance levels. Emerging readers and students with moderate, significant, or severe decoding deficits receive at least 30 minutes 3 to 5 days a week of tier 3 literacy instruction from Title/LAP, LRC, and/or EL staff. In the Title/LAP program, performance in individual skill areas are used to create groups of students with similar needs. The Really Great Reading Path for Assessment and Intervention is used to determine which instructional program is used with each group. The Countdown program will be used with kindergarteners and students with weak pre-decoding skills. Students in this program receive explicit instruction and teacher modeling of pre-decoding skills (alphabetic principle, phonemic awareness, letter-sound relationships), followed by skills to decode more complex words in isolation and in connected text. For emerging readers, the BLAST program is used to provide explicit instruction and progress monitoring of letter-sound correspondences, phonemic and phonological awareness, high frequency word fluency, phonics knowledge, and spelling. Students who are moderately, significantly, or severely below grade level receive instruction using the HD Word Program which focuses on explicitly teaching strategies for multisyllabic decoding. In LRC, the Sonday System is used.

# 3rd Grade Math Goal

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

*By January 2025, 19/35 (54%) students in Tier 2 will improve from strategic to benchmark for standard NBT3a, using place value understanding and properties of operations to perform multidigit arithmetic. We will monitor progress through exit tickets, iReady comprehension checks, and unit tests.*



## **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

During core math time, we will have students try to use their schema, make sense of, and discuss ideas around new learning through the Try-Discuss-Connect routine in each lesson. Students will have a chance to also see and hear about different strategies to use to adding and subtracting numbers within. Students will also be provided access to manipulative and tools to enhance their ability to make meaning of math concepts and will learn a variety of strategies to create a stronger understanding of this new learning.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will be identified based on i-Ready diagnostic levels in the strand of Numbers and Operations to pre-teach or re-teach skills that will be needed for core instruction. This will be done through review of lessons from prior grades and added teacher resources in small groups, through teacher-assigned and individual My Path lessons on i-Ready independently, as well as through Ready Classroom Math center activities. When appropriate, students will use learning games to build fluency and proficiency with adding and subtracting. Students will also be able to discuss with students from different levels of understanding about math concepts during their core math time.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Action Step 3 – Interventions (This is more for students receiving a double dose of instructional support for this content): Students in this group are identified through i-Ready diagnostic levels in the strand of Numbers and Operations and will get targeted instruction in adding and subtraction. This will be done through small groups and i-Ready My Path lessons. Small groups will meet 3-5 times a week to receive instruction focused on the foundational skills needed to understand multiplication and division that align with the Ready Classroom lessons from the classroom teacher and/or the LRC teacher. Students will also have access to manipulatives and graphic organizers that may help them better understand the concepts.



# 4th Grade ELA Goal

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

*We want our students to Identify the events, key ideas/ concepts, steps in informational texts and describe how informational and technical texts are structured. Our goal is to move from 16 students (34 %) to 28 students (57%) meeting grade level standard RI.1.3 by February 2, 2025. We will track progress and measure results using ISMs, DRA progress monitoring and Savvas graphic organizers related to the standard.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**UNIT:** ELA Unit 2



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

- **ACTION STEP 1:** By implementing note taking strategies, graphic organizers, and modeling with mentor text and public anchor charts. Teachers will use whole group, partner, and small group instruction to support students in understanding RI.3 to ensure students are able to comprehend informational text features and structures to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Progress monitoring will be tracked through formative assessments of iReady ISMs, self-assessing with single point rubrics when using graphic organizers and summarizing, along with weekly feedback from classroom teacher.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to whole group core instruction, students will participate in small group for 30 minutes, 4 times a week with a focus on RI.3. Teachers will scaffold informational text features and structures into smaller sections to analyze for understanding with instructional leveled text, reference the anchor charts/tools to self-assess, and implement accommodations. Progress will be measured by exit slips, consistent feedback in the moment, and student work will be brought to PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students in grades K-5 who score in Instructional Grouping 1 or 2 in reading on the iReady Fall Benchmark will be identified for additional screening of foundational and decoding skills. Data from the screeners will be used to determine students' performance levels. Emerging readers and students with moderate, significant, or severe decoding deficits will receive at least 30 minutes three to five days a week of tier 3 literacy instruction from Title/LAP, LRC, and/or EL staff. In the Title/LAP program, performance levels for individual skill areas will be used to create groups of students with similar needs. The Really Great Reading Path for Assessment and Intervention will be used to determine which instructional program will be used with each group. The Countdown program will be used with kindergarten students and students in grades 1-5 with weak pre-decoding skills. Students in this program will receive explicit instruction and teacher modeling of pre-decoding skills (alphabetic principle, phonemic awareness, letter-sound relationships), followed by skills to decode more complex words in isolation and in connected text. For emerging readers in grades 1-5, the BLAST program will be used to provide explicit instruction and progress monitoring of letter-sound correspondences, phonemic and phonological awareness, high frequency word fluency, phonics knowledge, and spelling. Students who are moderately, significantly, or severely below grade level in grades 2-5 will receive inst



# 4th Grade Math Goal

*Achieve a 59% pass rate for the selected standard by the end of the quarter.*

*We want our students to multiply two-digit by two-digit numbers. Our goal is to move- from 14 students (29 %) to 29 students (59%) meeting grade level standard 4.NBT.B.5 by Feb 2, 2025. We will track progress and measure results using Ready Math Comprehension Checks, exit tasks and Unit 2 and Unit 3 Assessments.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic

**UNIT:** Unit 3 Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

During core Math block we will focus on discourse with use of stem discussion starters following Ready Math Routine of Try-Discuss-Connect, Rough Draft Math, Number Sense Routines, public Anchor charts showing math strategies, use of manipulatives and teaching specific math vocabulary.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Additional support in the core classroom: During the core math block we meet with small groups using manipulatives, ready Math center activities, personalized I Ready My Path Lessons and Ready Math Online Learning Games.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students selected for intervention will receive at least 30 minutes, four days a week instruction focused on math foundational standards that align to Ready Math prerequisite lessons to multiplication from classroom teacher or LRC teacher.

# 5th Grade ELA Goal

**Achieve a 41% pass rate for the selected standard by the end of the quarter.**

*By the end of January 2025, 41% (23 of students in Tier 2 or 3) will improve by one grade level on L.5.4 on the iReady Diagnostic mastery scale as measured by Savvas, common formative, and iSM assessments. The CRT practice of student collaboration and high yield strategies will be used to create an inclusive & equitable environment.*



## **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 classroom environment, student collaboration, and high yield strategies teachers will use whole group, partner and small group instruction to support students in understanding 5.L.4 through whole group discussions and instruction, attending to precision, looking for and making use of context clues within the text, and expressing regularity in repeated reasoning. Teacher practices will include promoting discourse through prompts, explanation of thoughts and ideas, and reflections on strategies and approaches. Students will use vocabulary words verbally, receive instruction on prefixes, suffixes, and root words, & use tools such as dictionaries, thesauruses, and glossaries to check their understanding of both academic and general vocabulary. Additionally, teachers and students will monitor progress by exit tasks, comprehension checks at the end of each lesson, and unit assessments and feedback will be given through individual conferences with students and student to student discourse.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing classroom environment, student collaboration, and high yield strategies during core instruction, students will participate in small group instruction for 30 minutes, 5 times a week with a focus on the 5.L.4 standard. Teachers will group students based on assessment data. Students will practice skills to decode and understand unknown words with lower level texts. Teachers will also reteach or review use of prefixes, suffixes, dictionaries, and context clues to understand unknown word in 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 classroom environment, student collaboration, and high yield strategies during core instruction, students will participate in small group instruction for 30 minutes, 5 times a week with a focus on the 5.L.4 standard. Teachers will group students based on assessment data. Students will practice skills to decode and understand unknown words with lower level texts. Teachers will also reteach or review use of prefixes, suffixes, dictionaries, and context clues to understand unknown word in a text. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

# 5th Grade Math Goal

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

*By the end of January 2025, 26% (14 out of 53) of the students in tier 2 and 3 (1 year below or more) will improve by 1 level or more on the iReady Diagnostic on 5.NBT.B.7 (specifically add or subtract decimals using any strategy) as measured by iReady, iSM's and teacher created common assessments. The CRRT practices of Authentic Relationships, Classroom Environment, and High-Yield Strategies will be used to create inclusive and equitable practices.*



## **CURRICULUM:** the standards and units we are targeting

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

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



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing classroom environment, student collaboration, and high yield strategies teachers will use whole group, partner and small group instruction to support students in understanding 5.NBT.B.7 through whole group discussions and instruction, higher level thinking story problems, attending to precision, looking for and making use of structures, and expressing regularity in repeated reasoning. Teacher practices will include promoting discourse through prompts, explanation of thoughts and ideas, and reflections on strategies and approaches. Students will use the discuss it questions with their partner (SMP3) and will explain and defend their solution strategies verbally, model with mathematics (SMP4) & using representations (SMP2). Additionally teachers and students will monitor progress by daily exit tasks, comprehension checks at the end of each lesson, and unit assessments and feedback will be given through individual conferences with students and student to student discourse.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing classroom environment, student collaboration, and high yield strategies during core instruction, students will participate in small group instruction for 30 minutes, 4 times a week with a focus on 5.NBT.B.7 standard. Teachers will work with students to support new strategies and offer manipulatives to add and subtract decimals. Students will practice with partners, discuss thoughts and ideas with a small group, and learn to use manipulative appropriately and regularly. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students selected for other interventions will receive at least 30 minutes, four days a week instruction focused on math foundational standards that align to Ready Math prerequisite lessons to add, subtract, multiply, and divide whole numbers from the LRC teacher.

# Behavior Goal

**Ensure 70% of students have behaviors NOT resulting in suspension or expulsion.**

*By Spring of 2025, DeLong staff will ensure that 80% of students with behavior referrals will not result in suspension or expulsion. . The culturally responsive practices of building authentic relationships and fostering classroom environment will be used to create an inclusive and equitable environment. 100% of students at DeLong will participate in daily morning meetings, weekly GAT lessons, and schoolwide mindful opportunities to equitably deepen the awareness of emotions and feelings.*



## Root Cause Analysis

All staff will engage in equity conversations each month, topics cycled through Value Circles, staff meetings, and morning meetings with students. Teachers will model relationship skills in training and everyday practices. Staff will also attend district professional development as a whole or individually as needed throughout the year. 100% of students will engage in Morning Meetings every day, weekly GAT lessons, and schoolwide mindful opportunities to equitably deepen the awareness of emotions



## STEPS: how we will accomplish this goal

### ACTION STEP INTRODUCTION

Data indicates that multi-racial boys face more behavior referrals as well as students identifying as MV, SPED, and ELL. These students also represent a larger percentage of absences. At DeLong, we will be focusing on fostering improved relationships with students and families, celebrating student success and using an asset-based approach to growth and learning, and helping students identify emotions and self-awareness.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Support identifying emotions in morning announcements, use of Zones to begin to discuss the vocabulary of emotions. Training and retraining at staff meetings to create accessible morning meetings on emotions and identification of emotions and self-awareness.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Create, promote, and reward the implementation of Tier 1 expectation and friendship language with 100% fidelity for all grades throughout all school areas and monitor the behavior incidences in places other than the classroom to monitor the efficacy of tier 1 fidelity. Support positive shaping of attributes consistent with achievement socially and academically using dragon awards and bragging dragons. Promote an all school store in collaboration with PTA, where goal setting in academics and social emotional wellness by the classroom teacher, admin, or school counselor can be tracked, monitored, reflected upon, and rewarded.

# 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 January 30, 2025, 60% of Kindergartners 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. Ants Go Marching (or whatever piece you choose) One student at a time demonstrates steady beat using body percussion for four measures while class sings along. Students will move around room matching the steady beat the teacher is playing on the drum. Students may play beat on a percussion instrument.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

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

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

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

# PE Goal

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

*There are currently 50% students meeting standard 1.1.3. By May 1st, 2025, the percent of students meeting the standard will increase to 75% as measured by visual skill assessments. I will accomplish this by establishing an inclusive and equitable PE culture that adheres to grade-level standards. This includes providing a safe space for learning and trying new things and maximizing participation time for students.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** PE-3 Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

**UNIT:** PE - NA



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

I will utilize differentiated instruction, active engagement, modified activities, self-assessment, and self-monitoring to support students in understanding Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. This will ensure students are able to correctly identify the skills and concepts that will help them become physically literate. Teacher practices will include strategies from: Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison Appropriate Instructional Practices for K-12 Physical Education ([shapeamerica.org](http://shapeamerica.org)) Additionally, teacher and students will monitor progress by reviewing learning targets and concepts during and at the end of class daily and utilize student feedback and discussions to check for understanding.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

The teacher allows students guided choices in matters such as equipment, rule modification or type of skill practice (e.g., completing individual task sheets or small-group instruction). The teacher will adapt their lessons for different classes and to meet the needs of students needing more support. The teacher selects, designs, sequences and modifies games and activities to maximize specific learning, fitness/skill enhancement and enjoyment. Teacher and students will monitor progress by reviewing learning targets and concepts during and at the end of class daily and utilize student feedback and discussions to check for understanding.

### 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 80% pass rate for the selected standard by the end of the quarter.*

*With prompting and support, we want our students to be able to retell including beginning, middle, and end of a story as measured by a retell CFA. We will ensure inclusive and equitable practices by utilizing turn and talk and random selection tool for sharing. Students will share their understanding with pictures, acting out story elements, and verbally retelling.*



## **CURRICULUM:** the standards and units we are targeting

**STANDARD:** RF.K.1 Demonstrate understanding of the organization and basic features of print

**UNIT:** ELA Unit 1



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole group instruction will include explicitly stating learning target and success criteria for retelling familiar stories. We will use a retelling anchor chart and the Story Hand tool to demonstrate retell stories. Students will also use the Story Hand tool, turn and talk, and pictures to retell stories.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Based on each week's CFA, we will work individually or in a small group with students who need additional support with retelling familiar stories. We will return to the story and model retell and allow students to retell the story in their own words and add more detail to their CFA.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students in grades K-5 who score in Instructional Grouping 1 or 2 in reading on the iReady Fall Benchmark will be identified for additional screening of foundational and decoding skills. Data from the screeners will be used to determine students' performance levels. Emerging readers and students with moderate, significant, or severe decoding deficits will receive at least 30 minutes three to five days a week of tier 3 literacy instruction from Title/LAP, LRC, and/or EL staff. In the Title/LAP program, performance levels for individual skill areas will be used to create groups of students with similar needs. The Really Great Reading Path for Assessment and Intervention will be used to determine which instructional program will be used with each group. The Countdown program will be used with kindergarten students and students in grades 1-5 with weak pre-decoding skills. Students in this program will receive explicit instruction and teacher modeling of pre-decoding skills (alphabetic principle, phonemic awareness, letter-sound relationships), followed by skills to decode more complex words in isolation and in connected text. For emerging readers in grades 1-5, the BLAST program will be used to provide explicit instruction and progress monitoring of letter-sound correspondences, phonemic and phonological awareness, high frequency word fluency, phonics knowledge, and spelling. Students who are moderately, significantly, or severely below grade level in grades 2-5 will receive inst

# Kindergarten Math Goal

*Achieve a 79% pass rate for the selected standard by the end of the quarter.*

*We want our students to understand the relationship between numbers and quantities to 5 by the end of Trimester 1 as measured by the Ready Math Lesson 4 quiz and CFA exit ticket. We will ensure inclusive and equitable practices by utilizing manipulatives, random selection tool, and differentiated Ready Math learning games. Students will share their understanding with pictures, exit tickets, manipulatives, and learning games.*



## **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

We are going to use the high-yield strategy of explicitly modeling and providing opportunities for students to move and count an object as well as putting an action to each number as we count. We will do this throughout the day with various objects and movements to increase one-to-one correspondence.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will use manipulatives, Ready Math learning games, and number lines during small group 2-3 times a week as well as meeting one on one with students to work on one-to-one correspondence as needed.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 math intervention will be provided by the classroom teacher and building para-educator in small groups or individually 2-3 times per week. Staff will provide additional instruction in one-to-one correspondence to 5 using math manipulatives, 5 frames, and Ready Math centers.

## Staff Goal

**Support staff SEL (social awareness or relationship skills), resulting in at least 70% positive rating on the selected Climate Survey item.**

*Increase the score on the question, "My colleagues welcome new ideas and change" on the Climate Survey data from a 46% to a 70% by spring 2025 (next climate survey).*



### **STEPS:** how we will accomplish this goal

#### PROMOTING SEL FOR STUDENT IMPACT

We will have intentional team building/equity training at staff meetings, PLCs and PDs. We will also create a safe space to take risks, celebrate differences, and develop empathy. Staff will provide feedback to building coach on what staff needs and wants throughout the year in regards to PD.

# Student Goal

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

*By Spring of 2025, a combined average of 75% of students will report celebrations of student success, positive interactions with adults regarding planning and goal setting, and joyful experiences at school as measured by the Student SEL Assessment. The culturally responsive practices of building authentic relationships and fostering classroom environment will be used to create an inclusive and equitable environment. 100% of students at DeLong will participate in daily morning meetings, weekly GAT lessons, and schoolwide mindful opportunities to equitably deepen the awareness of emotions and feelings. Whereas 68% of students positively responded to the above indicators in 2019-20 and 51% positively responded in 2023-24. Due to the decrease in student responses and collected data, we have set a goal of 76% of students positively responding to celebrations of student success, planning and goal setting with adults, and students enjoying being at school for the 2024-25 school year.*

## **STEPS:** how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

Support identifying emotions in morning announcements, use of Zones to begin to discuss the vocabulary of emotions. Training and retraining at staff meetings to create accessible morning meetings on emotions and identification of emotions and self-awareness. Proactively support students in setting goals around academics and emotional intelligence.