



Continuous Achievement Process & Plan

2025 Quarter 1

The school community at Pt. Defiance Elementary is proud of our commitment and work towards high standards and 100% of our students hitting their growth and achievement goals each year. We see our focus on raising happy, healthy, and hopeful children as not only woven into the supports for academic growth but in many cases as equally as important as academic outcomes. Our CAP begins with our commitment to a culture of universal growth and achievement for all kids and adults at our school.

Our Vision

All Point Defiance students will meet or exceed their growth targets for academics while learning skills and mindsets that help them live happy, healthy, and hopeful lives.

Our Mission

Point Defiance welcomes students, families, and the community to a nurturing, learning environment that promotes academic achievement. We have a clear and shared focus to ensure high standards and expectations for all. Together, we provide the knowledge and skills for students to become respectful, responsible, life-long learners and citizens.

1st Grade ELA Goal

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

Using iready data, we've identified 25 students who are below grade level in reading. By implementing cooperative learning, modeling, and scaffolding in our reading lessons, we will increase proficiency from 32% to 65% in first grade, including 5% of students receiving SPED services. By focusing on priority standard RL 1.2 our grade level will move 33% students out of below standard to approaching standard according to iready by January 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

UNIT: ELA Unit 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will receive core instruction daily for 90-120 minutes. Teachers will use district adopted materials and frameworks to meet student's needs. This includes District adopted materials and district past supplemental materials including Savvas MyView Literacy and Guided Library daily. This high impact strategies that we will use include clarifying and unpacking the target standard with teacher support during whole group instruction, leveled small groups, and 1:1 conferring. Additionally, targeted questioning and independent writing opportunities to show mastery of the target, and provide meaningful and timely feedback (student to student and student to teacher) through student work and exit tickets on the standard students are working towards mastery on are additional core activities.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will receive an additional 30 minute block of enrichment/intervention daily based on performance of mastery toward the measured standard. Teachers will group students in small groups in order to maximize the opportunity for student growth. Students will receive approximately 15 minutes, 2-3 times a week in a small group during this intervention. Strategies at this time include opportunities to re-read in small group, pairs, and independently will be provided. Teachers will monitor accordingly and provide feedback in order to maximize growth.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected students will receive additional services from LAP, ELL, and LRC to meet their cognitive IEP goals focusing on the standard RL 1.2. Times are determined by that provider, but in most cases this is approximately 30 minutes, 4-5 days a week. Appropriate intervention strategies and curriculum will be used. In addition, small group guided reading by classroom teacher would be provided if student was in general education at this time. Students will be given a chance to work on My Pathway as well. The strategies include reading text at their current level to help develop necessary phonics, phonemic awareness, decoding, and comprehension skills.

1st Grade Math Goal

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

Using iready data, we've identified 30 students who are below grade level in math. By implementing cooperative learning, modeling, and scaffolding in our math lessons, we will increase proficiency from 19% to 60% in first grade, including 5% of students receiving SPED services. By focusing on priority standard 1.OA.6 our grade level will move 41% students out of below standard to approaching standard according to iready by January 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: 1.OA.C Add and subtract within 20

UNIT: Unit 2 Addition and Subtraction Within 20



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Data tracking for all stakeholders (Title/LAP, EL, SPED, Teachers) Educators are working collaboratively rather than in isolation, Teachers are taking collective responsibility for student learning. Work around the essential PLC+ Questions. Progress towards this goal will be monitored using exit tickets, weekly quizzes, and daily math. Additional support and learning opportunities will be provided in small group and individual instruction based on those who are identified.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will receive an additional 15 minute block of enrichment/intervention 2-3 days a week based on performance of mastery toward the measured standard. Teachers will group students in small groups in order to maximize the opportunity for student growth. Strategies include providing access for all students, including their connections to real life situations, multimodal to explain and show their thinking, and variety of fluency tasks. Students will engage in My Path to support individual needs for growth at least twice a week for 20 minutes. Specific students will work with the teacher during this time to support areas of need. Teachers will reteach and monitor lessons accordingly and provide feedback in order to maximize growth.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected students will receive additional services from LAP, ELL, and LRC to meet cognitive IEP goals. Times are determined by that provider, but in most cases this is approximately 30 minutes, 4-5 days a week. The strategies during this time will include using Ready Math. Students will be given a chance to work on My Pathway as well. The strategies include, but are not limited to number sense, place value, fact fluency, etc...

2nd Grade ELA Goal

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

Using data (iReady pathway, Savvas formative and summative assessments, exit slips, small group learning), we've identified 38 students who are unable to meet grade level expectations. By implementing the following high yield instructional strategies- Linking personal interests to content learning, peer conferring, and modeling, we will increase proficiency from 29% to 85% in 2nd grade. By focusing on the following priority standard of RL.2.7.



CURRICULUM: the standards and units we are targeting

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

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will receive core instruction daily for 90-120 minutes. We will use district adopted materials and frameworks to meet student's needs. The high impact strategies that we will use include clarifying and unpacking the target standard with teacher support during whole group instruction, leveled small groups, and 1:1 conference. Additionally, targeted questioning and independent writing opportunities to show mastery of the target and provide meaningful and timely feedback (student to student and student to teacher) through student work and exit tickets on the standard students are working towards mastery on are additional core activities.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will receive an additional 30-minute block of enrichment/intervention daily based on performance of mastery toward the measured standard. Teachers will group students in small groups in order to maximize the opportunity for student growth. Students receive approximately 15-20 minutes, 2-3 times a week in a small group during this intervention. Strategies at this time include opportunities to re-read in small group, pairs, and independently will be provided. Teachers will utilize additional outside resources and tech components to supplement the Schoolwide curriculum during whole group instruction, in small groups, and 1:1 conference. Teachers will monitor accordingly and provide feedback in order to maximize growth.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected students will receive additional services from LAP, ELL, and LRC. Times are determined by that provider, but in most cases, this is approximately 30 minutes, 4-5 days a week. The strategies during this time will include using the following curriculums Phonics for Reading, Sonday, Reading Mastery (SRA). In addition, small group guided reading by classroom teacher, 1:1 support and peer support will also be provided. Students will be given a chance to work on My Pathway. These strategies as well as reading text at their current level to help develop necessary phonemic, decoding, and comprehension skills will be used as a path for student growth.

2nd Grade Math Goal

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

Using Iready math data, we've identified 42 students who are unable to meet grade level expectations. By implementing the following high yield instructional strategies- Linking personal interests to content learning, peer conferring, and modeling, we will increase proficiency from 26% to 75% in 2nd grade. By focusing on the following priority standard of 2.OA.A. 1 our grade level will move 42 students out of below standard to approaching standard according to our single point rubric by January 2025



CURRICULUM: the standards and units we are targeting

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

UNIT: Unit 1 Numbers Within 20: Addition, Subtraction, and Data



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will receive core instruction daily for 90 minutes. We will use district adopted materials and frameworks to meet student needs. Teachers will follow the pacing guide with standards and provide specific high impact strategies such as scaffolding vocabulary, breaking down the target, and allow all students access to achievable learning targets. We will use include teaching the daily Ready Math lessons, My Path, and provide weekly quizzes to assess student progress towards mastery. We will provide meaningful and timely feedback through student work and exit tickets on the standard students are working towards mastery on.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will receive an additional 10 minute block of enrichment/intervention 3-4 days a week based on performance of mastery toward the measured standard. Teachers will group students in small groups in order to maximize the opportunity for student growth. Strategies include providing access for all students, including their connections to real life situations, multimodal to explain and show their thinking, and variety of fluency tasks. Specific students will work with the teacher during this time to support areas of need. Teachers will reteach and monitor lessons accordingly and provide feedback in order to maximize growth.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected students will receive additional services from LRC, LAP, RISE. Times are determined by that provider, but in most cases this is approximately 30 minutes 4-5 days and week. Targeted practice based will be based off exit slips and CFA. The strategies during this time will include the opportunity to utilize math fluency sheets and homework for extra practice. Additional strategies include pre teaching, small group instruction, small group modeling, additional reps at a skill (fact fluency), oral work, speech to text, visual representation, and use of manipulatives. Support staff will use the adopted materials for their programs, in addition to Ready Classroom support materials.

3rd Grade ELA Goal

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

By implementing rotational small groups and opportunities for student discourse, we will increase proficiency from 37% to 80% in 3rd grade. We have identified 63% of students who are unable to determine the main idea of a text. We will increase proficiency from 37% to 80% in 3rd grade.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

UNIT: ELA Unit 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will receive core instruction daily for 90-120 minutes. By implementing rotational small group teaching and opportunities for peer discourse, teachers will use whole group, partner and small group instruction to support students in understanding informational text main ideas and support details through student discourse, annotations, and modeling with a focus on metacognitive teaching and deeper understanding. Additionally, students will monitor their progress by a weekly comprehension check with and feedback will be given daily (classwork) and weekly (quizzes).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10-minute blocks, 3-4 times a week with a focus on the RI standard. Teachers will group students in small groups to maximize the opportunity for student growth. Students will work with the teacher during this time to support areas of need. (context clues, breaking apart multisyllabic words, prefixes and suffixes) 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 core instruction, Students receiving SPED and LAP services will participate in small group instruction for 30 minutes, 5 times a week with a focus on the RI.2 standard. Support teachers will provide additional opportunity to pre-read articles and reading text at their independent level to develop necessary phonemic decoding and comprehension skills. Students will participate and read text both at their independent level and instructional level. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

3rd Grade Math Goal

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

Using Point Defiance's common math assessments, we've identified 90% of students who are unable to use place value to fluently use all four mathematical operations. By implementing rotational small groups and opportunities for student discourse, we will increase proficiency from 10% to 80% in 3rd grade. By focusing on 3.NBT.A and 3. OA., our grade level will move 5 students out of below standard to approaching standard according to our single point rubric by January 2023.



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

By implementing rotational small group teaching and opportunities for peer discourse, teachers will use whole group, partner and small group instruction to support students in understanding the four operations of mathematics to ensure students are able to fluently add, subtract, multiply, and divide through math discourse and making connections between the operations (ie. Fact families) with a focus on accuracy and deeper understanding. Additionally, students will monitor their progress by a weekly fact fluency check with personal graph and feedback will be given daily(classwork) and weekly(quizzes).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10-minute blocks, 3-4 times a week with a focus on the NBT standard. Teachers will group students in small groups in order to maximize the opportunity for student growth. Students will work with the teacher during this time to support area of need. (equal groups, arrays, skip counting, and repeated addition) 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 core instruction, Students receiving SPED services will participate in small group instruction for 30 minutes, 5 times a week with a focus on the 3.NBT standard. Support teachers will provide additional opportunity to practice place value and skip counting. Students will participate and create visual model to help support their mathematical understanding. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

4th Grade ELA Goal

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

Using iReady common reading assessments, we've identified 16 students who are unable to comprehend Informational text. By implementing opportunities for student discourse, modeling, and cooperative learning, we will increase proficiency from 45% to 60% in 4th grade, including 25 % of students with IEPs. By focusing on priority standard RI.4.1 our grade level will move 5 students out of below standard to approaching standard according to iReady data by January 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student discourse, modeling and cooperative learning, teachers will use whole group, partner and small group instruction to support students in comprehending literature to ensure students are able to compare and contrast themes across genres of text. Through whole group, small group and one-on-one instruction, with a focus on proficiency and strategies to attack text. Additionally, students will monitor their progress by teacher/student conferences and feedback will be given weekly by teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes, 5 times a week with a focus on RI.4.1 standard. Teachers will provide access to multiple strategies and monitor progress. Students will self-monitor and identify what strategy works best for them. 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 core instruction, Students receiving SPED services will participate in small group instruction for 30 minutes, 5 times a week with a focus on RI.4.1 standard. Support teachers will provide multiple reps for the student. Students will practice daily until they reach proficiency. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

4th Grade Math Goal

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

Using iReady common math assessments, we've identified students who are unable to understand numbers and operations, specifically multiplication. By implementing opportunities for student discourse, modeling, and cooperative learning, we will increase proficiency from 40% to in 4th grade, including of students with IEPs. By focusing on priority standard-4.NBT.B.5, our grade level will move 3 students out of below standard to approaching standard according to iReady data by January 2025.



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

By implementing student discourse, modeling and cooperative learning, teachers will use whole group, partner and small group instruction to support students in understanding multiplication to ensure students are able to multiply single digits by multi-digits as well as two digit by two digit multiplication. Through whole group, small group and one-on-one instruction, with a focus on proficiency and strategies. Additionally, students will monitor their progress by teacher/student conferences and feedback will be given weekly by teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes, 5 times a week with a focus on 4.NBT.B.5 standard. Teachers will provide access to multiple strategies and monitor progress. Students will self-monitor and identify what strategy works best for them. 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 core instruction, Students receiving SPED services will participate in small group instruction for 30 minutes, 5 times a week with a focus on 4.NBT.B.5 standard. Support teachers will provide multiple reps for the student. Students will practice daily until they reach proficiency. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

5th Grade ELA Goal

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

There are 44% 5th grade students meeting the standard of using multiple informational texts to support a claim. By January iReady testing, the percent of students meeting the standard will increase to 65% as measured by Meeting on the Iready Diagnostic in ELA. We will accomplish by using explicit instruction, rigorous scientific and historical texts, small groups based on needs, student self-assessments based on class generated rubrics, and written responses.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will accomplish by using explicit instruction, rigorous scientific and historical texts, small groups based on needs, student self-assessments based on class generated rubrics, and written responses.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small groups, para educator support, peer support

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

5 students are pulled daily for ELA LRC support. 8 students will be pulled for LAP support. Instruction will focus on phonics and multisyllabic words which will help with comprehension.

5th Grade Math Goal

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

46% of 5th grade students are proficient in numbers and operations based on the Fall IReady Math Diagnostic. By the January Math iReady, 60% will be proficient. We will support students with explicit whole group instruction, small group instruction, repetitive practice, and para support.



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

Explicit whole group instruction with modeling and gradual release of responsibility, peer support, immediate feedback through student self assessment

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Flexible small group instruction based on daily assessments and exit tickets

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

LRC students are pulled on a daily basis.

Behavior Goal

Ensure 100% of students have behaviors NOT resulting in suspension or expulsion.

0% of students will be excluded from school.



Root Cause Analysis

Inability to self-regulate or lagging of social emotional development and intentional instruction, practice.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

The goal is to keep all students in school, some may need breaks, office regrouping sessions and reteaching.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

1. Create safety plans for students who need more support. 2. Check in and check out for students tier 2 and 3 students. 3. Whole school SEL classes taught by counselor.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage families when a student continues to need support. Small group instruction for students who need intervention. Opportunities to practice and engage in social emotional development.

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

At the end of the trimester 1, students will have improved their 20 Meter PACER (Progressive Aerobic Cardiovascular Endurance Run) Test by at least 10% from their initial assessment. Students will have the ability to improve their cardiovascular endurance through the continue conditioning actives within class. Students will participate and be measured in these activities twice a week.



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

Whole class running/walking activates, running games, practice of the Pacer itself. Students are taught to continue cardiovascular training during recess/extra time.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Pull small group in order to practice cardiovascular activities. (ie, open gym, or Practice Pacer or running activity/club).

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Pull small group in order to practice cardiovascular activities. (ie, open gym, or Practice Pacer or running activity/club).

Kindergarten ELA Goal

Achieve a 100% pass rate for the selected standard by the end of the quarter.

By focusing on RI.K.1 our grade level will move 100% students out of below standard to approaching standard according to our single point rubric by January 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.K.1 With prompting and support, ask and answer questions about key details in a text.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All students will receive core instruction daily for 90-120 minutes. By implementing Modeling, linking personal interests to content learning, and allowing, opportunities for student discourse teachers will use whole group, partner and small group instruction to support students in understanding asking and answering questions to ensure students are able to understand key details in a text through questions and answers students make about an informational text with a focus on asking and answering with prompting and support. Additionally, students will monitor their progress by asking and answering questions and feedback will be given by the fabulous Kindergarten teacher weekly.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes, 3 times a week with a focus on RI.K.1 standard. Teachers will read information texts with students and practice asking and answering questions. Students will practice ask and answering questions. 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 core instruction, Students receiving EL and SPED services will participate in small group instruction for 30 minutes, 2 times a week with a focus on RI.K.1. Support teachers read information texts with students and practice asking and answering questions. Students will practice ask and answering questions. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

Kindergarten Math Goal

Achieve a 100% pass rate for the selected standard by the end of the quarter.

Based on previous years common math assessments, we've identified 32 students who are unable to directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute and describe the difference. By implementing small group instruction, one to one instruction, collaborative pair activities, Modeling, (2-3 high yield instructional strategies), we will increase proficiency from 0% to 100% in K. By focusing on K.MD.2 our grade level will move 32 students out of below standard to approaching standard according to our single point rubric by January 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: K.MD.A Describe and compare measurable attributes

UNIT: Unit 1 Position, Length, Height, and Sorting



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing small group instruction, one to one instruction, collaborative pair activities, modeling, teachers will use whole group, partner and small group instruction to support students in understanding how to compare two objects with a measurable attributes in common, to see which object has "more of/less of" the attribute and describe the difference to ensure students are able to compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute and describe the difference through measuring with a variety of objects and comparing length with a focus on participation in discussions about comparing two objects using measurement comparison vocabulary (longer, shorter, more than, less than). And/or when making direct comparisons between two objects, student will identify the difference in number of units (ie. 3 blocks longer). Additionally, students will monitor their progress by exit tasks and feedback will be given by their fabulous kindergarten teachers every two weeks.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes one time a week with a focus on standard. Teachers will K.MD.2. Students will compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute and describe the difference. 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 receiving TITLE/LAP, EL, or SPED services will participate in small group instruction for 30 minutes, several time a week with a focus on K.MD.2standard. Support teachers will reinforce vocabulary, provide additional practice in small groups. Students will compare objects using appropriate vocabulary. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 100% positive rating on the selected Climate Survey item.

Our goal is to increase staff collaboration and communication by meeting 2x a month together as a staff. We will meet whole school for PLC's and for staff meetings and integrate staff self-selected committees to foster whole staff collaboration and communication as measured by staff PLC attendance and pre/post survey.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Step 1: We will host monthly staff meetings during collaboration Wednesdays. Step 2: First PLC of the month will meet whole group and at grade level tables in the library. Step 3: We will launch self-selected leadership committees focused on school wide goals and improvement.

Student Goal

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

Every teacher will lead a mini lesson defining "feeling safe at school." Each class will define what "safe" means." We will survey every class to determine a baseline % of students who feel safe, then we will re-survey students at the end of Q1.



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Step 1: Present mini lesson to all classroom teachers and provide anchor questions for survey. Step 2: Each class participates in a lesson to define "safe at school." Step 3: Collect base line data for Q1 Step 4: Address the areas of concerns when students have not felt safe.