



Continuous Achievement Process & Plan

2025 Quarter 1

We, at Lister Elementary School, are committed to creating a welcoming and safe learning environment for all students each and every day by doing better and being better in planning, classroom setup, instructional delivery and professional responsibilities and development. We are responsible for growing future leaders of our community, which means each day we will give our very best to the young minds and hearts of our school and partner with families to know the whole child inside and out.

Our Vision

Our vision is to make a positive impact in the lives of students, so they achieve their highest academic and social potential in their educational journey and beyond.

Our Mission

Our mission is to build community and foster healthy relationships through social emotional learning and restorative practices. With this foundation we provide engaging, rigorous standards-based instruction. We are committed to every student every day as we strive for justice in our society.

1st Grade ELA Goal

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

Using ELA CFA, we've identified 42 students unable to use illustrations and details in a text to describe its key ideas. By implementing graphic organizers, nonlinguistic representations, and opportunities for student discourse, we will increase proficiency from 0% to 50% in first grade, including 50% of students federally identified as Hispanic.

CURRICULUM: the standards and units we are targeting

STANDARD: RI.1.7 Use the illustrations and details in a text to describe its key ideas.

UNIT: ELA Unit 2

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing graphic organizers, nonlinguistic representations, and opportunities for student discourse, teachers will use whole group and small group instruction to support in understanding RI.1.7 to ensure students are able to use illustrations and details in a text to describe the key ideas through reading independently at student level or listening to and watching grade-level text read aloud and filling out graphic organizers with a focus of describing most of the key ideas within a text. Additionally, students will monitor their progress by teacher-related CFA and feedback will be given bi-monthly by teachers during whole group instruction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 30 minutes, 1 time per week with a focus on RI.1.7. Teachers will use scaffolding, modeling, and graphic organizers to engage in high-quality texts. Students will use photographs, graphics, and words in texts to identify and describe the key details. Progress will be measured by teacher-created CFA and discussed at PLC meetings to inform instructional next steps.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving LRC, ML, LAP, and Title I services will participate in small group instruction for 25 minutes, 4-5 times a week to focus on foundational skills supporting the standard listed above. Support teachers will provide phonics, phonemic awareness and fluency instruction using Countdown, Blast and HD Word. ML teachers will support students' academic language and background knowledge for core curriculum. LRC teachers will provide phonics instruction using the Sondag curriculum. Students will engage in activities listed above. Progress will be measured by formative and summative assessments such as WIDA, Diagnostic Decoding Surveys, DIBELS reading fluency passages and brought to PLC meetings to inform classroom teachers of progress.

1st Grade Math Goal

Achieve a 52% pass rate for the selected standard by the end of the quarter.

Using Math CFA, we've identified 42 students who are unable to fluently add and subtract within 10. By implementing non-linguistic representations, scaffolds, and math games/centers we will increase proficiency from 2% to 52% in first grade, including 50% of students who are federally identified as two or more races.

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

By implementing Try, Discuss, Connect, math talks around non-linguistic representations, and use of manipulatives during core lessons in whole group, small group, partner work students will receive support in understanding 1.OA.C.6 add and subtract within 20 demonstrating fluency for addition and subtraction within 10, using addition strategies and mental additions strategies to add and subtract fluently within 10. Students will be able to tell strategies they used, as well as complete 15 plus addition or subtraction problems within 2 minutes. Classroom teachers will monitor progress through observation during class activities and discussions. Classroom teachers will complete timings once per month. Feedback will be given to students by classroom teachers after timings, indicating growth and increase in number of problems completed by the student. Students that are developmentally ready for mental strategies and counting on will practice those strategies. Students who need more concrete support will use manipulatives or other tools such as a number path to increase skill in addition and subtraction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small-group instruction for ten minutes 4 times a week, with a focus on addition and subtraction strategies. Students will select a strategy to use to complete addition and subtraction problems accurately. Students will be measured by the CFA's and comprehension checks used and discussed at PLC meetings to inform instructional next steps.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, Tier 3 students with a Pre-Kindergarten iReady score that are not receiving LRC services will receive small-group instruction for ten minutes 2 times per week on foundational skills for the standard above.

2nd Grade ELA Goal

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

Using a common assessment based on a SAVVAS grade level text, we've identified 47 students who are unable to consistently identify characters, setting, or plot based on print in a given text. By implementing the Savvas curriculum, Lister discussion signs, summarizing, rubrics, and student discourse, we will increase proficiency from 25% to 70% in second grade, including 50% of students who identified as multi-language learners. By focusing on RL.2.7 our grade level will move 20 students out of the below or approaching to meeting standard according to the Savvas rubrics by January 2025.

CURRICULUM: the standards and units we are targeting

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

UNIT: ELA Unit 2

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing graphic organizers, teachers will use whole group, partner, and small group instruction to support students in understanding RL.2.7 to ensure students are able to accurately and consistently identify characters, setting, and plot in a given text. Additionally, students will monitor their progress by conferring, self-reflection, and feedback will be given weekly by the teacher during reading core instruction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes, 2 times a week with a focus on RL.2.7. Teachers will model, students will complete graphic organizers using words or pictures. Progress will be measured by exit tasks and post unit assessment and discussed at PLC meetings to inform instructional next steps.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving LRC services will participate in small group instruction for 25 minutes, 4-5 times a week to focus on foundational skills to support the standard listed above. Support teachers will work on phonemic awareness, phonics, fluency, and vocabulary. Students will engage in work listed above. Progress will be measured by formative and summative assessments and brought to PLC meetings to inform classroom teachers of progress.

2nd Grade Math Goal

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

Using Ready Math Lesson 3 pre-assessment, we've identified 61 students who are unable to solve one-step addition and subtraction problems. By implementing Try, Discuss, Connect and Lister Discussion signs and stems, we will increase the number of students proficient from 2 to 38 in grade 2, including 50% of students who identified as Multi-language Learners. By focusing on 2.OA.A.1 our grade level will move 36 students out of the below or approaching to meeting standard according to the Ready Math rubrics by January 2025.

CURRICULUM: the standards and units we are targeting

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

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

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Try, Discuss, Connect and Lister Discussion sign stems, teachers will use whole group, partner, and small group instruction to support students in understanding 2.OA.A.1 to ensure students are able to add and subtract in one-step word problems with a focus on showing work and checking for accuracy. Additionally, students will monitor their progress by exit tickets and feedback from the teacher will be given during daily partner talk time.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 5-10 minutes, 2 times a week with a focus on 2.OA.A.1. Teachers will use the try, discuss, connect strategies to encourage and provide opportunities for discussing strategies for solving one-step addition and subtraction word problems within 20.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving LRC services will participate in small group instruction for 25 minutes, 4-5 times a week to focus on foundational skills to support the standard listed above; classroom teachers will work with students who are two or more years below grade level to work on foundational skills that support number sense activities, spiral math practice, iReady lessons, and word problem strategies (PAWS). Students will engage in work listed above. Progress will be measured by formative and summative assessments and brought to PLC meetings to inform classroom teachers of progress.

3rd Grade ELA Goal

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

Using MyView benchmark literary assessment, we've identified % of students who are unable to describe characters. By implementing direct instruction, targeted small group, and independent practice, we will increase proficiency from % to % in 3rd grade, including % of multilingual students. By focusing on R.L. 3.3 our grade level will move 10 students out of below to approaching standard according to a common formative assessment by January 2025.

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 direct instruction, scaffolding and chunking of instruction and tasks, teachers will use whole group, partner, and small group instruction to support students in understanding R.L.3.3 to ensure students are able to describe characters in a story. Additionally, students will monitor their progress by exit tickets and self-reflections and feedback will be given by the classroom teacher weekly.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In Addition to core instruction, students will participate in small group instruction for 15 minutes, 2 times a week with a focus on R.L.3.3. Teachers will commit to working with students identified as needing tier 2, Students will be informed of their progress and work towards mastery of standard. Progress will be measured by weekly CFAs and discussed at PLC meetings to inform instructional next steps.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

3rd Grade Math Goal

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

Using a 3rd grade team developed CFA, we've identified 96% of students who are unable to add and subtract three-digit numbers with and without regrouping. By implementing small group instruction, one-to-one teacher support, use of manipulatives, and math games we will increase proficiency from 5% to 30% in 3rd grade, including 10% of multilingual learners. By focusing on NBT.A.2 our grade level will move 25% of students out of below standard to meeting standard according to 3rd grade team developed rubric by January 2025.

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 modeling, chunking of instruction, and math tools and manipulatives, teachers will use whole group, partner, and small group instruction to support students in understanding NBT.A.2 to ensure students are able to fluently add and subtract within 1000 through teacher-made formative and summative assessments with a focus on understanding of the relationship between addition and subtraction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students identified as needing tier 2 instruction will participate in small group instruction for 15 minutes, 2 times a week with a focus on NBT.A.2. Teachers will commit to working with students identified as needing tier 2, Students will be informed of their progress and work towards mastery of standard. Progress will be measured by bi-monthly CFAs and discussed at PLC meetings to inform instructional next steps.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

4th Grade ELA Goal

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

Using iReady diagnostic and Savvas assessments, we've identified 42/49 students who are unable to determine the main idea of an informational text and use evidence from the text to support their explanation. By implementing modeling, scaffolding, and note taking strategies, we will increase proficiency from 14% to 34% in 4th grade, including 75% of non-white racial demographic group with high need. By focusing on RI.4., our grade level will move 20 students out of 28 (below to approaching) and 10 out of 14 student (approaching to on standard) according to reading RI.4.1 rubric by June 2022.

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 sentence stems, graphic organizers, facilitating discussion and progress monitoring strategies during ELA whole group instruction and jigsaw, cold reads with comprehension questions, summarizing activities, and progress monitoring strategies during flexible small group instruction, students will build understanding in RI.4.1. By leveraging practice assignments, feedback, and discussions, students will demonstrate growth as measured by Savvas Unit assessment and iReady Reading Diagnostic.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing (List high-impact flexible small group instructional strategies) during our double dose small group instruction, students will build understanding in RI.4.1. By leveraging practice assignments, feedback, class discussion, students will demonstrate growth as measured by Savvas Quick Checks, Cold Read fluency passages with comprehension questions, and iReady Reading Diagnostic.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

By implementing (List high-impact flexible small group instructional strategies) during intervention services and individual support, students will build understanding in RI.4.1. By leveraging practice assignments, feedback, class discussion, students will demonstrate growth as measured by Savvas Quick Checks, Cold Read fluency passages with comprehension questions, and iReady Reading Diagnostic.

4th Grade Math Goal

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

There are 20/49 students at level 1 (Tier 3), 22/49 students at level 2 (Tier 2), and 7/49 students at level 3. By 01/30/2025, 14 of the students at a level 1, 15 of the students at a level 2, and 5 of the students at a level 3 will improve by 1 level on the (List Rubric) on 4.OA.A.3 as measured by iReady Diagnostic. The Culturally Responsive and Relevant Teaching practices of (List the CRRT practices) will be used to create inclusive and equitable practices.

CURRICULUM: the standards and units we are targeting

STANDARD: 4.OA.A Use the four operations with whole numbers to solve problems

UNIT: Unit 2 Operations: Multiplication, Division, and Algebraic Thinking

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Gradual Release of Responsibility model (I do-we do-you do model), think-pair-share discussion strategies, and manipulatives during core Math whole group instruction and student choice, specific skill focus group discussion, and GRR modeling during flexible small group instruction, students will build understanding in 4.OA.A.3 standard. By leveraging practice assignments, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured by Lesson quizzes, Unit assessments, and iReady Winter Diagnostic.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing goal-setting, flexible grouping, learning centers, and specific skill focus group discussions and practice during our double dose small group instruction, students will build understanding in 4.OA.A.3. By leveraging practice assignments, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured by lesson quizzes, quick check assessments, unit assessments, and iReady diagnostic.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Reinforcing learning by providing extra practice related to target skill, one-on-one check in assessment, quick check in assessments

5th Grade ELA Goal

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

Using iready scores, we've identified 14 ML students who are unable to explain the text and make inferences with the information given. By implementing reading groups, tier 1 supports, scaffolding of reading lessons with graphic organizers, we will increase proficiency from 0 to 10 in 5th grade, including 70% of ML. By focusing on RI.5.1 our grade level will move 10 students out of below standard according to iready and Savvas tests by February 2025.



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 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing graphic organizers, note taking strategies and feedback in the moment, teachers will use whole group, partner, and small group instruction to support students in understanding how to accurately quote from the text to ensure students are able to explain what the text says and draw inferences from the text through writing tasks, iready tests and Savvas lessons with a focus on using direct quotes and explaining how it connects to their comprehension of the text. Additionally, students will monitor their progress self/teacher feedback with rubrics and feedback will be given by peers, teacher and self after each assignment.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In Addition to core instruction, students will participate in small group instruction for 30 minutes, 2 2 times a week with a focus on RI.5.1. Teachers will use student discourse strategies such as student talk, to encourage and provide opportunities to discuss comprehension of the text and text questions. Students will read passages and identify appropriate quotes from the text that support their comprehension of the text and help them make inferences. Progress will be measured by weekly quizzes qualitative data from tier 1/2 instruction and discussed at PLC meetings to inform instructional next steps.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, Students receiving ML services will participate in small group instruction for 30 minutes, 5 times a week to focus on RI.5.1. Support teachers will use student discourse strategies such as student talk, to encourage and provide opportunities to discuss comprehension of the text and text questions. Students will read passages and identify appropriate quotes from the text that support their comprehension of the text and help them make inferences. Progress will be measured by weekly quizzes qualitative data from tier 1/2 instruction and discussed at PLC meetings to inform instructional next steps.

5th Grade Math Goal

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

Using iReady assessment and instruction, we've identified 12 students who are unable to perform operations with multi-digit whole numbers and with decimals to hundredths. By implementing math vocabulary instruction, exit tickets connected to small group learning, and access to math resources, we will increase proficiency from 0 to 9 in 5th grade, including 75% of ML Students. By focusing on 5.NBT.B perform operations with multi-digit whole numbers and with decimals to hundredths. Our grade level will move 9 students out of below grade level standard according to iReady assessments by February, 2025.



CURRICULUM: the standards and units we are targeting

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

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



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By Implementing math vocabulary instruction, exit tickets connected to small group learning, and access to math resources, teachers will use whole group, partner, and small group instruction to support students in understanding how to perform operations with multi-digit whole numbers and with decimals to hundredths, to ensure students are able to are able to successfully solve operations through exit tickets, formative assessments, and Tier 1 classwork, with a focus on use of successful strategies. Additionally, students will monitor their progress by in the moment feedback and specific lessons assigned on iReady and feedback will be given every day by teacher and peers during whole-group and small-group instruction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15 minutes, 2 times a week with a focus on 5.NBT.B perform operations with multi-digit whole numbers and with decimals to hundredths. Teachers will model strategies and vocabulary use, Students will collaborate with peers and be able to share their thinking. Progress will be measured by exit tickets and formative assessments and discussed at PLC meetings to inform instructional next steps.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

n/a

Behavior Goal

Ensure 66% of students have behaviors NOT resulting in suspension or expulsion.

By the end of the 2024-2025 school year, we will decrease exclusionary incidents by 10% from 74 to 66.

Root Cause Analysis

Staff engages in data meetings reviewing counselor needs assessment given school wide. Small groups are formed based on students who demonstrate highest need and run by the counselor for 6-8 weeks. In class social emotional lessons based on CASEL competencies, Zones of regulation and social justice lessons, are delivered to remaining students.

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

To decrease exclusionary incidents by 10% from 74 in 2024 to 66 in 2025.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Dedicated 30 minutes of morning SEL time in the classroom using GAT curriculum or zones of regulation which should lead to student use of common language throughout the building taught through daily lessons, reinforced by TIER 1 signage of expectations.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Time dedicated during monthly PD to review classroom behavior management strategies, behavior referrals and data from the student success team. PBIS School Wide Behavior expectations including reinforcements through Roar ticket system and monthly assemblies celebrating students demonstrating the Lion Pride Characteristic of the month.

Music Goal

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

By December 2024, 80% of the class will transition to play on time with rhythm sticks with little to no teacher prompts as measured by in class performance assessments.



CURRICULUM: the standards and units we are targeting

STANDARD: Music 6 Perform- Convey Meaning through the presentation of artistic work

UNIT: Music - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Students learned the basics of rhythm of a song by learning to line dance. Then students learned how to use rhythm sticks in connection with a song. Each student is assigned a part of a song to perform using rhythm sticks.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teacher guided practice with voice examples and rhythm stick examples.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Individual practice with teacher and student demonstration.

PE Goal

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

There are currently 47% of 4th grade students in Mr. Felix's class meeting standard 1.9.4a. By January 30th, 2025, the percent of students meeting the standard will increase to 85% 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 ELL students I will provide pictures and videos to demonstrate the skills and appropriate steps to performing it. For children with sensory needs, I will provide headphones to reduce the noise overstimulation in PE. For ADD/ADHD students I will provide a listening space during instruction where they can move and fidget without disrupting class.

Kindergarten ELA Goal

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

Using TPS report card rubric for RL.K.1 we've identified 27 students who are unable to ask and answer questions about key details in a text. By implementing close reading, modelling, think a loud, graphic organizers, nonlinguistic representations, previewing, predicting, sentence stems, question stems, and creating own stories through illustrations, we will increase proficiency from 30.7% to 70% in Kindergarten, including 93% of students of color. By focusing on RL.K.1 our grade level will move 12 students out of 36 according to the TPS report card rubric for RL.K.1 by February 2023

CURRICULUM: the standards and units we are targeting

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

UNIT: ELA Unit 1

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing close reading, graphic organizers, and previewing/predicting, teachers, will use whole group, partner, and small group instruction to support students in understanding RI.K.1 to ensure students are able to ask and answer questions about key details in a text through anchor charts, sequencing events, and retelling stories using drawings or verbal retelling with a focus on the five W's (who, what, when, where, and why) when asking and answering questions about a text. Additionally students will monitor their progress by reviewing their student friendly rubric/checklist and feedback will be given by classroom teacher every three weeks.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small instruction for 20 minutes, 5 times as week with a focus on RI.K.1. Teachers will support creating stories with illustrations, model and support previewing and retelling books before, during and after reading. Students will engage in active listening, ordering events, using sentence and question stems, and find evidence in text to support elements of a story. Progress will be measured by student friendly rubric/checklist and discussed at PLC meetings to inform instructional next steps.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will engage in activities listed above. Progress will be measured by monthly formative and summative assessments such as WIDA and brought to PLC meetings to inform classroom teachers of progress.

Kindergarten Math Goal

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

Using the Kindergarten grade-level data for 1:1 correspondence to 20, we've identified 10 out of 39 students who are unable to count with cardinality up to 20. By implementing small group, 1:1 conferencing, goal-setting, non-linguistic representations, modeling, repetition, and use of native languages, we will increase proficiency from 29 to 33 students in Kindergarten, which is 74% to 85%, including 100% students of color. By focusing on K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality, our grade level will move 6 out of 39 students below to on standard according to the rubric: Rubric: Tier 3: 0-6, Tier 2: 7-14, Tier 1: 15+ by February 2025.



CURRICULUM: the standards and units we are targeting

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

UNIT: Unit 5 Numbers to 100



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing non-linguistic representations, modeling, and repetition, teachers will use whole, partner, and small-group instruction to support students in understanding K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality to ensure students are able to count 20 using 1:1 correspondence with a focus on the touching and counting each item to 20. Additionally, students will monitor their progress by reviewing individual goal-setting data and feedback will be given once a month by the classroom teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small-group instruction for 10 minutes, 4 times a week with a focus on K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality to ensure students are able to count 20 using 1:1 correspondence with a focus on the touching and counting each item to 20. Teachers will model and gradually release for students to practice till fluency. Progress will be by monthly data assessments and discussed at PLC meetings to inform instructional next steps.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving EL, and participate in small group instruction for 20 minutes, 5 times a week to focus on foundational skills to support the standard listed above. Support teachers will work on number sense activities, iReady games, word problem strategies (PAWS). Students will engage in work listed above. Progress will be measured by formative and summative assessments and brought to PLC meetings to inform classroom teachers of progress.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 40% positive rating on the selected Climate Survey item.

By the end of the 2024-2025 school year, 40% of staff will say when there is a problem in my school, we talk about how to solve it. According to Spring 2025 staff Climate Survey data.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Staff circles during staff meetings to address issues that come up throughout the month. Staff celebrations throughout the year which include school community events, food provided at select staff meetings.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 77% positive rating on the selected Climate Survey item.

By the end of the 2024-2025 school year, 77% of students will report enjoying coming to school. Based on spring 2025 student climate survey data.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Monthly assemblies celebrating students demonstrating the Lion Pride Characteristic of the month. Roar ticket prize drawings each week.

Restorative circles to resolve conflict and encourage student voice and advocacy. Counselor needs assessment to find student who need support with self-regulation and problem solving. Lister Lion Leadership Legacy activities including lunch leaders, recess leaders, school leaders.