Continuous Achievement Process & Plan

2025 Quarter 1

Fawcett Elementary School Continuous Achievement Process (CAP) Plan 2024-25 Home of the Falcons! Fawcett Falcons are safe, respectful, responsible, learners!

Our Vision

All decisions, actions, next steps must put STUDENTS FIRST. This is succinct with the vision/mission of being ALL in for ALL students.

Our Mission

Our school has also been identified as a Tier 3 (T2 Compounded) school by the Washington School Improvement Framework. These two realities will be driving our short- and long-term goals. We have short-term and long-term visions and goals to support this work and exit the WSIF support status. Examples include: deepening our core instruction, aligning our PLC+ practices, strengthening our building-wide MTSS model, becoming experts on the new ELA curriculum to support our ELA core instruction.

ACADEMIC EXCELLENCE

1st Grade ELA Goal

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

By implementing high yield strategies, including appropriately challenging goals and providing succinct feedback, 40% or more of Fawcett 1st grade students will be able to recognize and read grade-appropriate irregularly spelled words (RF1.3g) by January 30, 2025. This skill is necessary to fulfill the larger goal of RF1.3, know and apply grade level phonics and word analysis skills in decoding words, and RF1.4, read with sufficient accuracy and fluency to support comprehension. All students will be assessed in a variety of ways: 1 on 1 and small group assessment of MyView Literacy high frequency words after each unit, sentence dictation using high frequency words, and progress monitoring.

CURRICULUM: the standards and units we are targeting

STANDARD: RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words
UNIT: ELA Unit 1

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By implementing the setting of clear objectives, providing opportunities for practice, providing immediate feedback, and reinforcing effort and providing recognition, students will receive daily whole group lessons (60-minutes of reading core/day) aligned with CCSS, using MyView Literacy foundational skills instruction to support students in understanding RF.1.3, to ensure students are able to recognize and read grade-appropriate irregularly spelled words. Skills taught will include: reviewing long and short vowel sounds, consonants, digraphs, blends, trigraphs, vowel partners and word endings, and looking at letters in groups, checking beginning and ending of words, segmenting and blending with a focus on automaticity, and memorization of high frequency words. Students will participate in reading, writing, and phonics activities. Additionally, students will monitor their own progress on learning high frequency words by checking off words learned and reviewing spelling test performance. Feedback will be given by the teacher during one-on-one conferring after each MyView Literacy unit.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to core instruction, students will participate in small group instruction for ten minutes twice per week with a focus on RF.1.3g. Students are also served by ESPs 4 days a week for 30 minutes receiving instruction related to RF.1.3g. Teachers and ESPs will review long and short vowel sounds, consonants, digraphs, blends, trigraphs, vowel partners and word endings, looking at letters in groups, checking beginning and ending of words, segmenting and blending. Students will use white boards, magnetic letters, flashcards, and Synergy Assessment to practice and demonstrate proficiency. Progress will be measured through the responses on these tools and manipulatives, as well as weekly high frequency word writing and progress monitoring. Additionally, students will monitor their own progress on learning high frequency words by checking off words learned and reviewing spelling test performance.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
LRC: ELA (1st): RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. The 1st grade LRC teacher will provide direct instruction in small groups based on students' minutes and goals delineated in their IEPs. The LRC teacher will incorporate letter sound recognition, phonemic segmentation, identifying beginning, middle and ending sound and to increase students' reading fluency and accuracy. This will support students in achieving this goal. Progress will be measured weekly by formative assessments, work samples, student demonstration and performance. LAP/Title: In addition to core instruction to support standard RF.1.3 students' receiving: Title/LAP services will participate in small group instruction for 30 minutes, 4-5 times per week. Title & LAP teachers will instruct using District mandated phonics curriculum, Countdown and Blast. Learning how to differentiate vowel sounds by building background knowledge with finger stretching, word building and blending sounds. ML services will participate in small group instruction for 30 minutes, 1-2 times per week. The ML teacher will use daily routines of relevant vocabulary and language development including strategies such as linking language to visuals, use of the L1, and TPR to build foundational language skills. Students will engage in all 4 domains of reading, writing, listening, and speaking.

ACADEMIC EXCELLENCE

1st Grade Math Goal

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

By January 30, 2025, 50% of first grade tier 2 or 3 students will improve by one level on the mastery skill of adding and subtracting within 20, demonstrating fluency for addition and subtraction within 10 (1.OA.C.6) as measured by iReady assessments, Ready Math unit assessments, and exit tickets from iReady math. We will establish authentic relationships within our classroom environment, where all ideas are honored, and mistakes are expected and used as a tool for growth (MTP#4) Teachers will establish clear mathematical goals to fine-tune student learning (MTP#1) and implement tasks that promote reasoning and problem solving (MTP#2) that tie mathematical representations to real-world learning and facilitate meaningful mathematical discourse. We will pose purposeful questions and encourage productive struggle, using evidence of students' thinking to continuously adjust math instruction (MTP#5.)

CURRICULUM: the standards and units we are targeting

STANDARD: 1.OA.C Add and subtract within 20
UNIT: Unit 1 Relating Addition and Subtraction

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Teachers will provide clear examples in guided practice and implement the high yield strategies of feedback, use of manipulatives, classroom discussions and posing purposeful questions. Teachers will use whole group, partner, and small group instruction to support students in 1.OA.C.6, to ensure students are able to add and subtract within 20, demonstrating fluency for addition and subtraction within 10 through the use of proof drawings, counters, and snap cubes to solve equations, promoting reasoning and problem solving. Teachers will facilitate meaningful mathematical discourse by encouraging students to share and analyze various mathematical strategies and as a whole group, address errors in the process to deepen understanding. Classroom discussions will employ the Try-Discuss-Connect format. Teacher practices will include facilitating discussion around problem-solving with whole class instruction as well as partner turn- and-talk. Teachers will model problem-solving strategies. Students will make sense of the problem by participating in class discussions and partner turn and talk. Students will explain their strategies, using mathematical language and proof drawings. Teachers and students will monitor progress by immediate feedback on daily work, weekly quizzes, and daily exit tickets. Teachers will monitor student oral responses, watch for misconceptions on daily work and weekly quizzes.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to implementing the high yield strategies outlined in action step 1 during core instruction, students will participate in small group instruction for 10 minutes, two times per week, with a focus on 1.OA.C6 (adding and subtracting within 20, demonstrating fluency for addition and subtraction within 10.) Teachers will model and use manipulatives to deepen understanding of composing and decomposing numbers. Students will practice using white boards and manipulatives and compare and share strategies within the group. Progress will be measured by teacher observation and exit tickets.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
The 1st grade LRC teacher will provide direct instruction in small groups based on students' minutes and goals delineated in their IEPs. The LRC teacher will reteach, and review using base ten frames to add and subtract within 20, students will use pictorial representations of base ten frames and interactive math games. Teacher will implement manipulatives as a support for achieving this goal. Progress will be measured weekly by formative assessments, work samples, student demonstration and performance.

ACADEMIC EXCELLENCE

2nd Grade ELA Goal

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

There are (20) students at level 1, (26) students at level 2, and (17) students at level 3. By February 2025 (41) of the students will be at a level 1, (19) of the students at a level 2, and (3) of the students at a level 3 will improve on the Common Core Standard 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
In addition to the ELA core, students will participate in a strategy group for 15 minutes 2-3 times a week with a focus on 2.RL.7 to demonstrate understanding of character, setting and plot using a story elements graphic organizer focusing on each element during small group. Teachers, during whole group lessons, will use supportive instructional strategies from Savvas MyView such as describe and understand setting, use text evidence, describe and understand characters, ask and answer questions, describe and understand plot elements, make and confirm predictions.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Students will meet in a small group for 15 minutes 2-3 times a week with a focus on character, setting and plot using the strategies taught in whole group. Students will read a story together and use the strategies they have learned to complete the graphic organizer with beginning, middle, and end. Students will draw pictures to match their written words and be able to share within the small group. Students will have access to a rubric for self-evaluation throughout their learning.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
ML services will participate in small group instruction for 30 minutes, 3 times per week. The ML teacher will use daily routines of relevant vocabulary and language development including strategies such as linking language to visuals, building background knowledge, and TPR to build foundational language skills. Students will engage in all four domains of reading, writing, listening, and speaking. The 2nd grade LRC teacher will provide direct instruction in small groups based on students' minutes and goals delineated in their IEPs. The LRC teacher will implement book walks, picture visuals, illustrations, and story maps to elicit vocabulary and listening comprehension that will describe details in a story and identify story elements. This will support students in achieving this goal. Progress will be measured weekly by formative assessments, work samples, student demonstration and performance. LAP/Title: In addition to core instruction to support standard RL.2.7, students receiving: Title/LAP services will participate in small group instruction 5 times per week. Title & LAP teachers will instruct using District mandated phonics curriculum, Blast. Learning how to identify digraphs and word patterns by highlighting word parts.

ACADEMIC EXCELLENCE

2nd Grade Math Goal

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

Based on our iReady Math diagnostic data, we have identified 20 students in Tier 2 in the Algebra and Algebraic Thinking domain that need support and focusing on using addition and subtraction within 100 to solve one and two step word problems. By implementing 3 Number Talk strategies students will become fluent in addition and subtraction within 100. These strategies include Making Tens, Adding Up and Removal or Counting Back. We will increase student performance from 32% to 60% in the Algebra and Algebraic Thinking Domain by February 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
Students will meet in a small group 2-3 days a week for 15 minutes to focus on using strategies to solve one step word problems within 100. Students will use concrete, pictorial and abstract strategies to solve the word problems. Student will learn strategies to code the text for key information and use math talk. Students will have access to a rubric for self-evaluation throughout their learning. During whole group instruction, the teacher will teach one iReady math lesson (4-day unit) per week. At the end of each lesson, the teacher will assign an end of the lesson quiz as a progress monitoring tool. By implementing small group work and mathematical centers teachers will use whole group, partner, and small group instructions to support students in understanding standard 2.OA.A.1 to ensure that students are able to "Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem" through demonstrating the use of various addition and subtraction strategies to solve one and two step word problems. (ie. number bonds, fact families, number bar, standard algorithmic strategies.)

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Students will meet in a small group 2-3 days a week for 15 minutes to focus on counting forwards and backwards within 20 and simple addition strategies to use while adding within 20. They need more practice with mental math strategies: make a ten, counting on, doubles plus 1, counting forward to 20 and backwards from 20. Students will: Make a set of 20 objects Count forward by 1's Count backwards 20 to 0 Identify One More Identify One Less Add and subtract 1’s and 2’s from a given number 20 and under. With the game Bump-it, we will teach students to play and practice addition & subtraction skills in a small group setting as well as completing math worksheets on 2.OA.A.1 "Using addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem."

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
The 2nd grade LRC teacher will provide direct instruction in small groups based on students' minutes and goals delineated in their IEPs. The LRC teacher will introduce and review problem solving strategies, identifying important information from word problem, introduce vocabulary needed to identify subtraction and addition operations. The LRC teacher will guide and support higher level thinking skills, use interactive online activities and implement anchor charts to support achievement of this goal for all learners. Progress will be measured weekly by formative assessments, work samples, student demonstration and performance.

ACADEMIC EXCELLENCE

3rd Grade ELA Goal

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

By January 17th, 20% of students in tier 1 and tier 2 will improve by one level on the mastery scale on RL.3.3, Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of event as measured by a cold read from Savvas. The CRT practice of feedback will be used to create an inclusive & equitable environment.

CURRICULUM: the standards and units we are targeting

STANDARD: RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
UNIT: ELA Unit 1

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By implementing timely feedback in small groups, teachers will use whole group, partner and small group instruction to support students in understanding RL.3.3, describing characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events to ensure students are able to identify characters in a story, along with the traits the characters portray throughout the story. Students also need to be able to identify the motivation, which lead to their feeling or feeling through our Savvas read aloud during our whole group and small group instruction. Teacher practices will include the Reading Strategies book by Jennifer Serravallo, strategy 6.1 How is the character feeling, 6.4 Feelings Change, and 6.6 Back up Ideas About Characters with Evidence. Students will participate in whole group and small group lessons, by completing the lessons on identify characters and character traits through their motivations and feelings. Students will demonstrate their understanding through classwork, small group discussions, and CFAS with a focus on emotions and feelings of characters using the RL.3.3 one point rubric from the district website. Additionally, students will monitor their progress by comprehension checks, CFAs, and exit tickets, and feedback will be given daily in whole group, small group, and conferring. High Yield Strategies: Student Discussions & Providing Feedback:

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to the ELA core, students will participate in a strategy group for 15 minutes, 3 times a week with a focus on (RL3.3) describing characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events to ensure students are able to identify characters in a story. Teachers will use student discourse strategies such as student talk, to encourage & provide opportunities to discuss the character traits using the characters feelings and motivations in a text. Students will read passages and determine the character traits of the character in the passage. Progress will be measured by exit slips, daily feedback & brought to PLCs to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
LAP/Title: In addition to core instruction to support standard RL 3.3, will students receiving: Title/LAP services will participate in small group instruction for 30 minutes, 4-5 times per week. Title & LAP teachers instruct using District mandated phonics curriculum, Blast. Learning how to identify digraphs and word patterns by highlighting word parts and correctly marking phonemes (sounds), writing graphemes (spelling), and linking language to visuals-short and long vowels posters. ML services will participate in small group instruction for 30 minutes, 3 times per week. The ML teacher will use daily routines of relevant vocabulary and language development including strategies such as linking language to visuals, building background knowledge, and TPR to build foundational language skills. Students will engage in all 4 domains of reading, writing, listening, and speaking. LRC services for students in grade 3 will participate in small group instruction according to the minutes designated by their IEP. The LRC teacher will use daily repeated practice of concept of character traits and describing characters through leveled reading passages. The students will practice this by using various strategies including graphic organizers, storyboards and visual tools.

ACADEMIC EXCELLENCE

3rd Grade Math Goal

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

By January 17th, 2025, 20% of students in Tier 2 and 3 will improve by one tier level on the mastery scale on 3.NBT.A Use place value understanding and properties of operations to perform multidigit arithmetic. By the end of Grade 3, students should be able to subtract multi-digit numbers with regrouping fluently on CFAs, exit tickets, and Iready lessons. The CRT (culturally responsive teaching) practice of structured student discourse will be used to create an inclusive and equitable environment.

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 Think, Pair, Share, Talk Moves, and Talking Stems for Discussion, teachers will use whole group, partner and small group discussion to support students in 3.NBT.A Use place value understanding and properties of operations to perform multidigit arithmetic. By the end of Grade 3, students should be able to subtract multi-digit numbers with regrouping by using, math discourse with a peers and opportunities to practice math strategies. Students will discuss their math models using Try-Discuss-Connect routine and the use of sentence starters. Students will be taught mathematical models (base ten blocks) when solving multi-digit subtraction with regrouping. Student progress will be monitored with the use of CFAs, iReady lessons focused on subtraction that will be completed during math rotations, and unit comprehension checks by the classroom teacher biweekly.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to core instruction, students will participate in small groups five times a week for 10 minutes 3.NBT.A Use place value understanding and properties of operations to perform multidigit arithmetic to focus on a variety of strategies to deepen their understanding of subtracting multidigit numbers with regrouping. Teachers will support students in small groups with Base 10 models, algorithms, expanded form, immediate feedback and guided questions to support common misconceptions that may arise. Students will participate in small group by solving multidigit subtraction problems to demonstrate their thinking and understanding. Progress will be measured through exit slips given bi-weekly, consistent feedback and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
LRC services for students in grade 3 will participate in small group instruction according to the minutes designated by their IEP. The LRC teacher will use daily practice of finding place value in two-, three-, and four-digit numbers. The students will practice this by using various strategies including, engaging in number sense activities, problem solving games, and the frequent practice of addition, subtraction, and multiplication.

ACADEMIC EXCELLENCE

4th Grade ELA Goal

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

By January 24, 2025, 75% of students in Tier 2 or 3 will improve by meeting standard on the mastery scale on RI 4.1 as measured by MyView Savvas Cold Read assessments, progress checks and unit 1 test. The CRT practice of using High Yield Strategies and Contextual Learning will be used to create and inclusive & equitable environment.

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 feedback, purposeful questioning and student discourse; teachers will use whole group, partner and small group instruction to support students in understanding RI 4.1 to ensure students are referring to text details when explaining what the text says or drawing inferences from it by annotating text in the margins, highlighting/underlining text details and using sentence or paragraph frames to organize thoughts. Additionally, students will monitor their progress by reflecting using a one-point rubric and feedback will be given biweekly by the teacher in small reading groups.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to core instruction, identified students needing support will participate in small group instruction for 15 minutes during Literacy MTSS, twice week with a focus on (RI.4.1) to refer to the text in order to say what the text explicitly says and when drawing inferences from the text. Teachers will use strategies from the Jennifer Servallo's Reading Strategies book such as "Ask: How do I know" and "Summarize with Explanations" using Savvas Intervention Program texts and Leveled Readers. Progress will be measured by consistent feedback and formative assessments provided by the curriculum.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
ML services will participate in small group instruction for 30 minutes, 1-3 times per week. The ML teacher will use daily routines of relevant vocabulary and language development including strategies such as TPR, building background knowledge, use of the L1, and linking language to visuals to build foundational language skills. Students will engage in all 4 domains of reading, writing, listening, and speaking. LAP/Title In addition to core instruction to support standard RI 4.1, will students receiving Title/LAP services will participate in small group instruction for 30 minutes, 4-5 times per week. Title & LAP teachers instruct using District mandated phonics and vocabulary curriculum HD Word and Wordly Wise. Learning how to “flex” a vowel sound to schwa, read two and three syllable words using SyallaBoards and letter tiles, and pre-teaching vocabulary. LRC services for students in grade 4 will participate in small group instruction according to the minutes designated by their IEP. The LRC teacher will use daily repeated practice of details in the text and drawing inferences through leveled reading passages. The students will practice this by using various strategies including, graphic organizers, storyboards and visual tools.

ACADEMIC EXCELLENCE

4th Grade Math Goal

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

By Jan 24, 2024, 58% of students in Tier 2 or 3 will improve by meeting standard on the mastery scale on 4.NBT.B.4, specifically subtraction, by using manipulatives, and guided practice through teacher clarity, as measured by iReady Comprehension Checks and CFAs. The CRT practice of High Yield strategies and Contextual Learning will be used to create an inclusive and equitable environment.

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
By implementing (MTP 1) goal setting to focus learning, (MTP 4) effective discourse among students to build shared understanding of math ideas and (MTP 6) build fluency with procedures on a foundation of conceptual understanding, partner and small group instruction to support students in understanding 4.NBT.B.4 to be able to subtract multi-digit numbers using regrouping. Students will practice these skills in whole, flexible small groups and with partner by doing differentiated tasks such as iReady Flight Fluency, iReady personalized math lessons and math games. Progress will be measured by iReady Lesson 5 comprehension check, teacher CFA and unit 1 test. Additionally, students will monitor their progress by reflecting on their personal math goals and using a one-point rubric and feedback will be given monthly by the teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to core instruction, students will participate in small group instruction for 15 minutes, once a week with a focus on 4.NBT.B.4 to subtract multi-digit numbers to help prepare students. Teachers will provide modeling and scaffolded support. Students will use graphic organizers that organize their numbers to show how they are ungrouping and regrouping when subtracting, partner talk using discussion starters to analyze their partner's work. Progress will be measured using Tier 1 assessments and one problem exit tickets at the end of each small group. Assessment data will be brought to the PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
LRC services for students in grade 4 will participate in small group instruction according to the minutes designated by their IEP. The LRC teacher will use daily practice of finding place value in two-, three-, and four-digit numbers. The students will practice this by using various strategies including, engaging in number sense activities, problem solving games, and the frequent practice of addition, subtraction, and multiplication.

ACADEMIC EXCELLENCE

5th Grade ELA Goal

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

By Jan. 24, 2025, 75% of students in Tier 2 or 3 will improve by meeting standard on the mastery scale on RI 5.1 as measured by MyView Savvas Cold Read assessments, progress checks and unit 1 test. The CRT practice of High Yield Strategies and Contextual Learning will be used to create an inclusive & equitable environment.

CURRICULUM: the standards and units we are targeting

STANDARD: RI.5.1 Quote accurately from 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 feedback, purposeful questioning and student discourse; teachers will use whole group, partner and small group instruction to support students in understanding RI 5.1 to ensure students are referring to text details when explaining what the text says or drawing inferences from it by annotating text in the margins, highlighting/underlining text details and using sentence or paragraph frames to organize thoughts. Additionally, students will monitor their progress by reflecting using a one-point rubric and feedback will be given biweekly by the teacher in small reading groups.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to core instruction, identified students needing support will participate in small group instruction for 15 minutes during Literacy MTSS, twice week with a focus on (RI.5.1) to quote text to say what the text explicitly says and when drawing inferences from the text. Teachers will teach students strategies from the Jennifer Servallo's Reading Strategies book such as "Summarize with Explanations" and "Ask: How Do I know" using Savvas Intervention texts and leveled readers. Progress will be measured by consistent feedback and common formative assessments provided by the curriculum.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
LAP/Title In addition to core instruction to support standard RI 5.1, will students receiving Title/LAP services will participate in small group instruction for 30 minutes, 4-5 times per week. Title & LAP teachers instruct using District mandated phonics and vocabulary curriculum HD Word and Wordly Wise. Learning how to “flex” a vowel sound to schwa, read two and three syllable words using SyallaBoards and letter tiles, and pre-teaching vocabulary. ML services will participate in small group instruction for 30 minutes, 1-3 times per week. The ML teacher will use daily routines of relevant vocabulary and language development including strategies such as TPR, linking language to visuals, use of the L1, and building background knowledge to build foundational language skills. Students will engage in all 4 domains of reading, writing, listening, and speaking. LRC services for students in grade 5 will participate in small group instruction according to the minutes designated by their IEP. The LRC teacher will use daily repeated practice of using accurate text when drawing inferences through leveled reading passages. The students will practice this by using various strategies including, graphic organizers, storyboards and visual tools.

ACADEMIC EXCELLENCE

5th Grade Math Goal

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

By implementing the use of math manipulatives, visual aids and models, daily computational fluency practice, small group instruction and ongoing formative assessments, we will increase from 8% to 75% of students in fifth grade able to relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume (5.MD.C.5)

CURRICULUM: the standards and units we are targeting

STANDARD: 5.MD.C Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition
UNIT: Unit 1 Whole Number Operations: Volume, Multiplication, and Division

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By implementing high quality instruction through the use of base 10 blocks/ connecting cubes and grid paper, the Try Discuss Connect routine to make sense of problems and persevere in solving them, whole class, team and partner discussion to construct viable arguments and critique the reasoning of others, and additional tools such as the Frayer Model vocabulary graphic organizer, and visual models of rectangular prisms to be used strategically and with precision to support students in understanding 5.MD.C.5 through using and connecting mathematical representations (SMP #3) and building procedural fluency from conceptual understanding (SMP #6.) Students will use the above stated manipulatives, visual representations and the mathematical formula V=LXWXH to support their understanding of 5.MD.C.5. Progress monitoring will be tracked through exit tickets and continuing CFAs. Students will monitor their progress by reflecting on their personal math goals using a one point rubric.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Teachers will meet with students not meeting standard in 5.MD.C.5 beyond the core for 15 minutes, 3 times a week, using exit tickets to create fluid small groups and monitor understanding. Teachers will support and scaffold small group instruction using connecting cubes, base 10 cubes, grid paper conferencing, Frayer Model vocabulary graphic organizers, guided practice and modeling via I Do-We Do-You Do. Students will self-assess their progress both in iReady self-paced lessons and regular Comprehension Checks. Mathematical Teaching Practices: #7 Support productive struggle in learning mathematics

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
LRC services for students in grade 5 will participate in small group instruction according to the minutes designated by their IEP. The LRC teacher will use daily practice of addition, subtraction, multiplication, and division. The students will practice this by using various strategies including, the use of manipulatives, problem-solving tasks, and practicing math vocabulary.

ACADEMIC EXCELLENCE

Behavior Goal

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

Fawcett strives to ensure that 99% of our students have behaviors that do not result in suspension or expulsion in the 2024-25 school year. To minimize exclusion and to promote pro-social behavior change, Fawcett continues to implement a proactive behavior and SEL system aligned with Restorative Practices. This involves working with students to repair harm done and consequences that are directly tied to the behaviors resulting in referrals and/or exclusionary action. Staff will continue to focus on building foundational SEL skills through a "First Few Weeks of SEL" document. Interventions will include whole school commitment to Zones lessons, Triggers, Size of the Problem, Expected and Unexpected Behaviors, and Recognizing Emotions followed by affective statement lessons and GAT lessons on Big Emotions. In addition, we will utilize lunch bunch groups with the counselor or individualized behavior intervention plans (such as Check/Connect/Expect, student jobs, etc.). We have several support staff during unstructured times (i.e. recess and lunch) to provide in-the moment social-emotional skill-building (i.e. role-playing, reteaching, etc.). We have revisited our Restorative Response Chart with all staff.

Root Cause Analysis

Through our CCDEI work, we are acknowledging the cultural wealth that our students and families bring to our school community. We are increasing family participation through engagement activities such as family nights and PTA sponsored activities. In addition, we are honing in on the Engagement domains within CEL-5D to ensure our engagement and participation techniques support all students. We are tightening up our core instruction for all students through high-yield instructional strategies.

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION
Our action steps for all staff include our SEL/TWCI collective efficacy commitments found in the blue tier on our Restorative Response Chart. This includes our common language and SEL/TWCI collective efficacy commitments.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
All staff will utilize the Restorative Response Chart and corresponding documents when responding to unwanted/unproductive behaviors (i.e. options to repair the harm, restorative justice visuals, reflection sheets, etc.). This entails implementing Tier 1 supports with fidelity, ensuring our TWCI/SEL collective efficacy commitments are in place, accessing intervention plans for Tier 2 behaviors (i.e. Falcon I team/meetings), and implementing Restorative Conferences and/or Conversations when Tier 3 behavior occurs. Baseline data shows that students who are in the Special Education Program, as well as male students, make up a majority of our behavior incidents. Our TWCI Team will keep the identified student groups at the forefront of data analysis and action steps, to work toward creating interventions as referrals increase, in hopes of preventing exclusions.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Affective statement lessons will be taught in all classrooms so that all students will have common language. GAT lessons focusing on coping skills, conflict resolution, and size of the problem will be taught to help students with skills and strategies to deal with big emotions and conflict. Zones, Size of the Problem, Expected and Unexpected Behaviors, Triggers/Tools, and Recognizing Emotions will an initial focus due to the high number of new students.

ACADEMIC EXCELLENCE

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

ACADEMIC EXCELLENCE

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. 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 to be used to impact the learning goal of steady beat are individualized games that provided opportunities for students to show individual growth with the goal, and songs that demonstrate the beat that directly tie to the goal that can be sung anywhere, not just in the music classroom. These strategies will be 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 on 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.

ACADEMIC EXCELLENCE

PE Goal

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

S – By January 30th, 2025 80% of 1st grade students will meet standard. M - A holistic underhand throw rubric (teacher observation), whole-classroom activities (teacher and peer observation), and self-assessment (partner activities with a written and visual/picture assessment) for students to identify and demonstrate skill). A – Use bean bag tag, catch it keep it, move the pin, and bowling unit to provide individual, peer, and whole classroom feedback. R – Every 1st grade student will show growth in their understanding of the standard 1 and PE1.6.1a, PE1.6b on the holistic underhand throw rubric. T – October 1st, 2024 to January 30, 2025 I – Differentiated instruction to engage students in underhand throw per individual needs. E – whole group and partner instruction, and OT/PT collaboration based on student centered strategies.

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 model and demonstrate an underhand throw before and during each lesson, provide the rubric with cues to be successful in written and visual/picture form on smart screen for students to refer to throughout class, and peer coaching with students meeting the standard for underhand throw with students approaching the standard. Whole group instruction will consist of: Bean bag tag, catch it keep it, move the pin, sink the ship, and bowling. Students will execute underhand throw during whole group and partner activities. I will provide constructive feedback throughout active game play.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
During partner/peer instruction, I will reteach the skill. I will provide underhand throw cue cards with visual and written step-by-step cues for students. Partner/Peer instruction will consist of partners taking turns to coach one another during bean bag tag, catch it keep it, move the pin, and bowling. I will pull students aside for further instruction with skill technique with underhand throw cues during peer coaching.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Students who receive LRC services for social and emotional learning will work with support staff to meet their IEP goals to support their involvement in PE class with underhand throw unit. Support involves self-regulation tools, breaks when needed, and repeated instruction verbally and visually (smartboard with cues and teacher modeling) of activities. I will provide underhand throw visuals and teacher modeling during peer coaching instruction. I will provide headphones to reduce the noise overstimulation for students with sensory needs. I will provide additional time for transitions, making students aware of how much time they have left before clean up, line up, etc.

ACADEMIC EXCELLENCE

Kindergarten ELA Goal

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

By implementing a variety of supportive instructional strategies, such as direct and explicit instruction, scaffolding, concept mapping, sound sorts, and repeated practice, small groupings, MTSS flex time, we will increase from 50% of kindergartners meeting expectations to 70% of all Kindergarten students meeting the expectation of knowing 26 or more letter sounds, by January 30th as measured by monthly progress monitoring (letter sound CFA, individually assessed by their classroom teacher). The CRT practices of knowing our individual students' identities, making personal connections to learning, and using relevant and representative visuals will be used to create an inclusive and equitable environment.

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
By implementing direct and explicit instruction, visual representations, and letter-sound songs teachers will use whole group instruction during the core ELA instruction 5x a week, utilizing the My view literacy curriculum to support all kindergarten students' understanding of letter-sound correspondence. (RFK3) Alphabet tubs, picture cards, letter tiles, sound sorts, letter circle charts, letter flashcards. (resources from MyView)

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to the daily ELA core instruction, students will participate in a strategy/small group for 10 minutes, 5 times a week with a focus on the foundational phonics skill- letter/sound correspondence (K.RF.3- priority standard K.RF.4) to accurately produce the sounds for a given letter. Teacher practices will include repeated exposure through utilizing many activities listed in tier 1, environmental print, minimal pairs, modeling, the use of visual images, hands-on practice, and connections to environmental print, picture/sound sorts, puzzles, etc. to engage students.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
The kindergarten grade LRC teacher will provide direct instruction in small groups based on students' minutes and goals delineated in their IEPs. The LRC teacher will incorporate letter sound recognition, phonemic segmentation, identifying beginning, middle and ending sound and to increase students' reading fluency and accuracy. This will support students in achieving this goal. Progress will be measured weekly by formative assessments, work samples, student demonstration and performance. LAP/Title: In addition to core instruction RF.K.3, students receiving: Title/LAP services will participate in small group instruction for 25 minutes, 4-5 times per week. Title & LAP teachers will instruct using District mandated phonics curriculum, Countdown. Learning how to differentiate vowel sounds by building background knowledge with finger stretching, word building and blending sounds. ML services will participate in small group instruction for 30 minutes, 1-2 times per week. The ML teacher will use daily routines of relevant vocabulary and language development including strategies such as linking language to visuals, use of the L1, and TPR to develop foundational language skills to support retelling with key details. Students will engage in all 4 domains of reading, writing, listening, and speaking.

ACADEMIC EXCELLENCE

Kindergarten Math Goal

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

By implementing a variety of supportive instructional strategies, such as number talks, using the number line, repetition of hands-on practice, and integrating number sense into routines throughout the day, we will increase from 32% of kindergartners meeting expectations to 65% of all Kindergarten students meeting the expectation of counting 20 objects accurately by January, as measured by monthly progress monitoring (1:1 correspondence CFA, individually assessed by their classroom teacher). The CRT practices of allowing students to make sense of their learning using their own words and thoughts and using a variety of relevant visuals and manipulatives will be used to create an inclusive and equitable environment.

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
By implementing direct and explicit instruction, visual representations, and interactive number talks (during the 60-minutes/day of core instruction, 5 days/week), teachers will use whole group, small group, and partner instruction of Ready Math to support all kindergarten students' understanding of 1:1 correspondence (K.CC.B.4) by eliciting and using evidence of student thinking (MTP 8), to ensure students are able to accurately count 20 objects through hands-on learning as they engage in SMP 4 (modeling with math), 5 (using tools strategically), and 6 (attending to precision). This will be accomplished through nonlinguistic representations (for example, using counters to show quantity), identifying similarities and differences (for example using a venn diagram), utilizing sentence stems and questioning during partner talk (for example- what number comes after ____ , how do you know? Can you show me another way?)

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to the daily Math core instruction, students will participate in a strategy/small group for 10 minutes, 3 times a week with a focus on (K.CC.B.4) to accurately count groups of objects to 20. Teacher practices will include the use of visual images, hands-on practice, and connections to real world scenarios to engage students. Students will manipulate a variety of math tools to demonstrate understanding of 1:1 correspondence and engage in show and tell concepts. Progress will be measured by exit slips 3x/week, consistent feedback, and brought to PLC+ meetings to inform instructional moves. For students who are unable to count groups of objects to 10 we will utilize visual representations, modeling, comparing, analyzing miscues, repetition, picture representations, matching, using 10 frames, and modifications.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
The Kindergarten LRC teacher will provide direct instruction in small groups based on students' minutes and goals delineated in their IEPs. The LRC teacher will reteach number identification, one to one correspondence and number values, students will use pictorial representations of numbers and their corresponding value to address cardinality and number sense skills. Teacher will implement manipulatives, online interactive games and songs to support achieving this goal. Progress will be measured weekly by formative assessments, work samples, student demonstration and performance.

ACADEMIC EXCELLENCE

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 95% positive rating on the selected Climate Survey item.

By January 2025, 95% of staff will be willing to talk about problems and how to solve them.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT
By implementing staff connections through regular check-ins at meetings and Wellness Wednesdays, staff will demonstrate the ability to "call each other in" as problems and conflicts arise in the building. Staff will also be part of the Equity Question of the month to help build understanding. Staff will also be able to complete the Asynchronous Activity for Courageous Conversations.

ACADEMIC EXCELLENCE

Student Goal

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

Fawcett strives to ensure that 99% of our students have behaviors that do not result in suspension or expulsion in the 2024-25 school year. To minimize exclusion and to promote pro-social behavior change, Fawcett continues to implement a proactive behavior system aligned with Restorative Practices. This involves working with students to repair harm done and consequences that are directly tied to the behaviors resulting in referrals and/or exclusionary action. With new students continuing to enroll at Fawcett, as well as new staff, we will focus on building foundational SEL skills. Interventions will include whole school commitment to Zones lessons, Triggers, Size of the Problem, Expected and Unexpected Behaviors, and Recognizing Emotions followed by affective statement lessons and GAT lessons on Big Emotions. In addition, we will utilize lunch bunch groups with the counselor or individualized behavior intervention plans (such as Check/Connect/Expect, student jobs, etc). We have several support staff during unstructured times (i.e. recess and lunch) to provide in-the-moment social-emotional skill-building (i.e. role-playing, reteaching, etc.). We have a plethora of available SEL, TWCI, GAT, Zones, and mindfulness resources available on our Team Fawcett Teams page for all staff.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

We are restructuring our TWCI Team this year based on staff input. The team will meet monthly to review, compile, and create action steps around building referral, exclusion, and attendance data. Data will be used to examine our SEL curriculum & discuss how we might use it to mitigate the needs presented in the data (ex: which components of GAT and/or Zones might be needed to supplement an area of SEL need in the upcoming month & how can we ensure teachers are able to address these needs, as well as PD needs). The team will use data to review & revise tier 1 systems we have in place and to talk through upcoming assemblies & how SEL might be infused within them. All three committees meet altogether once per trimester to check-in and review our processes. The committee will continue to focus on ways to monitor and support building relationship skills using SEL instruction and practices. Our Master Schedule designates a 30-minute SEL Morning Meeting 4 days/week & 40 minutes for the weekly GAT lesson on Wednesdays. Additional morning meeting resources were provided.