



Continuous Achievement Process & Plan

2025 Quarter 1

This year at Grant CEA, we are working hard to Get Better Together. Our CAP plans will highlight our commitment to ensuring all students have access to a strong core instruction, community building and classroom-based intervention as a powerful Tier 1 support for all of our Grant CEA students.

Our Vision

At Grant CEA, we strive to develop high academic achievement and positive social skills which lay the foundation for future success. The Arts are integrated into all core subject areas, providing opportunities for self-expression, collaboration, and interdisciplinary learning.

Our Mission

The Grant Elementary School community teaches effectively to ensure that every student is prepared to think, process, communicate and problem solve effectively for the sake of academic excellence and in support of generational wellbeing.

1st Grade ELA Goal

Achieve a 45% pass rate for the selected standard by the end of the quarter.

Given multiple opportunities, 45% of students will show mastery of letter names, letter sounds, and sight words by January 2025 as measured by exit slips and formative assessments in support of priority standard RF.1.4 - reads texts with purpose and understanding AND Demonstrates mastery of the standard at the benchmark level.



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

Teaching Routines: Leverage daily classroom routines in Savvas to maximize learning time Student-to-Student Talk: Leverage Turn, Talk, and Share (and add in more opportunities as needed) Differentiated Support: Utilize ELL Language Transfer: Cognates when appropriate Developing Vocabulary: Create Academic Vocabulary Word Wall for new words generated throughout the unit. Teacher Clarity: Refine lesson timing - Set a GL team goal to meet the Suggested Daily Times for the minilessons in reading and writing workshop Instructional Strategies: Leverage the Think Aloud process during Read Aloud Formative Assessment: Utilize Quick Checks to determine small group instruction Formative Assessment Driven Instruction: Using formative assessment, identify which areas of reading need deeper learning; use the Reading Routines Companion to teach each skill as needed

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Differentiated Support: Implement as-needed small group instruction using ELL Targeted Support to address emerging, developing, and/or expanding/bridging language needs Differentiated Support: Implement as-needed Strategy Group lessons matched to student need using the Teacher-Led Option: Strategy Group lesson during reading workshop Formative Assessment Driven Instruction: Using formative assessment, identify which areas of reading need deeper learning; use the Reading Routines Companion to teach each skill as needed Differentiated Support Additional small group and 1:1 strategies and practices when/if appropriate (see above) Differentiated Support: Based on formative assessment, identify and implement appropriate routines in the Small Group Guide during small group instruction in reading and writing [2-3 students maximum] Differentiated Support: Using formative assessment, identify the discrete foundational skills and reading, writing, and language skills [a student(s)] needs, and choose lessons that align from myFocus Intervention During student conferences, utilize the 4-point writing rubrics in myView and the Possible Conference Prompts to provide guidance and feedback

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction and small group support, students requiring additional support will meet 1:1 with their core teacher for additional or differentiated instruction in areas of individual need on a weekly basis. The students needing additional support will have an opportunity to practice skills with a community volunteer for (15) minutes (1) time per week. Students will set goals to meet proficiency. Students will evaluate their progress on a daily basis using the card in their reading box and core teachers will monitor students' progress toward the goal using formative exit tickets and will communicate this progress to students, parents, and support staff every week.

1st Grade Math Goal

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

There are currently 11% of incoming 1st graders proficient in meeting the standard of 1.OA.A.1 according to the i-Ready Spring diagnostic. By January 2025, the percentage of students meeting proficiency will increase to 40% as measured by the winter i-Ready diagnostic, lesson quizzes, unit 1 assessment, informal observations, and 1:1 conferring. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support and scaffolding.



CURRICULUM: the standards and units we are targeting

STANDARD: 1.OA.A Represent and solve problems involving 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

Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by presenting a rigorous, grade level task using the three reads protocol, guide class conversation using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse, and anticipate student thinking to be able to select and sequence student work to build conceptual understanding and connect representations. Teachers are using formative assessment data to set goals and communicate progress toward goals with families.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students requiring additional support will meet with their core teacher for 15 minutes at least two days per week to engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: additional problems, using concrete representations/manipulatives to move from physical, to visual, to symbolic representation, and providing sentence stems for conversation. Core teachers will monitor all students' progress toward the goal using formative assessment and will communicate this progress to students, parents, and support staff every other week.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

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

2nd Grade ELA Goal

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

By Jan 30, 2025, students will grow from 65% meeting Reading Literature standard RF.2.3 to 75% of students meeting the same standard. As measured by Winter iReady Diagnostic, using MyView Unit checks and classroom based formative assessment. We will organize small group instruction based on student performance data. Instruction will be infused with art, technology, MyView guided reading sets, Flocabulary, and MyView digital playlists to enhance equity.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teaching Routines: Leverage daily classroom routines in Savvas to maximize learning time Student-to-Student Talk: Leverage Turn, Talk, and Share (and add in more opportunities as needed) Differentiated Support: Utilize ELL Language Transfer: Cognates when appropriate Developing Vocabulary: Create Academic Vocabulary Word Wall for new words generated throughout the unit Teacher Clarity: Refine lesson timing - Set a GL team goal to meet the Suggested Daily Times for the minilessons in reading and writing workshop Instructional Strategies: Leverage the Think Aloud process during Read Aloud Formative Assessment: Utilize Quick Checks to determine small group instruction Formative Assessment Driven Instruction: Using formative assessment, identify which areas of reading need deeper learning; use the Reading Routines Companion to teach each skill as needed Differentiated Support: Implement as-needed small group instruction using ELL Targeted Support to address emerging, developing, and/or expanding/bridging language needs Differentiated Support: Implement as-needed Strategy Group lessons matched to student need using the Teacher-Led Option: Strategy Group lesson during reading workshop Formative Assessment Driven Instruction: Using formative assessment, identify which areas of reading need deeper learning; use the Reading Routines Companion to teach each skill as needed

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Differentiated Support Additional small group and 1:1 strategies and practices when/if appropriate (see above) Differentiated Support: Based on formative assessment, identify and implement appropriate routines in the Small Group Guide during small group instruction in reading and writing [2-3 students maximum] Differentiated Support: Using formative assessment, identify the discrete foundational skills and reading, writing, and language skills [a student(s)] needs, and choose lessons that align from myFocus Intervention During student conferences, utilize the 4-point writing rubrics in myView and the Possible Conference Prompts to provide guidance and feedback

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction and small group support, students requiring additional support will meet 1:1 with their core teacher for additional or differentiated instruction in areas of individual need on a weekly basis. The students needing additional support will have an opportunity to practice skills with a community volunteer for (15) minutes (1) time per week. Students will set goals to meet proficiency. Students will evaluate their progress on a daily basis using the card in their reading box and core teachers will monitor students' progress toward the goal using formative exit tickets and will communicate this progress to students, parents, and support staff every week.

2nd Grade Math Goal

Achieve a 58% pass rate for the selected standard by the end of the quarter.

There are 48% of 2nd grade students meeting the standard of 2.NBT.B.2 By Jan. 30, 2025 the percent of students meeting the standard will increase to 10% as measured by Lesson Quizzes/and or Comprehension Checks and Unit Assessment from Ready Classroom. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support and scaffolding.



CURRICULUM: the standards and units we are targeting

STANDARD: 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

Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by: - Presenting a rigorous, grade level task using the three reads protocol - Guide class conversation using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse - Anticipate student thinking to be able to Select and Sequence student work to build conceptual understanding and connect representations. Teachers are using formative assessment data to set goals and communicate formative assessment progress with families on a bi-weekly basis.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, classroom teachers will engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: - additional problems - using concrete representations/manipulatives to move from physical, to visual, to symbolic representation - providing art infused lessons to promote deeper conceptual understanding and critical thinking skills that include kinetic learning . Groups will meet three times a week for 15 minutes. Students will set goals together and will monitor their progress toward the small group goal.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

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

3rd Grade ELA Goal

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

There are 70% of 3rd grade students meeting the standard of retelling stories and finding message. (RL.3.2). By February, 2025, the percent of students meeting the standard will increase to 83% as measured by "Meeting" on the TPS single point rubric for RL.3.2. One way we will accomplish this is through implementing a variety of strategies that build an inclusive and equitable culture that represents a wide variety of learners. Analyze complex/abstract themes, perspectives, concepts We will use CFAs from the Savvas cold read workbook weekly to monitor growth and teach and reteach as needed. We will discuss progress and barriers in our bi-monthly PLCs.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teaching Routines: Leverage daily classroom routines in Savvas to maximize learning time Student-to-Student Talk: Leverage Turn, Talk, and Share (and add in more opportunities as needed) Differentiated Support: Utilize ELL Language Transfer: Cognates when appropriate Developing Vocabulary: Create Academic Vocabulary Word Wall for new words generated throughout the unit Teacher Clarity: Refine lesson timing - Set a GL team goal to meet the Suggested Daily Times for the minilessons in reading and writing workshop Instructional Strategies: Leverage the Think Aloud process during Read Aloud Formative Assessment: Utilize Quick Checks to determine small group instruction Formative Assessment Driven Instruction: Using formative assessment, identify which areas of reading need deeper learning; use the Reading Routines Companion to teach each skill as needed Differentiated Support: Implement as-needed small group instruction using ELL Targeted Support to address emerging, developing, and/or expanding/bridging language needs Differentiated Support: Implement as-needed Strategy Group lessons matched to student need using the Teacher-Led Option: Strategy Group lesson during reading workshop Formative Assessment Driven Instruction: Using formative assessment, identify which areas of reading need deeper learning; use the Reading Routines Companion to teach each skill as needed.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Differentiated Support Additional small group and 1:1 strategies and practices when/if appropriate (see above)

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction and small group support, students requiring additional support will meet 1:1 with their core teacher for additional or differentiated instruction in areas of individual need on a weekly basis. The students needing additional support will have an opportunity to practice skills with a community volunteer for (15) minutes (1) time per week. Students will set goals to meet proficiency. Students will evaluate their progress on a daily basis and core teachers will monitor students' progress toward the goal using formative exit tickets and will communicate this progress to students, parents, and support staff every week.

3rd Grade Math Goal

Achieve a 67% pass rate for the selected standard by the end of the quarter.

Our goal is to improve from 58% proficiency to 70% of 3rd graders proficient in subtracting 3-digit numbers with regrouping by February 2, 2024. We will measure growth by comparing scores from the Sept. Lesson 3 Quiz from iReady Pretest and posttest.



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

Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by presenting a rigorous, grade level task using the three reads protocol, guide class conversation using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse, and anticipate student thinking to be able to select and sequence student work to build conceptual understanding and connect representations. Teachers are using formative assessment data to set goals and communicate formative assessment progress with families on a bi-weekly basis.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, classroom teachers will engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: - additional problems - using concrete representations/manipulatives to move from physical, to visual, to symbolic representation - providing sentence stems for conversation . Groups will meet three times a week for 15 minutes. Students will set goals together and will monitor their progress toward the small group goal.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Additional support provided by special education team members with our support. In class we provide 1-on-1 and small group learning opportunities once a day. 3rd Grade Math Goal Achieve a % pass rate for the selected standard by the end of the quarter.

4th Grade ELA Goal

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

By February 2025, the percent of students meeting the standard will increase to 65% as measured by "meeting" (level 3) on the Savvas rubric on weekly progress checks 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.



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 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole Group/Classroom Strategies and Practices: Teaching Routines: Leverage daily classroom routines in Savvas to maximize learning time
 Student-to-Student Talk: Leverage Turn, Talk, and Share (and add in more opportunities as needed) Formative Assessment: Utilize Quick Checks to determine small group instruction Formative Assessment Driven Instruction: Using formative assessment, identify which areas of writing need deeper learning; use the Writing Routines Companion to teach each skill as needed Small Group Strategies and Practices: Differentiated Support: Implement as-needed Strategy Group lessons matched to student need using the Formative Assessment Driven Instruction: Using formative assessment, identify which areas of writing need deeper learning; use the Writing Routines Companion to teach each skill as needed 1:1 Strategies and Practices Formative Assessment and Teaching: Leverage the Conferring guidance during writing workshop to assess (where students are in relation to the whole-class learning focus) Instructional Routines: Implement and refine the Conference Routine (Research-Name-Decide On-Teach) in writing workshop to address [specific student need(s)]

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Differentiated Support Additional small group and 1:1 strategies and practices when/if appropriate (see above)

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction and small group support, students requiring additional support will meet 1:1 with their core teacher for additional or differentiated instruction in areas of individual need on a weekly basis. The students needing additional support will have an opportunity to practice writing skills with a community volunteer for (15) minutes (1) time per week. Students will set goals to meet proficiency. Students will evaluate their progress on a daily basis and core teachers will monitor students' progress toward the goal using formative exit tickets and will communicate this progress to students, parents, and support staff every week.

4th Grade Math Goal

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

There are 53% of 4th-grade students meeting the standard of 4.NBT.B.5 as of September 2024. By February 2025, 65% of students will be proficient in this standard. This will be achieved by Comprehension Checks and Unit Assessment from Ready Classroom, as well as by establishing an inclusive and equitable math culture that adheres to grade-level content and shifts from remediation to support and scaffolding.



CURRICULUM: the standards and units we are targeting

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

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



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by: - Presenting a rigorous, grade-level task using the Habits of Mind and Interaction and Think, Pair, Share, etc. - Guide class conversation using a discussion protocol enhance student discourse - Anticipate student thinking to be able to scaffold conceptual understanding and connect representations Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. UNIT: Unit 3 Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: - additional problems to strengthen mastery - using concrete representations/manipulatives to move from physical, to visual, to symbolic representation - providing prompts for conversation for whole and small group discussions Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by: - Presenting a rigorous, grade-level task using the Habits of Mind and Interaction and Think, Pair, Share, etc.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

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

5th Grade ELA Goal

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

Given multiple opportunities, 76% of students (24% of these students belonging to historically underserved populations) will demonstrate proficiency of the selected priority standard (RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent) by January 2025 as evidenced by the Winter iReady ELA diagnostic CCSS performance report.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

For whole group instruction we will use daily Benchmark non-fiction (Units 1 and 3) and other supplemental materials. We will be using whole group, turn and talk, and small group instruction. Student exit tickets and/or an ask and answer checklist with the teacher will be used on a bi-weekly basis. Students will also have the hands-on opportunity to annotate texts and readers' theater resources.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will use Benchmark guided readers in small groups at students' instructional levels within the classroom. Students will practice reading at their level and hear peers at the same level read. Students will meet in the small groups 2-4 times a week, for 15-20 minutes at a time. Students will use student discourse in their small groups to discuss their reading.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction and small group support, students requiring more support will meet 1:1 with their classroom teacher for additional or differentiated instruction in areas of individual need on a weekly basis. Classroom teachers will monitor students' progress toward the goal using the curriculum assessments, formative exit tickets, and informal observation, and will communicate this progress to students, parents, and support staff.

5th Grade Math Goal

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

Given multiple opportunities, 80% of students (40% of these students belonging to historically underserved populations) will demonstrate proficiency of the selected priority standard (5.NBT.B.7 - adding and subtracting decimals) by January 2025 as evidenced by the Winter iReady math diagnostic.



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

Students will participate in whole group and independent practice on a daily basis incorporating purposeful discourse and productive struggle opportunities using Ready Classroom curricular resources to meet the needs of all students. Concepts addressed in T1/Core/Whole Group instruction include: place value, addition of decimals, subtraction of decimals. Use a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse, and anticipate student thinking to be able to select and sequence student work to build conceptual understanding and connect representations. Teachers will use formative assessment data to set goals and communicated progress with families on a bi-weekly basis.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students requiring additional support will complete 45 minutes of iReady Learning Pathways lessons at a pass rate of % or greater. Additionally, these students will meet in skill groups (2) times per week for (15) minutes to support specialized student needs as indicated by formative assessment and iReady pathway data in to support student progress toward proficiency. Learning activities will include: discourse routines, tools for instruction, using manipulatives and arts as a culturally responsive practice to model mathematics and demonstrate thinking and understanding of mathematical concepts. Core teachers will monitor all students' progress toward the goal using common formative assessments, exit tickets, and iReady comprehension checks and will communicate this progress to students, support staff and families on a monthly basis.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

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

Behavior Goal

Ensure 96% of students have behaviors NOT resulting in suspension or expulsion.

Our goal is to decrease exclusionary incidents by 10% from 22 in 2024 to 20 in 2025.



Root Cause Analysis

Students needs may exceed the tier 1 supports. Additional support required through MTSS team.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

We understand that a sense of belonging is crucial for the regulation required for a successful full day of school. We will emphasize institutionalizing belonging through key systems of prevention and response.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

1. Daily class meetings for community connection

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

2. Adopting restorative practices for conflict resolution

Music Goal

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

By February 2, 2024, 80% of Kindergartners will be able to demonstrate a steady beat while class is singing, without teacher modeling, based on the rubric.



CURRICULUM: the standards and units we are targeting

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

UNIT: Music - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

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

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to music instruction, students requiring additional support, I will communicate and provide music activities that the classroom teachers could use during class to help students progress toward music standard 9. Assessment and formative exit tickets and will communicate this progress to students, parents, and staff every other week. Supports/Learning Activities for standard 9 is the following: • Marching • Heartbeat • Clock • Cutting with scissors

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

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

PE Goal

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

Move 95% students from grade level 2 to grade level 3.



CURRICULUM: the standards and units we are targeting

STANDARD: PE-5 Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interactions

UNIT: PE - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Determine why primary age students will want to participate in physical education in general and why they would want to participate in specific units such as cardiovascular.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Identify the personal values and link to establishing how physical education helps them meet their values.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

One on one work and small group teacher or para led group.

Kindergarten ELA Goal

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

Given multiple opportunities, % of students (which include % of students belonging to historically underserved populations) will show mastery of letter names and letter sounds by January 30, 2024 as measured by exit slips and formative assessments in support of priority standard K.RF.4 - reads emergent-reader texts with purpose and understanding AND Demonstrates mastery of the standard at the benchmark level.



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

Whole Group/Classroom Strategies and Practices: -Teaching Routines: Leverage daily classroom routines in Savvas to maximize learning time - Student-to-Student Talk: Leverage Turn, Talk, and Share (and add in more opportunities as needed) -Developing Vocabulary: Create Academic Vocabulary Word Wall for new words generated throughout the unit -Instructional Strategies: Leverage the Think Aloud process during Read Aloud -Formative Assessment: Utilize Quick Checks to determine small group instruction Small Group Strategies and Practices: Differentiated Support: Implement as-needed Strategy Group lessons matched to student need using the Teacher-Led Option: Strategy Group lesson during reading workshop Formative Assessment Driven Instruction: Using formative assessment, identify which areas of reading need deeper learning; use the Reading Routines Companion to teach each skill as needed 1:1 Strategies and Practices Formative Assessment and Teaching: Leverage the Conferencing guidance during reading workshop to assess (where students are in relation to the whole-class learning focus) and teach (using Possible Conference Prompts) [the focus could be a reading focus, word study/foundational skills, vocabulary, etc.]

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Differentiated Support Additional small group and 1:1 strategies and practices when/if appropriate (see above) Differentiated Support: Based on formative assessment, identify and implement appropriate routines in the Small Group Guide during small group instruction in reading and writing [2-3 students maximum] Differentiated Support: Using formative assessment, identify the discrete foundational skills and reading, writing, and language skills [a student(s)] needs, and choose lessons that align from myFocus Intervention

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction and small group support, students requiring additional support will meet 1:1 with their core teacher for additional or differentiated instruction in areas of individual need on a weekly basis. The students needing additional support will have an opportunity to practice letter name and sound skills with a community volunteer for (15) minutes (1) time per week. Students will have an individual letter sound goal card to help them identify letter sounds they know and set goals for letters they need to know to meet proficiency. Students will evaluate their progress on a daily basis using the card in their reading box and core teachers will monitor students' progress toward the goal using formative exit tickets and will communicate this progress to students, parents, and support staff every week.

Kindergarten Math Goal

Achieve a 76% pass rate for the selected standard by the end of the quarter.

Given multiple opportunities ___% Of students (which include % of students belonging to historically underserved populations) will show mastery of understanding the relationship between numbers and quantities; connect counting to cardinality for numbers up to 15 by January 30, 2025 as measured by number recognition and number representation assessments in support of priority standard K.CC.4- reads Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.



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

Students will participate in whole group, small group, and/or 1:1 conferring sessions using art and tech infused instruction to meet all the learners. Concepts addressed in T1/Core/Whole Group instruction include: completing I-Ready Math Workbook Lesson pages, counting numbers 0-15 with manipulatives, draw and show what they know about numbers 0-15, count with one to one correspondence using manipulatives, identify groups of up to 15 objects (visually counting, verbally counting), recognize and read numbers 0-15 (by sight both in and out of number order), write numbers 0-15 on paper activities and whiteboard activities, math games, file folder games, flashcards for number identification, math puzzles, dice games, domino math games and I-Ready online math supplemental lessons. Consistent and accurate counting and cardinality skills is necessary to meet proficiency on K.CC.4-reads Understand the relationship between numbers and quantities; connect counting to cardinality AND demonstrates mastery of the standard at the benchmark level and instruction in these skills will support students increasing their understanding of ten and move on to adding and subtracting, use of counting skills to find totals or differences, use of 10-frames to build an understanding of teen numbers and future instruction in unitizing which is the ability to see that 10 is composed of 10 ones and that 10 ones can also be seen as one group of 10.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students requiring additional support will meet with their core teacher in small groups for 15 minutes at least 2 days per week focusing on number recognition and number representation with manipulative to support student progress toward the priority standard. Learning activities will include flashcards, file folder games, representing number activities on whiteboards and with manipulatives. Students will have opportunities to engage in discourse about numbers to strengthen understanding of core concepts. Core teachers will monitor all students' progress toward the goal using number representation Assessment and formative exit tickets and will communicate this progress to students, parents, and support staff every other week.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction and small group support, students requiring additional support will meet 1:1 with their core teacher for additional or differentiated instruction in areas of individual need on a weekly basis. The students needing additional support will have an opportunity to practice number recognition and number representation skills with a community volunteer for (15) minutes (1) time per week. Students will have an individual number goal card to help them identify numbers they know and set goals for numbers they need to know to meet proficiency. Students will evaluate their progress on a daily basis using the card in their math box and core teachers will monitor students' progress toward the goal using the Number Recognition and Number Representation Assessment, I-Ready Unit Math Assessments and formative exit tickets and will communicate this progress to students, parents, and support staff every week.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 90% positive rating on the selected Climate Survey item.

We want all Grant CEA staff members to feel like they are supported and respected at Grant CEA, and for 100% of staff to report that they want to come to work as measured by staff survey data and attendance data to determine whether staff members want to come to work by the end of this quarter.



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Prioritize establishing an ethic of lovingkindness from the leadership down through thoughtful gifts and notes for feedback.

Student Goal

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

Our hope is to increase students coming to school from 63% to 80%.



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Staff will be greeting students at entry and exit with smiles and a positive demeanor.