



## Continuous Achievement Process & Plan

### 2025 Quarter 1

*As a public Montessori school, Geiger nurtures safe and inclusive learning communities. Students and staff learn and model to care for themselves, care for each other, and care for this place. We build strong multi-age classroom communities that use restorative practices resulting in students feeling an authentic sense of belonging at Geiger. We deeply value and reinforce independence, inclusivity, student voice, connections, grace and courtesy, and personalized education.*

### Our Vision

As a Montessori Learning Community, we will guide student learning through a prepared and nurturing environment, individualized and student-centered instruction, and a method that cultivates critical thinking and global responsibility.

### Our Mission

As a public Montessori school, in partnership with our community, we guide a rigorous, individualized education that empowers all of our students to become global citizens in our society.

# 1st Grade ELA Goal

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

*There are 14% of first grade students meeting the standard of writing narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure (W.1.3). By January 2025, the percent of students meeting the standard will increase to 60% as measured by "Meeting" on the narrative writing rubric for W.1.3. 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. Specifically, we will incorporate writing prompts that will reflect all learners' experiences, backgrounds, cultures, and are easily accessible.*



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

**STANDARD:** W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**UNIT:** ELA Unit 1



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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will deliver standards-based instruction using modeling, grade level mentor texts, Savvas lessons, and other age-appropriate materials in a workshop model, allowing for gradual release and extension as needed. In order to fully engage in narrative writing concepts, teachers will instruct with and support student use of graphic organizers as well as deliver lessons engaging students in the narrative writing process. Lessons will occur throughout the week.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, the teacher will meet with students in Tier 2 twice per week for 20 minutes in small guided-writing groups focused on the skills of narrative writing.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group lessons and small group/1:1 guided writing at the level of the student in the classroom, the LRC and ELL teachers will provide services in the area of narrative writing with the students identified below.

# 1st Grade Math Goal

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

*There are 18% of 1st grade students meeting the standard of 1.NBTC.4. By January 2025, the percent of students meeting the standard will increase to 60% as measured by common unit assessments from iReady. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level priority standards/content and shifts from remediation to support and scaffolding. We are connecting our CAP goal with our school wide high yield strategies - increasing student talk/discourse and specific/targeted feedback. As such, this will cultivate exclusive and equitable outcomes for students.*



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

**STANDARD:** 1.NBT.C Use place value understanding and properties of operations to add and subtract

**UNIT:** Unit 5 Operations with Tens and Ones



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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In whole group and small group instruction, teachers will use hands-on and visual materials, multiple exposures, student discourse, and practice to support students to solve addition and subtraction problems within 100. Additionally, teachers will monitor their progress solving addition and subtraction problems while using a variety of strategies and facilitate student reflection on their ability to problem solve independently; teachers will record student progress (including students' perceptions of their progress) and give specific feedback during small group instruction or individual conferences on a weekly basis.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition teacher will provide small group support with additional addition and subtraction problems for 15 minutes, 3 times a week with a focus on place value understanding within addition and subtraction. Teacher will determine what students need based on formative data gathered and recorded during lessons. In these small groups, Teacher will help facilitate mathematical discourse as well as model different strategies of representing student thinking. Teachers will monitor progress by using formative assessments. Teachers will also provide consistent feedback to students and use progress data in PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole class and small group/1:1 in the classroom, the LRC teacher will provide support services in the area of computation (specifically addition and subtraction strategies) with students identified below.

## 2nd Grade ELA Goal

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

*There are 12% of second grade students meeting the standard of writing narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3). By January 2025, the percent of students meeting the standard will increase to 60% as measured by "Meeting" on the narrative writing rubric for W.2.3. 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. Specifically, we will incorporate writing prompts that will reflect all learners' experiences, backgrounds, cultures, and are easily accessible.*



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

**STANDARD:** W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**UNIT:** ELA Unit 1



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

#### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will deliver standards-based instruction using modeling, grade level mentor texts, Savvas lessons, and other age-appropriate materials in a workshop model, allowing for gradual release and extension as needed. In order to fully engage in narrative writing concepts, teachers will instruct with and support student use of graphic organizers as well as deliver lessons engaging students in the narrative writing process. Lessons will occur throughout the week.

#### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, the teacher will meet with students in Tier 2 twice per week for 20 minutes in small guided-writing groups focused on the skills of narrative writing.

#### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group lessons and small group/1:1 guided writing at the level of the student in the classroom, the LRC and ELL teachers will provide services in the area of narrative writing with the students identified below.

# 2nd Grade Math Goal

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

*There are 18% of 2nd grade students meeting the standard of 2.NBT.B.7. By February 2024, the percent of students meeting the standard will increase to 60% as measured by common unit assessments from iReady. 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

In whole group and small group instruction, teachers will use hands-on and visual materials, multiple exposures, student discourse, and practice to support students to solve addition and subtraction problems within 1000. Additionally, teachers will monitor their progress solving addition and subtraction problems while using a variety of strategies and facilitate student reflection on their ability to problem solve independently; teachers will record student progress (including students' perceptions of their progress) and give specific feedback during small group instruction or individual conferences on a weekly basis.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition teacher will provide small group support with additional addition and subtraction problems for 15 minutes, 3 times a week with a focus on place value understanding of addition and subtraction within 1000. Teacher will determine what students need based on formative data gathered and recorded during lessons. In these small groups, Teacher will help facilitate mathematical discourse as well as model different strategies of representing student thinking. Teachers will monitor progress by using formative assessments. Teachers will also provide consistent feedback to students and use progress data in PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole class and small group/1:1 in the classroom, the LRC teacher will provide support services in the area of computation (specifically addition and subtraction strategies) with students identified below.

# 3rd Grade ELA Goal

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

*There are 25% of third grade students meeting the standard of writing narratives in which they write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3). By January 2025, the percent of students meeting the standard will increase to 60% as measured by "Meeting" on the narrative writing rubric for W.3.3. 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. Specifically, we will incorporate writing prompts that will reflect all learners' experiences, backgrounds, cultures, and are easily accessible.*



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

**STANDARD:** W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**UNIT:** ELA Unit 1



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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will deliver standards-based instruction using modeling, grade level mentor texts, Savvas lessons, and other age-appropriate materials in a workshop model, allowing for gradual release and extension as needed. In order to fully engage in narrative writing concepts, teachers will instruct with and support student use of graphic organizers as well as deliver lessons engaging students in the narrative writing process. Lessons will occur throughout the week.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, the teacher will meet with students in Tier 2 twice per week for 20 minutes in small guided-writing groups focused on the skills of narrative writing.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group lessons and small group/1:1 guided writing at the level of the student in the classroom, the LRC and ELL teachers will provide services in the area of narrative writing with the students identified below.

# 3rd Grade Math Goal

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

*There are 18% of 3rd grade students meeting the standard of 3.NBT.A.2. By January 2025, the percent of students meeting the standard will increase to 60% as measured by common unit assessments from iReady. 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:** 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

In whole group and small group instruction, teachers will use hands-on and visual materials, multiple exposures, student discourse, and practice to support students to solve addition and subtraction problems within 100. Additionally, teachers will monitor their progress solving addition and subtraction problems while using a variety of strategies and facilitate student reflection on their ability to problem solve independently; teachers will record student progress (including students' perceptions of their progress) and give specific feedback during small group instruction or individual conferences on a weekly basis.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition teacher will provide small group support with additional addition and subtraction problems for 15 minutes, 3 times a week with a focus on place value understanding within addition and subtraction. Teacher will determine what students need based on formative data gathered and recorded during lessons. In these small groups, Teacher will help facilitate mathematical discourse as well as model different strategies of representing student thinking. Teachers will monitor progress by using formative assessments. Teachers will also provide consistent feedback to students and use progress data in PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole class and small group/1:1 in the classroom, the LRC teacher will provide support services in the area of computation (specifically addition and subtraction strategies) with students identified below.

# 4th Grade ELA Goal

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

*By January 30th, 70% of 4th grade students will meet standard 4.RL.2 as measured by a common agreed upon standards-based performance assessment that has been teacher solved and calibrated for scoring and iReady assessments. We will accomplish this by establishing an inclusive and equitable reading culture that scaffolds and supports all students in applying grade level strategies in comprehending rich and complex literature.*



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

**STANDARD:** RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**UNIT:** ELA Unit 3



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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will deliver standards-based instruction using grade level texts, Savvas lessons, and other age-appropriate materials in a workshop model, allowing for gradual release and extension as needed. In order to fully engage in reading discourse, teachers will instruct with and support student use of graphic organizers as well as deliver lessons engaging students in summarizing and note taking to guide their comprehension determining theme. Lessons will occur throughout the week.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, the teacher will meet with students in Tier 2 twice a week for 20 min in small, guided reading groups at their reading level focused on the skills and strategies of literary comprehension and determining theme. The teacher will also instruct and support students in identifying text evidence from their reading and connecting their evidence to an inferred or explicit theme.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group lessons and small group/1:1 guided reading at the level of the student in the general classroom, The LRC and ELL teachers will provide services in the area of literary comprehension with the students identified below.



# 4th Grade Math Goal

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

*By January 30th, 70% of 4th grade students will meet standard 4.NBT.5 as measured by a common agreed upon standards-based performance assessment that has been teacher solved and calibrated for scoring and iReady assessments. We will accomplish this by establishing an inclusive and equitable math culture that scaffolds and supports all students in applying grade level content to rigorous math tasks.*



## **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

Teachers will deliver standards based instruction using grade level math tasks, iReady lessons, and Montessori materials, allowing for gradual release and extension as needed. Lessons will occur throughout the week. The teacher will follow a Concrete, Pictorial, Abstract approach to create a deep and sustainable understanding of the mathematical concepts and skills and incorporate opportunities for math discourse. Teacher provided tasks will allow students to engage with the Standards of Mathematical Practices daily.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, the teacher will meet with students in Tier 2 twice weekly (as formative assessments demonstrate need) using small group and 1:1 review/support focused at the level of the student in the general classroom. The teacher will engage students with supplemental materials as needed, focused on the skills and strategies needed for computational understanding, specifically multiplication. The teacher will instruct in the Concrete and Pictorial phase of the CPA approach for as long as necessary for student understanding. Teacher provided tasks will allow students to engage in the Standards of Mathematical Practices daily.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group lessons and 1:1 focused at the level of the student in the general classroom, the LRC teacher will provide support services in the area of computation (specifically multiplication strategies) with the students identified below.

# 5th Grade ELA Goal

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

*By January 30th, 70% of 5th grade students will meet standard 5.RL.2 as measured by a common agreed upon standards-based performance assessment that has been teacher solved and calibrated for scoring and iReady assessments. We will accomplish this by establishing an inclusive and equitable reading culture that scaffolds and supports all students in applying grade level strategies in comprehending rich and complex literature.*



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

**STANDARD:** RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**UNIT:** ELA Unit 3



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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will deliver standards-based instruction using grade level texts, Savvas lessons, and other age-appropriate materials in a workshop model, allowing for gradual release and extension as needed. In order to fully engage in reading discourse, teachers will instruct with and support student use of graphic organizers as well as deliver lessons engaging students in summarizing and note taking to guide their comprehension determining theme. Lessons will occur throughout the week.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, the teacher will meet with students in Tier 2 twice a week for 20 min in small, guided reading groups at their reading level focused on the skills and strategies of literary comprehension and determining theme. The teacher will also instruct and support students in identifying text evidence from their reading and connecting their evidence to an inferred or explicit theme and character response to challenge or conflict.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group lessons and small group/1:1 guided reading at the level of the student in the general classroom, the LRC teacher will provide support services in the area of literary comprehension with the students identified below.

# 5th Grade Math Goal

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

*By January 30th, 70% of 5th grade students will meet standard 5.OA.2 as measured by a common agreed upon standards-based performance assessment that has been teacher solved and calibrated for scoring and iReady assessments. We will accomplish this by establishing an inclusive and equitable math culture that scaffolds and supports all students in applying grade level content to rigorous math tasks.*



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

**STANDARD:** 5.OA.A Write and interpret numerical expressions

**UNIT:** Unit 5 Algebraic Thinking and the Coordinate Plane: Expressions, Graphing Points, Patterns and Relationships



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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will deliver standards based instruction using grade level math tasks, iReady lessons, and Montessori materials, allowing for gradual release and extension as needed. Lessons will occur throughout the week. The teacher will follow a Concrete, Pictorial, Abstract approach to create a deep and sustainable understanding of the mathematical concepts and skills and incorporate opportunities for math discourse. Teacher provided tasks will allow students to engage with the Standards of Mathematical Practices daily.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, the teacher will meet with students in Tier 2 twice weekly (as formative assessments demonstrate need) using small group and 1:1 review/support focused at the level of the student in the general classroom. The teacher will engage students with supplemental materials as needed, focused on the skills and strategies needed for computational understanding and applying that understanding to interpreting and evaluating simple expressions. The teacher will instruct with the Concrete and Pictorial phase of the CPA approach for as long as necessary for student understanding. Teacher provided tasks selected will allow students to engage in the Standards of Mathematical Practices daily.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group lessons and 1:1 focused at the level of the student in the general classroom, the LRC teacher will provide support services in the area of computation (specifically multiplication strategies) to the students identified below.

# Behavior Goal

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

*Based on the number of students who also qualify for 504, IEP and/or have a disability or suspected disability we want to decrease our exclusionary numbers by May 2025. Specifically, we want to interrupt anything that can become a pattern, i.e. the 5 out of 6 students (one moved) students that were excluded last year. We will implement a wide variety of behavioral intervention strategies determined by the child's need, which could include a check and connect, behavioral intervention supports, access to tier 2 focused counselor supports, and increase communication and partnership with families.*

## Root Cause Analysis

Sense of belonging and being seen, heard, and valued is paramount to all of our children at Geiger. We know that our children of color and our children who qualify for special services experience being "othered" through subtle messages and microaggressions throughout their school day. Engaging in daily community circles can neutralize our learning environments, increase student voice, and cultivate a classroom community where students and teachers increase their empathy with/for one another.

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

### ACTION STEP INTRODUCTION

At Geiger Montessori School, we take care of ourselves, we take care of each other, and we take care of this place. This mantra is stated, taught and reinforced as part of a Tier 1 schoolwide SEL culture. Based on data analysis, there is a trend highlighting the need for explicit SEL instruction. Along with the explicit instruction, teachers are also implementing meaningful community circles, warm greetings, and emotion checks.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In the past, Tier 1 SEL instruction was led by counselors, but over the 23-24 school year, that instruction was transferred to classroom teachers. This year we will support classroom teachers with the Schoolwide Challenged provided by the TWC team. The challenge will cover identifying emotions, problem solving, and building other social skills.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

With Tier 1 instruction distributed to classroom teachers, counselors will be able to focus on Tier 2 needs with small groups, such as anger management, grief, friendship groups, social skills, and other TBD groups based on data.

# 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. -One student at a time demonstrates steady beat using body percussion for four measures while class sings along. -Students will move around the 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 2 instruction to be used to impact the learning goal of steady beat are individualized games that provide opportunities for students to show individual growth with the goal, and songs demonstrate the beat that directly tie to the goal that can be sung anywhere, not just in the music classroom.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 strategies will be provided for all students as extra support by the music teacher. Due to time constraints and focus on improving reading, writing, and math scores, there is no additional time to meet individually with students outside of their already scheduled music instruction time. All students are given class time with a specialist with extensive knowledge in music and all are monitored for individual growth based off of their starting base of zero. Strategies will be repeated often as needed, and multiple modality activities will be used to support all learning styles for all tier level students.

# PE Goal

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

*There are currently 28 of 71 4th grade students meeting standard 1.9.4a. By January 30th, 2025, the percent of students meeting the standard will increase to 65% as measured by visual skill assessments using the basketball dribbling rubric as guidance. I will accomplish this by establishing an inclusive and equitable PE culture that adheres to grade-level standards. This includes providing a safe space for learning and trying new things and maximizing participation time for students.*



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

**STANDARD:** 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

During whole group instruction, I will use overt instruction, modeling, movement exploration, and peer coaching teaching strategies to teach the fundamental movement markers necessary to perform the skill correctly. During this time I will provide multiple exposures to the content and skill and allow students to apply their knowledge through game play. Additionally, I will provide games and station activities that emphasize the skills needed for achieving the goal. Games will be small sided games to maximize student participation and contact with the ball.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During stations and small group instruction, I will reteach the skill. I will use peer coaches to assist students needing additional feedback. I will give opportunity for both competitive and noncompetitive practice environments.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For ML 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 60% pass rate for the selected standard by the end of the quarter.*

*Through 1:1/small/whole group letter sound lessons, 60% of students will produce a minimum of 26 primary letter sounds by January. Teachers will use ongoing assessments to track progress and student achievement data will reflect equitable distribution of outcomes across lines of race and ethnicity.*



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

**STANDARD:** RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

**UNIT:** ELA Unit 1



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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing songs and chants (learner-friendly culture), 1:1 lessons on beginning letter sounds, and sandpaper letters and language objects (manipulatives), teachers will use whole group, partner and small group instruction to support students and ensure they learn the primary letter sound for each letter, leading to being able to read emergent-level texts (RF.K.4 Read emergent-reader texts with purpose and understanding). Additionally, students will monitor their progress by repetition, collaboration with peers and student tracking sheets. Feedback will be given immediately by teachers.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional 1:1 or small group support in letter and sound that aligns with CCSS standard RF.K.4 (Read emergent-reader texts with purpose and understanding). Classroom teachers will use sandpaper letters, beginning sound object baskets, and other beginning sound activities. Daily lessons will take place, and progress will be monitored using formative and summative assessments.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group lessons and 1:1 focused on the level of the student in the general classroom, the ML, LRC, and/or LAP will provide support services in the area of phonemic awareness and phonics.

<https://tps10.sharepoint.com/:x:/s/ChildrensHouse/EYjceQpXTP5MhuS5IyOfYWwBSfQyZAhZz9dFlcTAGbEhHA?e=fQjA3Z>



# Kindergarten Math Goal

*Achieve a 88% pass rate for the selected standard by the end of the quarter.*

*By implementing 1:1/small group lessons with Montessori math materials, staff will increase from 51% to 88% the percentage of kindergarten students meeting standard in the area of counting and cardinality by the end of the unit.*



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

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

**UNIT:** Unit 4 Numbers to 10 and Shapes



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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing number talks (collaboration), practicing subitizing (summarizing), and singing songs and chants (learner-friendly culture), teachers will use whole group, small group and partner instruction to promote student skill development and understanding of the relationship between numbers and quantities and to connect counting to cardinality. Additionally, students will monitor their progress by repetition, collaboration with peers, and student tracking sheets. Feedback will be given immediately by teachers.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, teachers will provide additional small group or 1:1 support in the relationship between numbers and quantity, content that aligns with CCSS standard K.CC.B.4 ("Understand the relationship between numbers and quantities; connect counting to cardinality"). Classroom teachers will use pre-math works, sandpaper numbers, number rods, spindle boxes, cards and counters, and the short bead stair. Daily lessons will take place and progress will be monitored using formative and summative assessments.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to whole group lessons and 1:1 focused on the level of the student in the general classroom, classroom teacher will provide support services in the area of counting and cardinality. The LRC, LAP and ML teacher will support students in small groups outside of the general classroom on specific skills. <https://tps10.sharepoint.com/:x:/s/ChildrensHouse/EYjceQpXTP5MhuS5lyOfYwWBSfQyZAhZz9dFlcTAGbEhHA?e=tYubay>

## Staff Goal

**Support staff SEL (social awareness or relationship skills), resulting in at least 85% positive rating on the selected Climate Survey item.**

*Based on the data analysis, we will increase the positive rating of staff responding to "my school is an environment that supports my mental/emotional well-being" from 68% to 85% by May 2025. By tending to the mental and emotional well-being of adults, and incorporating the anti-racist/anti-bias PAUSE, research predicts that staff will center equity and inclusion, reflect on the impact of biases, will benefit from using "both/and" thinking, and will reduce the potential for harm. Ultimately, this should result in an improved environment for both students and staff.*

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

#### PROMOTING SEL FOR STUDENT IMPACT

Utilize TWC to support this goal by complete TFI and looking at CEE data to progress monitor and develop next steps. This could include Friday morning optional circles for staff that support with looking in the mirror, and our professional development focus of observation. Instructional Leadership Team will meet twice a month with IC, AP, and Principal to further develop leadership skills and building capacity for distributive leadership. Finally, our Equity Discussion Group (EDG) will continue work around DEIB by focusing on the CCDEI standards of understanding self and others, student, family and community engagement, learning partnerships, and leading for educational equity. This focus will support staff in centering equity and inclusion, anti-racist/anti-bias thinking, and how we can reduce the potential for harm. In addition to the named above, we realize that we have a large ESP staff that has Staff SEL needs. To improve our ability to reach all staff, we have implemented more consistent and regular ESP meetings to show our support for all the critical tasks they do daily. This also includes our custodial and kitchen teams.

# Student Goal

***Implement Whole Child practices with fidelity, resulting in at least a 100% positive rating on the selected Climate Survey item.***

*Based on review of the WCIF, CEE, incident referrals, and anecdotal data, 100% of our classrooms will engage in warm greetings, intentional and impactful community circles, daily emotion checks, and explicit instruction in problem solving by May 2025. This goal will be measured using student advisory data, incident referral data, TFI, and progress monitoring of community circles.*

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

### PROMOTING SEL FOR STUDENT IMPACT

\*Schoolwide challenge as our Tier 1 SEL instruction completed by all staff members \*Warm greetings every day by all staff \* Daily emotional check-ins \*Daily community circles \*All action steps will be measured and monitored by TWC to see impact and level of fidelity. \*Feedback will be gathered using student advisory, observation, district mini-CEE survey, WCIF, and anecdotal data